



Graduated Approach to SEND support at St Margaret Clitherow School

Over two years behind ARE	Over one year below ARE and limited progress	Below ARE and slow progress where gaps have been identified	Just below ARE	ARE
Known to SENCO. Follow programs and support from outside agencies where involved. Progress is expected at same rate as peers but work targeted to their level.	Children will be placed on SEND register if SEND need has been identified following teacher and SENCO discussions. Referral to outside agencies made if needed Parents +pupils work with class teacher to develop pupil profile/behaviour plan or adaptations for pupils in class	Intervention group considered with the aim that children progress to ARE Some children will not make progress required and a SEND concern should be raised with SENCO reviewing quality first teaching, adaptations and interventions already in place. Class teacher to meet with parents to discuss SEND support.	Children are falling behind ARE Pre-teaching to be considered Boosted Quality first teaching and normal classroom practice. Parents informed at scheduled parents' meetings/evenings about their child's progress.	Children working at age related expectations
Wave 3	Wave2/3	Wave 2	Quality first teaching	
Outside agencies advise and programmes followed SENCO monitors Pupil profiles reviewed. Additional Parental meeting arranged to keep parents updated.	Inform SENCO and discuss concerns Pupil profile created and shared Placed on SEND register Referrals made if required	Intervention Intervention tracking sheet completed and copied to SENCO Meet with parents	Self- review quality first teaching and adjust classroom practice	Quality first teaching