



Graduated Approach to SEND at St Matthew's

A SEND concern is raised by Teacher/ Teaching Assistant/ Parents or Carers.



PHASE ONE:

- SENDCo informed and initial concern is logged.
- Class teacher to consider how Quality First Teaching (QFT) is meeting the pupil's individual needs. Liaising with SENDCo, teacher implements new QFT strategies where appropriate.
- Parent/Carers informed about concern and the support/strategies that have been implemented.
- Pupil's progress is monitored closely by class teacher for approx. 6 weeks.

PHASE TWO:



- Pupil's needs are being met through QFT.
- Pupil has made progress - this has been recorded and reported to SENDCo and parents/carers.
- Class teacher continues to informally monitor pupil.
- No SEND intervention required at this time.
- Concern is significant and pupil's needs are not being met by QFT.
- SENDCo meets with parents – a decision may be made to put the pupil onto SEND support.
- If pupil is accessing SEND support, an individual Learning Plan is created by class teacher to identify specific targets.
- Evidence is collected by teacher: observations, assessments, class work etc.



PHASE THREE:

- If concerns continue, SENDCo will collaborate with class teacher and parents/carers to make referrals to relevant external agencies and/or specialist support.
- SENDCo may seek specialist assessments of pupil, possibly leading to an EHCP/High needs funding being implemented.

Assess/Plan/Do/Review cycle completed termly: autumn, spring and summer.

Quality First Teaching =
Personalised, inclusive
teaching for all learners.