

# SEND: Graduated Approach (for families)

Wave 1		Quality First Teaching (examples of provision)
Cognition and Learning	Differentiated curriculum, differentiated delivery, differentiated outcome, increased visual aids, Visual timetables, Use of writing frames, ICT/tablet devices to support	
Communication and Interaction	Flexible teaching arrangements, structured school and class routines, differentiated curriculum delivery, differentiated outputs, increased visual aids, visual timetables, use of symbols	
Emotional, Social and Mental Health	Whole school and class reward system, whole school/class values, whole school policy for Relationships and Behaviour, circle time as part of citizenship, buddy system, whole class Thrive	
Sensory and physical	Flexible lunchtime provision, use of Reflection Areas, zen boxes, whole class relaxation activities, classroom clearly labeled and organised	



*Provision for all (see above). Classroom differentiation and catch up provision as appropriate for the age of the child. Ongoing review and monitoring of need and progress,*

*Adjusted provision that is becoming more personalised. Evidence gathered towards a request for external agency support. Reviews - at least termly.*

*External agency support is in place (e.g. Portage, Sensory, SENSS, Behaviour. This will include joint action planning and reviews. Reviews - at least termly.*

*Compilation of evidence from school and external agency. Educational Psychologist advice will have been sought. This is submitted to the local authority.*

*The Local Authority will decide if an assessment can take place and if an EHCP can be put in place.*