

**TREDINGTON PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) GRADUATED RESPONSE**

Pupils are only identified as having SEND if they do not make adequate progress once they have had good personalised Quality First Teaching and significant intervention/adjustment. *N.B. Slow progress of a pupil does not necessarily indicate SEND.*

Quality First Teaching for every pupil.

Discussion with previous setting, parent/carer consultations, pupil progress cycle. At least good teaching, differentiation for out of step learners, support targeting focus children, access to full curriculum, classroom behaviour strategies, multi-sensory learning, including e.g. visual timetable, adapted resources/language interventions, Reciprocal Reading, Talking Maths.

Staff benefit from SEND CPD, SENDCo advice and specific resources to incorporate in classroom environment.

SMART Plan

Where pupils do not achieve adequate progress, despite high quality teaching targeting areas of weakness, pupil to be placed on SEND register. Class teacher produces SMART Plan working with parents/carers and SENDCo. Further assessments carried out as required.

My Profile, neurodiversity checklist, small group and 1:1 intervention (SaLT, maths, writing, phonics, social skills etc.) meetings with parents/carers, outcome setting SMART Plan cycle - Assess/Plan/Do/Review.

My Plan+

Further support required.

Liason with outside agencies, referral to and support from ATS, SaLT, physio, OT, EP, to meet personalised learning needs, My Assessment.

Education, Health & Care Plan (EHCP)

Statutory Process.

