

SEND at Gladstone Road Primary School:

A Graduated Approach

“A child in my class is not making expected progress”

This means their academic/social/physical progress may be:

- Significantly slower than that of their peers, starting from the same baseline
- Failing to match or better the child’s previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening the attainment gap

Monitor the child

- Implement usual differentiation strategies
- Refer to Provision Map “Universal Provision” for additional strategies
- Assess the impact for a suitable period of time

“The child is still not making expected progress”

My Support Plan

- Complete a cycle of APDR
- Continue to implement differentiation strategies
- Refer to Provision Map “Universal Provision” for additional strategies
 - Discuss with Year Leader/Subject Leader
 - Discuss with parent
 - Discuss with child
- Consider access to a Learning Support Group
 - Monitor for a suitable period of time

“The child is still not making expected progress”

Refer to SENCOs

- Contact designated SENCO to discuss ‘My Support Plan’

“What happens next?”

Possible Next Steps

- Meeting with Parents/Class Teacher/SENCO
- Further Enhanced Universal Provision and ‘My Support Plan’
 - Evidence Based & Personalised Intervention
 - Placement on the SEND Support Register
 - Referral to Outside Agency
 - Continued monitoring
 - Termly review meetings