

The SEND Graduated Approach at Kingsthorpe College

Stage 1: Universal Offer (OAP)	Stage 2: Targeted Support - SEND Monitoring	Stage 3: Target Plus Support - SEND Support	Stage 4: Educational, Health and Care Plan
Students receive high-quality, inclusive teaching where staff use their knowledge of individual pupils to adapt effectively and remove barriers to learning and support wellbeing to allow students to develop.	Students will require different from or additional to the Universal Offer. This involves one targeted intervention and strategies informed by the ASSESS, PLAN, DO, REVIEW cycle supporting the primary area of need.	Students will require different from or additional to the Universal Offer. This involves targeted interventions and strategies informed by the ASSESS, PLAN, DO, REVIEW cycle. Enhanced support involves intensive intervention and close multi-agency working. Pupils with complex, severe or persistent needs that cannot be met through SEN Support alone may require statutory assessment for an EHCP.	An EHCP is a legal document describing a student's special educational, health and care needs, and the provision required to meet those needs.
What this looks like: - An inclusive classroom environment with clear routines - Use of QFT and SEN Toolkit.pdf - Adapted planning which is responsive to pupils needs - Varied teaching approaches - Regular formative assessments which inform teaching - Positive behaviour management strategies - Additional resources to support students (adaptive approaches - Inclusive Provision Toolkit - Primary and Secondary school years.pdf) Reasonable adjustments made in the classroom to break down any barriers students face. Access arrangements in place for students to access assessments and formal GCSE examinations.	What this looks like: - Student are placed on the Monitoring SEN list – Code (M) Clear targets with strategies and interventions are set addressing a student's priority need following the Assess, plan, do and review cycle - Interventions are added to Edukey and reviewed termly to monitor progress Intervention tracking system is used for session summaries, student engagement and attendance is monitored. Pre and post assessment gathered to monitor impact of intervention and/or strategies. Parent meetings take place and review of intervention SEND Triage meeting takes place in SEND team to discuss students and interventions required.	What this looks like: - Student is placed on the SEND Register under K code. - Individual Learning Plan is created for the student. - ILP is shared with all staff via access to Edukey. - ILP targets are created alongside provision, strategies and intervention to support progress against targets. - Detailed assessment reports from external professionals advise school further. - Actioning recommendations from external professionals using the assess, plan, do review cycle. - High level of specialised intervention from the SEND team, adult support and specialist resources required. School Inclusion Funding via NWC LA to be applied for. - Consider referral to Alternative Provision e.g. Academy 21, Hospital and Outreach or Seeds of Change. - Evidence gathering demonstrating needs meeting EHCP threshold.	What this looks like: - Student remains on the SEND Register now under E code. - Individual Learning Plan is created for the student. - ILP is shared with all staff via access to Edukey. - ILP targets are created alongside provision, strategies and intervention to support progress against targets. - Detailed assessment reports from external professionals advise school further. - Actioning recommendations from external professionals using the assess, plan, do review cycle. - High level of specialised intervention from the SEND team, adult support and specialist resources required. School Inclusion Funding via NWC LA to be applied for. - Statutory document reviewed annually - Detailed sections highlighting area of needs - Clear provision outlined - Named Educational Setting - Funding provided

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<u>Expected outcome:</u> • Student's will make at least expected progress in line with their peers • Pupils can access the curriculum fully with reasonable adjustments being made where necessary • Student's needs are met through QFT provision.	<u>Expected outcome:</u> • Children make expected progress, closing the gaps between their peers due to SEN support in place • Targets have been achieved • Pupils demonstrate increased independence when accessing learning • Consistent improvement maintained over 2 or more review cycles	<u>Expected outcome:</u> • Statutory assessment completed (Request for a Statutory assessment) by SENDCo • If EHCP is issued, it will outline needs and provisions required to ensure the student's needs are met • If EHCP is not issued – enhanced SEN support to continue – SEND team to consider SIF funding.	<u>Expected outcome:</u> • Annual review meeting held within 12 months • All professionals and parents to contribute to the review • Student voice is gained • Progress of targets is assessed • Appropriate and accurate funding is given to ensure the provisions in the plan are met • The provision stated in the plan is reviewed to ensure the effectiveness of the provision • Local Authority considers the recommendations made • Annual review highlighting progress
<u>Indicators for moving to Stage 2 – SEN Monitoring:</u> • Significantly slower progress than their peers • Gaps in attainment widening despite adaptive teaching and reasonable adjustments being made • Sensory, communication or social-emotional needs present which require targeted intervention • Working significantly below age-related expectations • Rising concerns regarding wellbeing and/or attendance. • Concerns regarding persistent behaviours.	<u>Indicators for moving to Stage 3 – SEN Support:</u> • Minimal progress made over two or more cycles despite appropriate support in place • Needs increase in complexity or severity • Increased provision needs to be introduced • Working below age-related expectations • Multi-agency involvement required for coordinated support • May require external professional voice and assessment.	<u>Indicators for moving to Stage 4 – EHCP:</u> • Student may be brought to Complex Case meetings to consider next steps if high concerns regarding student • Complex Case meetings consist of SEND, Safeguarding, Attendance, Behaviour and Attainment focus leaders. • Student receives an EHCP	<u>Indicators student requires specialist setting:</u> • Despite co-ordinated support stated in the EHCP, the student does not make progress towards their outcomes, and the attainment gaps widen • Student continues to pose a safety risk to themselves and others • Mainstream school cannot meet the student's needs despite provisions in place
<u>Next steps:</u> • Refer to QFT and SEN Toolkit.pdf documents to ensure all reasonable adjustments and Ordinary Available Provision has been trialled in the classroom. • Liaise with form tutor, head of year and pastoral team for support and to build up a picture of the student. • Discuss your concerns with parents with advice form SEND team. • Consider Round Robin of teacher voice to see if view is shared and needs persistent in other subjects/classes.	<u>Next steps:</u> • Following Orbis Trust SEND Criteria – students may be placed on the SEND Register. • SEND team will refer to external professionals for expert advice and guidance on support • Teachers to speak with external professionals where appropriate to ensure a detailed picture of the students needs is given. • External professional report shared with parent.	<u>Next steps:</u> • Read through the EHCP thoroughly • Meet with SENDCo to discuss EHCP including key strategies and interventions on ILP • Implement provisions stated in the EHCP with support from the SENDCo • Continue to follow the graduated cycle of Assess, Plan, Do and Review.	<u>Next steps:</u> • Hold an emergency annual review to discuss the ongoing difficulties to meet the student's needs • Liaising with NWC EHC team and parents/carers to ensure an appropriate setting is named • Request increased funding to support the student • Educational setting state that they cannot meet needs of student and request an appropriate setting can be found.

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Refer the student through the SEND Referral Form. https://forms.office.com/e/g6CYSVewwS	- External professional suggest strategies and intervention feed into ILP.		May require consultation and change of placement.

It is noted that children can move up and down the stages depending on the level of need, provision required and progress made.