

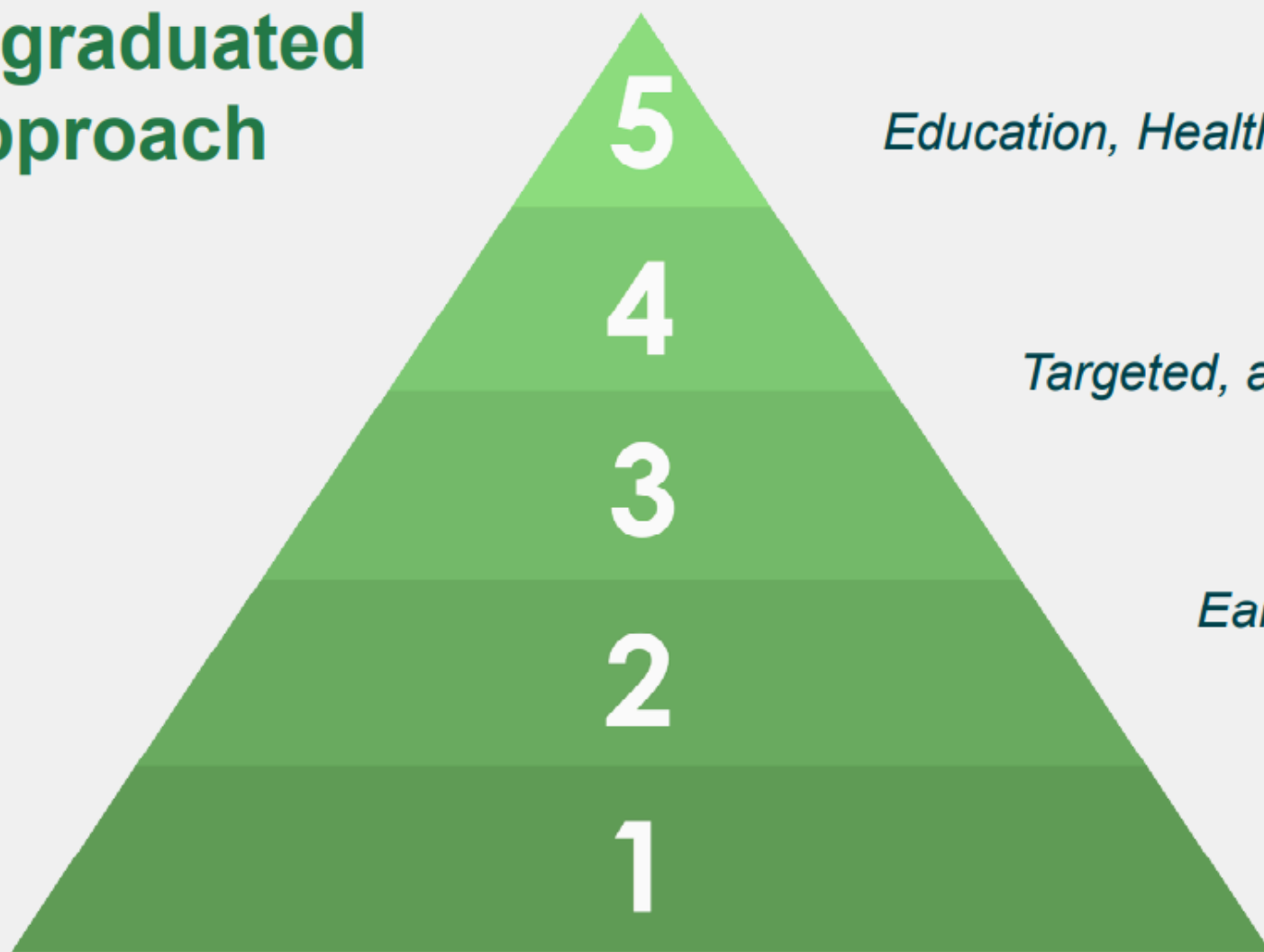


The Coppice Graduated Response



Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
5	Provision over and above Stage 4	In addition to Stages 1-4: <ul style="list-style-type: none"> Application made for Education, Health and Care Plan (EHCP) 	<ul style="list-style-type: none"> Half/termly review of progress and target setting made by class teacher under the guidance of SENCO and SLT. 	SENCO SLT Class Teacher
4	Request for a statutory assessment	In addition to Stages 1-3: <ul style="list-style-type: none"> Potential use of outside agencies to support teaching and learning Potential application for higher level needs funding 	<ul style="list-style-type: none"> Use of specific, in-house diagnostic tools and resources SENCO and Class Teacher to develop a provision map together to support the child 	SENCO SLT
	Targeted, intensive additional support (CoP) CYCLE 1 & 2 OF TARGETED PROVISION (2 terms)	<ul style="list-style-type: none"> Multiple professional planning and co-ordinated support Personalised support with high levels of adult help Inclusion of parents/carers and child as part of APDR process. Personalised resources Identified on whole school provision map and termly review of needs 	<ul style="list-style-type: none"> Create a pen profile. Use of SMART Targets and use of intervention sheets Progress meeting with SENCO SENCO monitoring provision through meetings/classroom support SENCO monitoring provision on whole school provision map 	Class Teacher Subject Leader SENCO
3	Targeted, additional support (Not on CoP) CAUSE FOR CONCERN RAISED	In addition to Stages 1-2: <ul style="list-style-type: none"> SENCO observation within class setting (strengths/needs) Involvement of parent through meeting Targeted support in class through small group and 1:1 support Additional group/individual programme Evidence based interventions/small group between 8-20 weeks Adapting curriculum to individual learning needs 	<ul style="list-style-type: none"> SENCO made aware using Cause for Concern and evidence of Stage 1-2 included Scaffolded planning with defined outcomes Intervention records completed weekly to monitor progress Pupil aware of targets and AfL used to identify strengths/gaps in knowledge 	Class Teacher SENCO
2	Early Intervention Support (Not on CoP)	In addition to Stage 1: <ul style="list-style-type: none"> Support within class through small group/individual support Scaffolding of curriculum to meet learning needs Initial conversation with parents/carers 	<ul style="list-style-type: none"> Scaffolded planning with defined outcomes Pupil aware of learning targets AfL in place to identify strengths/gaps Reviewed by SLT during pupil progress meetings/data analysis 	Class Teacher (Subject Leader and SENCO to advise)
1	<u>Universal Provision</u>	<ul style="list-style-type: none"> High quality-first teaching Personalised learning targets Carefully planned scaffolding and questioning 	<ul style="list-style-type: none"> Reviewed during year group meetings by Year Leaders Reviewed by SLT during pupil progress meetings/data analysis 	Class Teacher

A graduated approach



Education, Health and Care Plan

Targeted, additional support

Early intervention

Universal provision