Graduated Approach @ Roebuck School

**ASSESS, PLAN, DO, REVIEW**

**Wave 2- small group/ individual interventions.** Use assessments as appropriate to inform next steps/areas of weakness & strength/unmet needs: YORK, Sandwell, ELSA scales, Strength & Difficulties, PIVATS, Specialist T, SaLT, pupil discussion, observation etc.

Implement rigorous interventions within the classroom as required using entry & exit data to evaluate impact. Keep a record on your class provision map.

Class teacher & SENDCo monitors impact. Is the intervention working? Is it appropriate? A Targeted Learning Plan may be written. SENDCo provides advice & support if required.

Continue to gather info about the child. Include views of **parent & child** & add to pupil profile.

Pupil may be placed on a ‘watch list’ & the SENDCO will monitor their progress.

**Wave 1** – **Our Universal Offer. Quality First Teaching** in place for all pupils including highly differentiated teaching strategies targeting a child’s area of need to remove barriers to learning. Teachers have high expectations, set aspirational targets, give purposeful feedback & set appropriate home learning. They liaise with in house staff with areas of expertise.

**Inform parents of any concerns, set review date, track progress & feedback to parents.** Plan next steps, recording actions taken & impact – what works well / not so well?

Begin to build a pupil profile including observations & assessments -how does the child learn best? What are the barriers?

MR/Inclusion Updated Jan 2019

Review each half term.

SENDCO & Class Teacher keep parents informed.

If concerns remain, the SENDCO/school & parents will **consider**: CAF assessment; EP involvement; a referral to another agency. A Request for Statutory assessment/EHCP may be required - this is only for pupils with significant lifelong special needs.

Plan next steps/small step targets to achieve the long term outcomes. Build on the child’s learning success & how they learn best with a focus on what they’re good at.

Quality First Teaching consistent & take swift action if required. Close the gap & ensure good progress.

NO

YES

Is the child making progress?

NO

YES

Is the child making progress?

**Consider Wave 3/School Support**

SENDCO & class teacher discussion. Analyse assessments & impact of action so far. Specialist teacher involvement may be arranged.

Write a TLP, PLP or TBP to include: long term outcomes & small step targets to achieve outcomes, strategies, time allocation & resources. Revise, revisit & refine actions. High quality support within the classroom. Plan wave 3 intervention. What additional resources & advice are needed?

What supports the child in making good progress? Share information with all staff in class.

Inform parents. Set review date half termly.

Keep a record of all meetings. Pupil may be placed on the SEND record.

If the child is not making expected progress?