

Graduated Approach at Tibshelf Infant and Nursery School



UNIVERSAL

- Data and observations used to identify children who are not making the expected progress.
- No specific SEND intervention: Reasonable adjustments as part of Quality First teaching expectations.

-Children added to Universal Support list

NEXT STEP: Class teacher initial concern form, SENCO involvement.

TARGETED

One Page Profile and Outcomes and Provision Map created (To be reviewed and updated half termly)

- Extra provision such as small group work or specific interventions are identified (provision map)
- Meeting with class teacher and parents

NEXT STEP: further assessments within school and possible request for support from external agencies

SPECIALIST

- External agencies provide recommendations
- Recommendations implemented in school
- My SEND Learning Programme created. This is reviewed and updated half termly

NEXT STEP: Further external specialist advice. Possible application for EHCP (Education, Health and Care Plan) or EYIF (Early Years Inclusion Fund).

- EHCP (Education, Health and Care Plan) granted
- School implements recommendations
- Annual review (3x review meetings per year – Autumn Term 2, Spring Term 2 and Summer 2)

NEXT STEP: Further external advice, possible amendments to EHCP.

Children's SEND provision can be reduced if progress is sustained, without needing specialist support or specific interventions. Provision and progress are reviewed regularly, and this is shared with parents.