Torre's Graduated Response Provision Map

What is SEND?

'A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age.'

Universal – Strategies to support first quality teaching

The Universal provision is what is on offer to ALL children within the mainstream class and is delivered by all class teachers. It is closely monitored and supported by teachers and Senior Leaders. It includes a wide range of strategies to adapt and personalise learning to enable children to succeed. These are implemented by the class teacher. This includes access to a broad and balanced curriculum with quality first teaching.

Targeted – Strategies delivered in addition to first quality teaching

The Targeted provision is targeted small group interventions for pupils who are identified through class assessments and if universal strategies have been ineffective at supporting the pupil. Targeted provision is designed for groups of children for whom a well-structured short-term programme is all that is needed to enable them to make accelerated progress in order to catch up with their peers. These are implemented by the class teacher, in conjunction to and consultation with the SENDCo.

Specialist – Strategies above small group intervention

The Specialist provision is for children where universal and targeted provision are solely not enough to help children make the accelerated progress in order to help them catch up with their peers. It may need to be a more intensive programme, involving more individual support or specialist expertise from internal and external agencies. These are implemented by the SENDCo.

SEN: A Graduated Response to meeting need
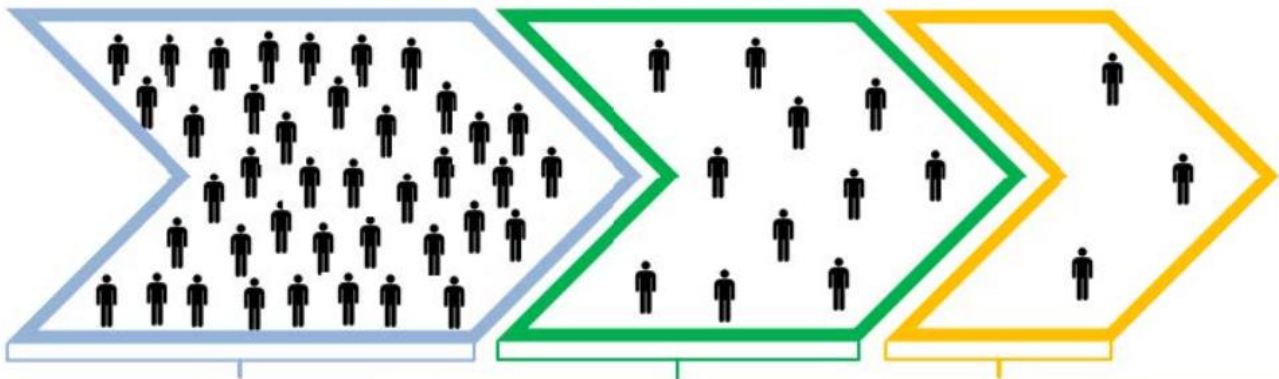
Universal provision
all schools, every classroom, every teacher and all children.

- A broad and balanced curriculum
  - differentiated for individual pupils
  - the first step in responding to pupils who have, or may have SEN

- High quality teaching with good lesson planning
  - suitable and ambitious targets for every child
  - monitoring the quality of teaching & learning to ensure it's appropriate is in all schools

Funding and expertise is in all schools for all this provision.

Targeted Provision
all schools, every classroom, every teacher, and some children.

Universal provision and ...
- School based plan that identifies needs, sets outcomes and specifies support

- Professional advice may be required for some children

- Children are likely to have barriers to learning - schools are responsible for removing these barriers through **assess, plan, do and review**

- Support is **'additional to and different from'** the universal provision

Funding and expertise is in all schools for most of these children.

Specialist Provision
all schools, some classrooms, every teacher and very few children.

Universal provision + targeted provision and .....
- More specialist intervention and advice

- Children may have long term complex needs and/or disabilities

- The child may be supported through an EHCP

- Provision may be in a special school

- Some children may have complex health needs.

This provision may need additional local authority funding (top up funding)

SEND: Four areas of need

There are four primary areas of SEND and in order to implement effective strategies, teachers may consult with the SENDCo to identify the primary area of need which is affecting a child.

Communication and Interaction (C&I)	This can include but is not limited to: - Speech, Language and Communication Needs (SLCN) - Asperger's and Autism Spectrum Disorder (ASD)
Cognition and Learning (C&L)	This can include but is not limited to: - Moderate Learning Difficulties (MLD) - Severe Learning Difficulties (SLD) - Specific Learning Difficulties: Dyslexia, Dyscalculia, Dyspraxia etc (SpLD)
Social, Emotional and Mental Health (SEMH)	This can include but is not limited to: - ADD, ADHD or Attachment Disorder - Includes: children experiencing a wide range of social and emotional difficulties. Behaviours presented may include: withdrawal, isolation, challenging, disruptive or disturbing behaviour. These behaviours may reflect and underlying mental health difficulty such as: anxiety, depression, self-harming, substance misuse or eating disorders.
Physical and/or Sensory Needs (PSN)	This can include but is not limited to: - Visual impairment - Hearing impairment - Multi-Sensory Impairment (MSI) - Physical Disability (PD)

Communication and Interaction

Area of Need	Universal	Targeted	Specialist
Communication and Interaction (C&I)	- Adapted Delivery of curriculum - Visual Timetables/Timers - Peer Support / pairings - Visual prompts - Key Vocabulary Provided - Target Questioning - Instructions broken down - Carpet/Table Spaces - Teacher/TA Guided Sessions - Rephrase Questions and Answers - Model language - Additional use of ICT resources - Worked examples - Quiet space to minimalise distractions - MTYT / TTYP - Continuous Provision - RWInc Signals	- Playtime/Lunchtime Groups - After School Clubs - Sensory Breaks - Speech and Language Therapy – internal - Speech Link Interventions - Listening Group Interventions - 1:1 daily reader - Lego Therapy - Communication and Interaction groups within nurture outreach - Adapted Curriculum -	- TAF Meetings - Request for EHCP - EHCP Annual Reviews - Communication and Interaction Referral (ASD) - Speech and Language Therapy - external - Extra support from adult where funded - School Nurse - Dyslexia Team

Cognition and Learning

Area of Need	Universal	Targeted	Specialist
Cognition and Learning (C&L)	- Adapted Delivery - RWI Setting - Whole Class Guided Reading - RWInc Guided Reading - Carpet/Tables Spaces - Peer Support / pairings - Targeted Questioning - Visual Timetables - Teacher/TA Guided Groups - Focus on 'Growth Mindset' - Shared Success Criteria - Resources (Sound/Word Mats) - Physical manipulatives - Visual representations - Individual Target Cards - Responding to Marking - Working Walls - Early Morning Work - Accelerated Reader - Book bands - Library time - Varied, personalised and frequent feedback - 7 second thinking time	- Personalised Curriculum - Reading Interventions - Writing Interventions - Numeracy Interventions - Handwriting Interventions - RWI 1:1 Interventions - 1:1 daily reader	- TAF Meetings - Request for EHCP - EHCP Annual Reviews - Educational Psychologist - 1:1 TA – Where funded - Dyslexia Screener/Referral - School nurse - Auditory Processing Disorder referral

Social, Emotional and Mental Health

Area of Need	Universal	Targeted	Specialist
Social, Emotional and Mental Health	- Adapted delivery of the Curriculum - Check ins with teacher weekly - OPAL activities to structure break times - Visual Timetables - Assemblies to promote values - In class TA support - Structured routines - PSHE embedded across curriculum - Regular opportunities to share learning - Regular celebration of learning and achievements through positive behaviour ethos	- Adapted curriculum - Personalised Playtime/Breaktime Timetable. - Safe Space to retreat to - Social Stories - Learning Mentor - Personal work station - Brain breaks - Breakfast and snacks given - Lego Therapy - Nurture outreach groups - Emotional literacy based activities - THRIVE - Use of BOXALL assessments	- TAF Meetings - Request for EHCP - EHCP Annual Reviews - SEMH & Wellbeing team referral - Educational Psychologist - CAMHS - Positive Handling Plans - Personalised Timetable - 1:1 TA – Where funded - School Nurse Referral - PEP Meetings - Parenting Course (Action for Children) - School Nurse - Extensive Nurture provision access - Alternative provisions

Area of Need	Universal	Targeted	Specialist
Physical and/or Sensory	- Adapted Curriculum - Adapted Delivery - Carpet/Tables Spaces - Wobble Cushions - Slanted Writing Screen - Pencil Grips - Weighted Blankets - Ear Defenders - Fiddle Sticks (Not fidget Spinners!) - After School Clubs - Playtime Equipment - Apparatus - Outdoor Learning - Handwriting Lessons - Gross and fine motor skills activity - Linking movement breaks and physical movement into lessons - Quiet space to minimalise distractions - Chewlery	- FunFit - Yoga - Sensory time - Handwriting Interventions - Sensory Breaks - Personal working space - Safe space in classroom	- TAF Meetings - Request for EHCP - EHCP Annual Reviews - Occupational Therapist - Physiotherapist - 1:1 TA – Where funded - School Nurse referral - Intimate Care Policy and Plans - School Nurse