



Our Graduated Approach to Identified Needs

At Tyndale Primary School we have a Graduated Approach to pupils' needs. All teachers have received training on what this looks like for pupils at Tyndale Primary School and their roles and responsibilities in this process.

The information below shows what is in place at specific stages and how this is assessed, recorded and monitored.

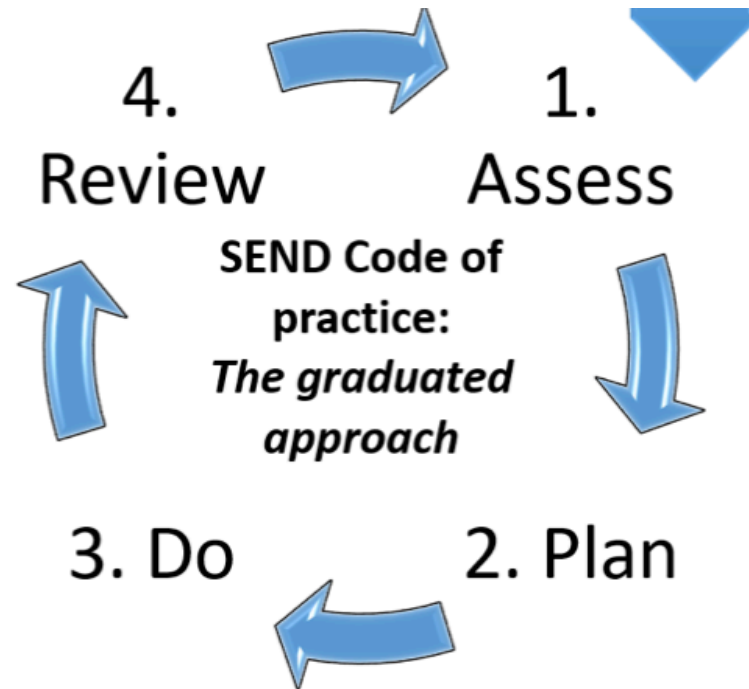
Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
5	Specialist Placement / Exceptional Provision	- Placement in specialist setting or resourced provision (if mainstream cannot meet need) - Highly specialist teaching environment matched to complex needs - Multi-agency provision coordinated through EHCP - Significant adaptations to curriculum, environment and staffing model - Potential reduced mainstream integration depending on need	- EHCP fully in place and reviewed annually - Provision and outcomes reviewed through statutory review process - Multi-agency planning and coordination - Transition planning (if applicable) to alternative provision or specialist placement	Class Teacher SENDCo Headship
4	High Needs SEND Support (specialist involvement and formal SEND processes)	In addition to Stages 1–3: - Highly individualised support to meet significant and persistent need - Involvement of external professionals (e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist, specialist advisory services) - Significant, ongoing adult support and adapted curriculum access where required - Highly structured and personalised approaches across the school day - Allocation of additional resources or funding where appropriate - Regular direct input from SENDCo and external agencies to guide provision - Formal consideration and/or application for an Education, Health and Care Plan (EHCP)	- Whole-school tracking and reviewing systems in place to evaluate effectiveness of SEND provision, review Individual Support Plan and Pupil Passport and log ongoing concerns (Provision Map) - Individual outcomes reviewed through structured termly (or statutory) review meetings - Multi-agency reviews where external professionals are involved - Detailed evidence gathered to inform EHCP assessment/review (where applicable) - Individual Support Plan and Pupil Passport used to ensure consistent implementation across staff - Formal communication and involvement of parents/carers in statutory or multi-agency review meetings and EHCP-related processes (where applicable)	Class Teacher SENDCo Headship



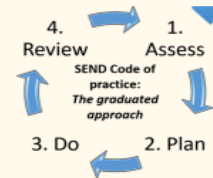
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3	SEND Support (longer term, persistent needs)	In addition to Stage 1 and Stage 2: - Sustained, structured interventions delivered over a longer period - Increased frequency and/or duration of 1:1 or small group support - Structured APDR cycle: Assess–Plan–Do–Review - Individual Support Plan and Pupil Passport in place - SENDCo involvement and/or observation - Referral to external agencies may be considered (e.g. Community Paediatrician, Speech and Language therapist, School Nurse)	- Pupil recorded on SEND register (K) - Whole-school tracking and reviewing systems in place to evaluate effectiveness of SEND provision, review Individual Support Plan and Pupil Passport and log ongoing concerns (Provision Map) - Increased recording of evidence (intervention logs, observations, behaviour/engagement data where relevant) - Structured communication with parents/carers at APDR review points, including discussion of SEND targets, provision and impact - SENDCo oversight of intervention quality and impact - External agency advice recorded and used to inform provision (where involved) - SEND Tracker reviewed through SEND surgeries to inform next steps or escalation	Class Teacher SENDCo
2	Early Intervention support (short-term, closing gaps for emerging needs)	In addition to Universal Stage 1 provision: - Time-limited intervention programmes delivered in small groups or individually - Additional practice and pre-/post-teaching to support learning - Targeted support for identified areas of need (e.g. phonics, reading fluency, language, numeracy, social communication, emotional regulation) - Increased teacher monitoring and feedback - Pupil Passport may be in place - Parental/carers communication and collaboration regarding support strategies	- Progress reviewed through Impact Meetings - Whole-school tracking and reviewing systems in place to measure impact of interventions and log emerging concerns (Provision Map) - Intervention entry/exit data used to judge impact (did it work?) - Use of simple tracking tools where helpful (e.g. ABC charts for behaviour) - Communication with parents/carers to share concerns, intervention impact, and agreed strategies to support progress at home - SEND Tracker reviewed to identify pupils who may need escalation to Stage 3	Class Teacher Phase Leader SENDCo
1	Universal Provision	- High-quality inclusive teaching - Adaptive teaching and scaffolding - Personalised learning goals - Assessment for learning - Appropriate support and challenge - Reasonable adjustments within everyday classroom practice	- Formative assessment used to inform teaching - Regular monitoring of attainment, progress and engagement in Impact Meetings - Whole-school tracking and reviewing systems (Insight and Provision Map) - Early identification of emerging needs - SEND Tracker reviewed termly to identify pupils who may need escalation to Stage 2	Class Teacher Phase Leader

The majority of pupils' needs will be met at stage 1 and 2 through the quality first teaching approach and some additional intervention (closing gaps) at stage 2. Through regular meetings with teachers, we will track slow progress carefully and work our way through the graduated response as needed. There may be times where we need to jump stages: where significant needs are identified or the needs of a pupil change quickly. Regular communication with parents and carers is key and working together is encouraged. We work to the model below:



TYNDALE'S GRADUATED APPROACH



Stage 5 is Specialist Placement / Exceptional Provision. There are only approximately 2-3% of children at this stage.

In addition to Stages 1-3:

- Highly individualised support to meet significant and persistent need
- Involvement of external professionals
- Highly structured and personalised approaches across the school day
- Consideration of EHCP
- Multi-agency reviews

SEND SUPPORT (LONGER TERM, PERSISTENT NEEDS)

3



In addition to Stages 1 and 2:

- Sustained, structured interventions
- Increased frequency and/or duration of 1:1 or small group support
- Individual Support Plan and Pupil Passport in place
- SENDCo involvement
- Pupil recorded on SEND register (K)
- Increased recording of evidence

In addition to Universal Stage 1 provision:

- Time-limited intervention programmes
- Increased teacher monitoring and feedback
- Pupil Passport may be in place
- Parental/carers communication
- Regular monitoring of progress and interventions using whole-school systems

UNIVERSAL PROVISION

1



- High quality teaching
- Adaptive teaching and scaffolding
- Reasonable adjustments
- Formative assessment
- Regular monitoring of progress using whole-school systems

2



EARLY INTERVENTION SUPPORT (SHORT- TERM, CLOSING GAPS)

4



HIGH NEEDS SEND SUPPORT (SPECIALIST INVOLVEMENT AND FORMAL PROCESSES)