HARPFIELD
PRIMARY
ACADEMY
Creative
Education
Trust

Graduated Provision at Harpfield Primary Academy

The Graduated Response

Our academies use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2014).

Using teachers' assessments and in discussion with parents/carers, the SENDCo and class teachers will meet regularly, or as often as required, to consider individual needs and to discuss the provision needs of the children and young people at Universal, Targeted and Special Support levels. Consideration will be given to the academic achievement of each child or young person, the progress made and the mental health and emotional resilience demonstrated, including the behaviour exhibited at school and any reported behaviours from the home setting.
Where these meetings identify children making less than expected progress for their age and individual circumstances, the SENDCo, progress leader and subject teacher may consider Targeted Support regardless of whether they are deemed to have a SEND.

The Graduated Response has 4 stages:

Universal.

This is support provided for all, based on the Quality First Teaching standards; and represents our Ordinarily Available Provision.

Children and young people may display some need for support at, the teacher will provide support as part of the universal provision and ensure that all reasonable adjustments have been considered, and appropriate strategies have been undertaken. Children and young people are regularly reviewed by teachers, it is expected that two cycles (Assess/ Plan/ Do/ Review - APDR) should be supported before moving on to SEND Monitoring, if required.

SEND Monitoring

Some children / young people do not meet expected progress targets following the implementation of reasonable adjustments. Assessments and teacher feedback will inform what kind of short-term intervention or support programme could be utilised to provide additional individualised support. The focus of these interventions may be curriculum based e.g., English / Maths or could be focussed on social skills and the development of relationships.
Children and young people SEND Monitoring will be regularly monitored and supported by form tutors, progress leads and teachers.

SEND Support

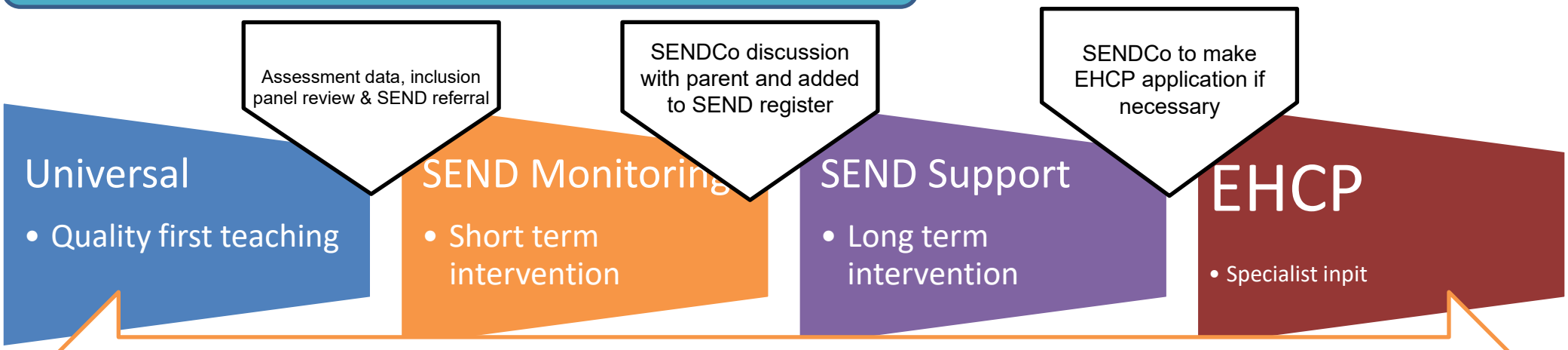
If a child / young person requires more long-term support, or if the impact of reasonable adjustments and short-term intervention has been limited then the child/ young person will be placed on the SEND register (and be provided with a K -code to help the academy prioritise their needs). The school SENDCo will work in partnership with parent carers, the child, Progress Leads, form tutors, teachers and practitioners to help to outline any appropriate interventions that can support the individual needs of the child/ young person.
There may be a need for the SEND team and/or external agencies such as experts in specific areas of need a to undertake more in-depth assessments.
At SEND Support there is a higher degree of monitoring co-ordinated directly by the SENDCo and the SEND teams, supported by other staff.
The impact of support will be closely linked to measurable targets recorded in the co-produced and regularly reviewed Pupil Passport
This is monitored and reviewed as often as required; we understand that progress can be both accelerated and limited by the quality and relevance of the agreed targets and any impact of pressures that the pupil and/or their family is experiencing.

EHCP

The next stage is required only when there is a need to recognise or formalise the on-going support required by an individual and that this support needs to be recorded as a part of an Education Health and Care Plan (EHCP).
The Local Authority holds the overall responsibility for the implementation of an appropriate EHCP. It is a statutory process that requires the assessment of a range of professionals from external services. The SENDCo and SEND support team will directly co-ordinate this process and ensure that children/ young people and their parent carers are fully included so that the final document is co-produced in line with the SEND Code of Practice.
Children and young people with an EHCP will be regularly monitored and their pupil passports will include agreed targets from their EHCP, which will be reviewed at least termly. The EHCP document will be subject to an annual review to ensure that it continues to meet the individual needs of the child/ young person.

The following page provides a graphic representation of the Graduated Response shared with all staff within the Trust:

Graduated Response



Students can move up and down based on the provision they are receiving

Universal Provision

What every child/ YP recieves

All staff responsible for ensuring Tier 1 provision is delivered

Teacher standards

Class teacher has implemented QFT classroom strategies with adaptive teaching

SEND Monitoring

CYP needs additonal support to make expected progress despite a range of reasonable adjustments at tier 1 1

QFT and Short Term specific intervention required (specialist, class or curriculum)

Baseline assessments to be completed with recommendations

SEND Support

In-depth assessment to establish area of need

Ongoing, specific support to address CYP's needs including SEND. Evidenced based intervention monitored by SENDCo.

Young person will have a pupil passport & measurable targets.

Specialist support from outside agencies may be needed.

SENDCo involved in coordinating provision, assessment, measuring impact and liaising with outside agencies.

EHCP

Support over and above, additional and different.

Highly personalised and closely monitored specialist provision.

Specialist support from external services.

Cognition and Learning			
Assessment	**Universal Provision What is delivered in the classroom for all students.**	**Additional support within the classroom for some pupils/Targeted interventions**	**Specialist Support**
Accelerated reading test Vernon spelling test Salford Reading test Sandwell Maths test KS2 SAT results Teacher Assessment MTC Phonic Screening SATs preparation and test Read Write Inc trackers	High quality teaching using adaptive teaching Adaptive curriculum planning Annotated learning objectives Use of ICT – whiteboard, laptops In-class targeted teacher support In-class teaching assistant support Pre-teaching of vocabulary and concepts Collaborative and self-assessment Group/Individual guided reading with class teacher or teaching assistant Educational trips	Chrome books – spelling shed, TTRS, Numbots SPARX Maths, Reader and Science Overlays Additional use of visual aids and practical resources like task boards. Daily Diary Reading coach IT – Microsoft tools	Working memory group Numicon intervention Guided Reading intervention Nurture programme BEAT Dyslexia programme Better Reader Programme Number stacks Precision Teaching SENMAS

Communication and Interaction			
Assessment	**Universal Provision What is delivered in the classroom…**	**Additional support within the classroom for some pupils/Targeted interventions**	**Specialist Support**
Teacher assessment Baseline assessment Speech and language referrals assessments Teacher assessment	High-quality teaching using adaptive teaching Adaptive curriculum planning Annotated learning objectives Use of ICT – whiteboard, laptops In-class targeted teacher support In-class teaching assistant support Pre-teaching of vocabulary and concepts Collaborative and self-assessment Group/Individual guided reading with class teacher or teaching assistant Clear, spoken and modelled language A language-rich environment Word mats	Targeted interventions and in-class support are provided to develop communication, language and interaction skills. Staff use a range of evidence-based strategies, visual supports and scaffolded approaches to ensure pupils can access learning and participate fully in school life. Individual programmes are regularly reviewed to ensure provision remains responsive to pupils' evolving needs. Opportunities for structured peer interaction to develop confidence and communication skills. Programmes delivered to develop listening, attention and expressive/receptive language skills. Social skills groups to support turn-taking, conversation skills, friendship building and emotional understanding.	Guidance from the speech and language referrals (programmes) followed Early Talk Boost and Talk Boost Read Write Inc Guidance from the speech and language referrals (programmes) followed Recommendations from Caudwell reports (diagnosis for ASC) SENMAS

		Use of assistive technology, communication aids or adapted resources where appropriate. Close liaison with speech and language therapists and implementation of recommended strategies.	

Social, Emotional and Mental Health			
Assessment	**Universal Provision What is delivered in the classroom…**	**Additional support within the classroom for some pupils/Targeted interventions**	**Specialist Support**
Classroom observations CPOMS Behaviour records (analysed and trends identified) Teacher assessments Pupil voice Parent/carer voice Use of recognised screening tools where appropriate (e.g. Boxall Profile, SDQ, Therapeutic Thinking resources and assessments). Input from external professionals	Consistent, warm and nurturing interactions with all pupils. Staff who know pupils well and demonstrate genuine care and empathy. Positive greetings and check-ins at the start of the day. Use of restorative conversations to repair relationships and resolve conflicts. Predictable and Consistent Routines Clear classroom expectations that are explicitly taught and regularly revisited.	Regular emotional check-ins with a trusted adult. Use of visual timetables and clear routines. Identified safe space or calm area within the classroom. Adapted tasks to reduce anxiety and increase success. Additional processing time for instructions and transitions. Positive reinforcement systems tailored to individual needs. Individual behaviour targets reviewed regularly.	Small group and 1:1 SEMH interventions including nurture and emotional regulation programmes **ZOR** Social skills and friendship interventions. Therapeutic approaches informed by trauma-aware practice. Access to sensory and regulation resources. Referrals to specialist external agencies where required. Regular monitoring through behaviour records, pupil voice, parent feedback and recognised

where required, such as Educational Psychology, CAMHS, Behaviour Support or Family Support services.	Consistent use of behaviour policies across the school. Visual timetables and clear daily routines. Preparation for transitions and changes to routine. Calm, organised and low-stress learning environments. Opportunities for pupils to express feelings appropriately. Worry Monster Recognition that behaviour is a form of communication.	Access to sensory or regulation tools (e.g. fiddle toys, wobble cushions, ear defenders). Strategic seating arrangements to reduce distractions and support engagement. Emotion coaching and restorative conversations following incidents. Adult support during unstructured times where appropriate. Pre-warning of changes to routines, staffing or activities.	SEMH assessment tools. Lego Therapy Young Minds Early Help CAMHS MHST SENMAS Early Help/Family support

Physical and Sensory			
Assessment	**Universal Provision What is delivered in the classroom…**	**Additional support within the classroom for some pupils/Targeted interventions**	**Specialist Support**
Teacher observations in lessons, playtimes and around school.	Classrooms are organised to	Flexible seating arrangements to support posture, mobility, sensory	Input from external professionals where appropriate, including:

Discussions with parents/carers regarding developmental history, medical needs and concerns. Pupil voice to understand any difficulties experienced in school. Monitoring of access to the curriculum and school environment. Assessment of fine motor skills (e.g. handwriting, cutting, manipulating equipment). Assessment of gross motor skills (e.g. balance, coordination, PE participation). Monitoring independence in self-care, organisation and mobility. Tracking progress and attainment to identify any barriers linked to physical or sensory needs. Review of attendance and participation in lessons and wider school activities.	minimise distractions and promote accessibility for all pupils. Seating arrangements are carefully considered to support individual physical and sensory needs. Clear visual timetables and classroom routines are used consistently. Adult support to facilitate access to learning where required. Chunking of instructions and use of visual prompts to aid processing Teachers provide instructions verbally and visually to support understanding. Regular movement breaks are incorporated into the school day. Sensory regulation strategies are available for all pupils, such as calm spaces, sensory circuits and access to sensory resources. The classroom environment considers lighting, noise levels and sensory sensitivities. Staff use quality first teaching	regulation and access to learning. Adapted resources, including enlarged print, coloured overlays, visual timetables and writing aids. Regular movement breaks and sensory breaks throughout the day. (sensory diet) Use of assistive technology such as laptops, tablets, speech-to-text software or radio aids. Access to sensory equipment such as fiddle toys, wobble cushions, therapy bands or ear defenders. Alternative methods of recording work, including verbal responses, photographs or technology. Individual risk assessments and personal care plans where appropriate	Occupational Therapy (OT) Physiotherapy Hearing Impairment Service Vision Impairment Service Pediatricians Community Health Professionals SENMAS

	strategies, including chunking instructions and providing additional processing time. Pupils are encouraged to develop independence through the use of supportive equipment and strategies. Reasonable adjustments are made to ensure access to the curriculum, learning environment and wider school activities. Physical activities are adapted where required to enable full participation. Positive relationships and emotional safety are prioritised to support pupils who experience sensory regulation difficulties. Staff monitor and respond to emerging sensory or physical needs through observation and discussion with parents/carers.		