



SEND Support and Identification - The Graduated Approach

Step 1 - ASSESS

Ongoing assessment and monitoring of all pupils is the responsibility of the class teacher. Pupil voice will be sought in the very first instance to identify strengths and difficulties within the subject. If expected progress is not being made or there are wellbeing or behaviour concerns, teachers, parents, student and external agencies will raise this with the Year Team in the first instance.

Step 2 - PLAN, DO

Quality First Teaching provision will be planned by the class teacher and targets set with the student and parents to ensure consistency at college and home.

Progress will be monitored until at least the next data drop.

Step 3 - REVIEW

Class teacher, pupil and parents will review the Quality First Teaching provision and targets to determine if progress is being made.

GOOD PROGRESS:	LESS THAN EXPECTED PROGRESS:	SOME PROGRESS:
Return to regular assessment and monitoring	Complete APDR form and submit to SENCo.	Repeat the cycle above with reviewed QFT and targets.



The SEND department will meet on a fortnightly basis to review all SEND reports and referrals.



The SENCo will contact parents and staff to review the next steps in possible SEND support.