



# The Graduated Approach at The John Fisher School

# I think student X needs SEN support.

**Question: Have we initiated the Graduated Approach?**

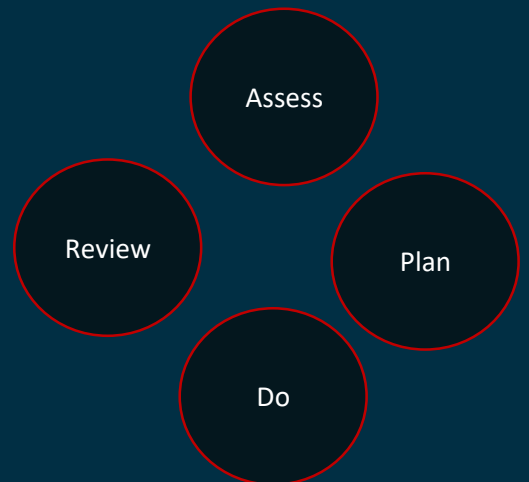
**Step 1:** Student sits an assessment and underperforms.

**Step 2:** Teacher plans for how to support that student in order for them to learn from their mistakes and make progress.

**Step 3:** Teacher implements their plan by differentiating the curriculum to enable the student to make progress.

**Step 4:** Teacher reviews the students progress by analysing the impact the differentiation has made. This could be via another assessment.

If after repeated attempts to differentiate the curriculum, the student is continuing to underperform, a SEN referral form should be completed.



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**Step 1:** Student baseline data is reviewed, observation, file review and or cognitive/literacy assessment is carried out.

**Step 2:** SEN Team/Magdalen (where relevant) will review the evidence and recommend a specific intervention.

**Step 3:** Student accesses the intervention over a period of time and their progress is monitored.

**Step 4:** The outcome is reviewed by school's data systems and findings are discussed with parents/carers.

If after repeated attempts of this cycle, it is felt that the student needs a high number of interventions to maintain progress or needs require specialist support, then the SEN support process is triggered.

# What do we mean by the SEN support process?

**Step 1:** QFT has been implemented and student is issued a Pupil Passport so teachers are made aware of the specific differentiation required.

**Step 2:** If student does not make progress, a Teacher Meeting takes place to ensure staff fully understand how to meet the student's needs within the classroom.

**Step 3:** If progress still does not occur, more specialist input may be sought and a SEN support plan may be issued, with individualised targets set according to specific need.

**Step 4:** SEN support plan is reviewed on a termly basis i.e. every 12 weeks. Review meetings can take place as part of the subject teacher evenings or separately. Parents/Carers and Year Teams (where appropriate) should be invited to review meetings or discussions.

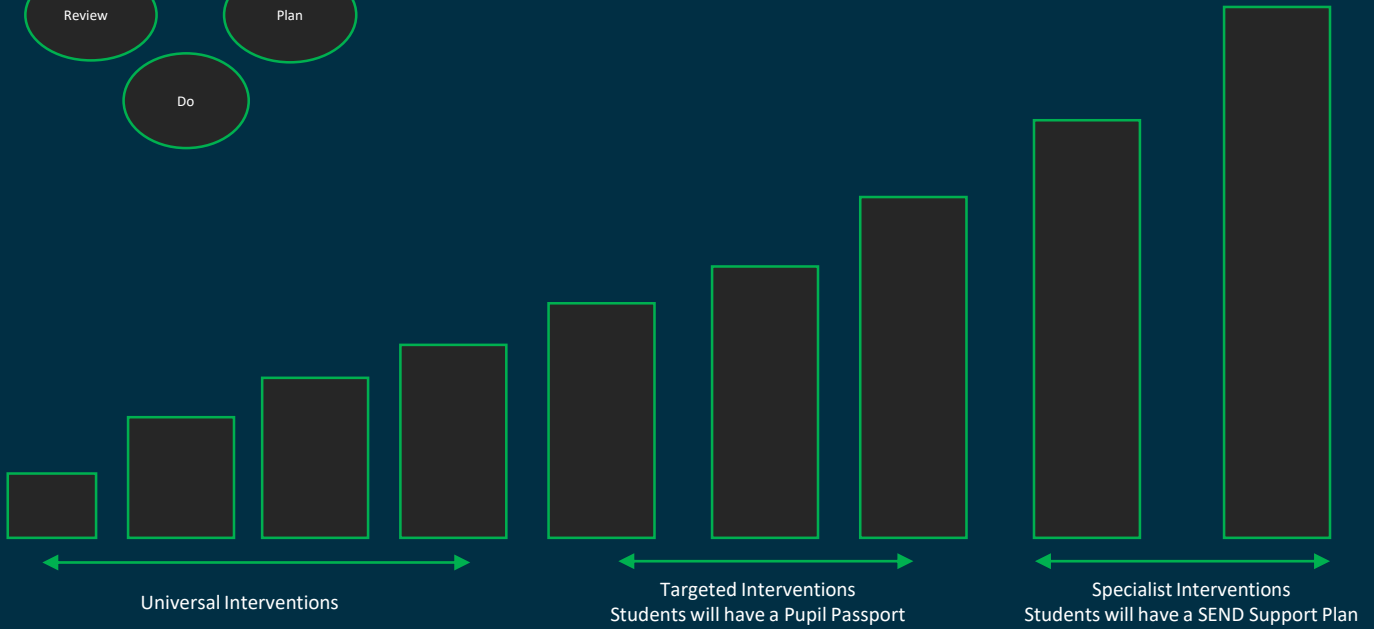
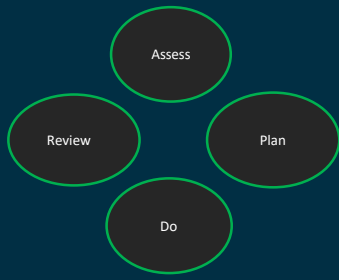
**Step 5:** Provision Mapping reports should also be reviewed to track the spend and the number of interventions the student is receiving.

**Step 6:** IF the student is accessing a number of 'specialist' interventions, which is unsustainable through the school's notional SEN budget, then an EHNCA application is submitted.

## Good practice:

- Are regular learning walks and book looks taking place?
- Are concerns being communicated via the pastoral meetings and Magdalen?
- Has the SEN register, SIMS and Edukey been updated?
- Has the student been assigned to interventions on Provision Mapping?
- Are parents/carers fully informed and understand the process?
- Are you updating the SEN support plan on a termly basis?
- Are you logging all communication and documents onto EduKey Provision Map?
- Is the student's progress being monitored on a regular basis?

# SEN Ladder of Support



## Internal Assessments

Cognitive/ literacy Assessments e.g.

NGRT

NGST

Lucid Exact

Lucid Rapid

Lucid LASS

DASH

WIATT\_II

CTOPP/ TOMAL

SEMH Screeners e.g.

SDQ

Connors

Resilience Scales

RCADS

School Refusal scale

These are our first step assessments when exploring learning concerns or early indicators of anxiety

## External Assessments

Speech and Language  
Occupational Therapy  
Educational Psychology  
Specialist Teacher

These are next step assessments where there are ongoing or persistent concerns that have not been addressed through school support or if we have persistent behavioural, anxiety or attendance concerns

## Interventions – Targeted Support

### Before or after school

- Paired reading
- Homework club
- Subject-based interventions

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### Targeted – Interventions (SENCO)

Reciprocal Reading  
Thinking Reading  
Catherine Group (Year 7 and 8)  
Speed Up Handwriting  
Spelling  
ELSA  
Social Skills  
Social Games  
Transition group

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### Targeted – Interventions (Pastoral)

Inclusion Co-ordinator mentoring  
BAM  
Magdalen  
CAMHS Early Help keyworker

## Interventions – Specialist Support

### Internal Interventions

ELSA  
Specialist Teacher (Dyslexia)  
Autism Support Service  
Adapt 2 Learn  
Occupational Therapy  
Speech and Language Therapy  
Andrew Whitehouse/ Fintan O'Regan (ADHD)

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### Educational Psychologist

Consultation  
Observation  
Review meeting/ target setting (TAC review)  
Tree of Life  
Emotion Coaching  
Cognitive Behavioural Therapy

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### External Support

Turn around project  
Managed Move  
Outreach from Specialist Setting  
STARs referral  
Respite placement  
CAMHS referral

## What is a Pupil Passport?

Pupil passports are a communication tool, used by the SEN department to share information with subject teachers regarding students' individual needs.

A pupil passport is created based on information received i.e. diagnostic reports, which requires subject teachers to be made aware of specific learning requirements and supportive strategies. Pupil Passports support the implementation of Quality First Teaching within a classroom environment.

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## What information is contained within the Pupil Passport?

The Pupil Passport contains a number of tiles, designed to support Quality First Teaching within a mainstream classroom environment:

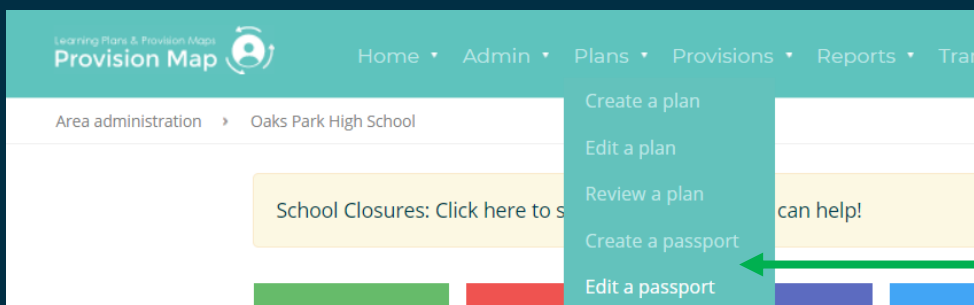
- \* Areas of strength
- \* How can you help to motivate me?
- \* What are my triggers?
- \* How can the teacher help to support me?
- \* Specific differentiation required

These tiles provide the subject teacher with personalised information so that they are able to differentiate the curriculum accordingly.

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## Where can I find a student's Pupil Passport?

Pupil passports can be found on Edukey provision Map under the plan tab:



# What is a SEND Support Plan?

A SEND Support Plan, is a document that is issued when a student is in receipt of a number of target and specialist interventions due to an identified SEN need, which is presenting as a significant barrier to their learning.

The SEND Support Plan, supports the graduated approach by acting as a platform in which the school sets specific targets and monitors individual progress. Unlike the EHCP, the SEND Support Plan is not a legal document and is reviewed on a termly basis.

# When is a SEN Support plan issued?

A SEND Support Plan is issued after the Assess, Plan, Review and Do cycle has taken place and previous supportive actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

SEND support plans are only issued at the school's discretion to students who are on the SEN register and are accessing a number of targeted and/or specialist school interventions.

SEND support plans are reviewed three times a year, with a member of the school's SEN Team or Pastoral Teams and ought to be in place for at least two terms, prior to the consideration of the application of an EHCNA (should it be decided that is the most appropriate course of action). This is to ensure that enough time has passed to measure the effectiveness of the interventions in place.

# How long will a SEND support plan remain in place?

A SEND Support Plan will remain in place for as long as it is needed. They will be reviewed on a termly basis and if it is felt that the student no longer requires a SEND Support Plan, this will be communicated to parents/carers as part of the review process.

# Where can I find SEND support plans?

SEND Support Plans will be saved on EduKey Provision Map by searching for the student by name.

The screenshot shows the EduKey Provision Map dashboard. At the top, there is a navigation menu with links for Home, Admin, Plans, Provisions, Reports, Transitioning, School Robins, Safeguarding, Print Centre, and Help. Below the menu, there is a yellow banner with a message: "Please keep us up-to-date with your financial officer's details. In these unprecedented circumstances we ask that all payments and invoices are paid for electronically where possible via BACS. Please do not send cheques where at all possible, contact support@edukey.co.uk if our bank details are required. We thank you for your cooperation at this time." Below the banner, there are seven colored boxes displaying key metrics: 77 Review due soon (green), 0 Review overdue (red), 0 Recent parental comments (yellow), 34 Active provisions (blue), 71 Active learning plans (teal), +0.18 Average provision outcome (purple), and +0.08 Average learning plan outcome (orange). At the bottom, there is a search bar with the text "Find pupil by name, tutor group or year group..." and several filter checkboxes: "Pupils I teach", "SEN only", "PP only", and "With plan only". There is also a dropdown menu labeled "I want to...".



## Intervention road map

Cognition and Learning Concern

Universal Assessments:  
School baseline assessments (CATS),  
NGRT and NGST  
Class teacher assessments or Pre-Public Exams  
School data collection

Universal Interventions: Differentiation, Quality First Teaching, Department interventions or subject surgeries

Targeted Assessments:  
Internal assessments e.g. LUCID  
School data collection

Targeted Intervention:  
Pupil Passport and/or SEND Support Plan specifying support  
Access Arrangements for exams  
Revision groups

Specialist Assessment: Educational Psychology, Specialist Teacher assessment, SALT assessment

Specialist Intervention:  
Specialist teacher  
Private study/ Learning Support

## Intervention road map

Communication and Interaction

Universal Assessments:  
School baseline assessment (CATS)  
Teacher assessment and observation

Universal Interventions:  
A communication rich environment, Quality First Teaching, subject based interventions, Pastoral interventions

Targeted Assessments: SALT screening, Emotional Literacy screening

Targeted Intervention: Social Skills group, Social Games, ELSA, Vocab group etc.

Specialist Assessment: Speech and Language Therapist assessment, Educational Psychology assessment, ASD services assessment

Specialist Intervention: A block of therapy with the SALT, a referral to NHS SALT, a programme delivered by a trained Learning Support Assistant, ASD services input, EP recommendations

## Intervention road map

Social, Emotional and Mental Health

Universal Assessments:  
Pastoral observations  
Subject specific observations  
Exclusion and Internal Exclusion data



Universal Interventions:  
Increased pastoral support and monitoring.



Targeted Assessments:  
SDQ, Resilience Scales, RCADS etc.



Targeted Intervention:  
Discussion at Magdalen, CAMHS Early Help worker, small groups e.g. Social Games, Inclusion Co-Ordinator support, ELSA, Team around the Child meeting.



Specialist Assessment by Educational Psychologist,  
CAMHS etc.



Specialist Intervention: Tree of Life, Emotion Coaching,  
Talking Drawing, Cognitive Behavioural Therapy, Turn  
Around Project, STARS etc.

## Intervention road map

Physical and Sensory

Universal Assessments:  
Professional observations  
Data collections

Universal Interventions:  
Sensory equipment  
Time out card  
Pen support/ laptop

Targeted Assessments:  
Occupational Therapy screening  
DASH assessment

Targeted Intervention:  
Motor skills group, Touch Typing, Speed Up Handwriting  
Specialist equipment, Exam access arrangements

Specialist Assessment from NHS or Cognus Occupational  
Therapy, Sensory Support team,  
physiotherapies/consultants/ paediatricians etc, School  
nurse referral.

Specialist Intervention: A block of Occupational Therapy,  
OT programme with a trained Learning Support Assistant,  
input from Sensory Support Services, intervention from  
medical professionals