

A Graduated Approach to SEND (Please also see whole school provision map)

Being an effective inclusive setting; Quality First Teaching for all Learners

All children and young people at Stalyhill Infant School have an entitlement to high-quality everyday personalised teaching. This is teaching that is carefully planned and takes prior learning into account. Lessons have a clear structure and include objectives that are shared and revisited during the lesson. Teachers use lively, dynamic, interactive teaching methods that ensure high quality teaching and learning taking different learning styles into account.

- Inclusive Quality First Teaching focuses on making learning purposeful and enjoyable
- Inclusive Quality First Teaching is learner-centred
- Personalisation is paramount.

What does Inclusive Quality First Teaching look like?

- High achievement for all through explicit high expectations and high aspirations
- The learning needs of all children and young people are considered, ensuring support and challenge for learners
- Lesson planning, involving everyone working with the children and young people, takes account of prior learning based on assessment. This enables learning objectives to be specific, focused and differentiated appropriately with clear success criteria
- A purposeful, organised and well-resourced classroom environment which encourages independence
- A planned range of teaching skills, strategies and approaches are deployed to engage all learners
- Teaching considers the use of language ensuring it is matched to the needs and circumstances of the learner
- Adults model good practice by working together
- Teachers provide clear explanations of teaching points and use appropriate questioning to develop understanding and to set challenges
- Special Educational Needs provision and resources are provided using an "Assess, Plan, Do, Review" approach
- Motivated learners who are fully engaged in learning, having opportunities to work both independently and collaboratively
- Focused praise and effective feedback (i.e. positive praise and reward, modelling, instructing, scaffolding, explanation, questioning and recording and marking, which is timely and specific)

- Everyone involved in teaching is deployed appropriately and knows how to support learning.

How does Inclusive Quality First Teaching promote achievement?

- By creating a safe and happy environment for learning
- By sharing clear expectations
- By engaging and motivating learners
- By empowering learners to take responsibility for their own progress where possible
- By promoting independent learning
- By developing resilience through supported risk taking
- By having high expectations for all.

The Graduated Approach

At Stalyhill Infant School, the provision needed to support children and young people to achieve their learning outcomes can be thought about in 4 different waves.

- No additional support (Universal)
- Some additional support (Universal +)
- Lots of additional support (Targeted (SEND))
- Exceptional support (Specialist (EHCP))

UNIVERSAL (All pupils)

Children achieve the learning outcomes, appropriate to their age and ability, through Inclusive Quality First Teaching.

UNIVERSAL+ (Some pupils)

Children are beginning to show some signs of emerging needs. Timely intervention would aim that they move back to the 'Universal' category in the majority of cases. For some children there may be a period of time when the support gradually intensifies (discussed at reviews), until 'Targeted Support' is considered. (Interventions at different levels may overlap dependent on need)

TARGETED (Some pupils)

Children/young people have identified learning needs and are described in the Code of Practice at SEN Support. They will require a lot of support but this provision is below the £6000 threshold. They are likely to be children for whom there may be the possibility of an EHC Referral and therefore we will ensure that the process of evidence gathering is implemented in an increasingly robust fashion. (Interventions at different levels may overlap dependent on need)

SPECIALIST (Few pupils)

Children/young people who have complex and long-term needs and who have an Education, Health and Care (EHC) Plan or who will be referred for an EHC assessment in the near future, i.e. a well-founded referral is underway. A costed provision map would indicate levels of support above the £6000 threshold with a need for additional top-up funding. (Interventions at different levels may overlap dependent on need)