Olveston CEVC Primary School

Learning together, soaring to new heights

The Graduated Response – SEND

2024 – 2025

Assess - Plan - Do - Review



The Definition of Special Educational Needs and/or Disabilities (SEN/D)

At Olveston CEVC Primary School, in line with the SEND Code of Practice (2014), 'A pupil may have SEND where their learning difficulty or disability calls for special educational provision: namely provision different from or additional to that normally available to pupils of the same age.'

The SEND Code of Practice outlines the following process:

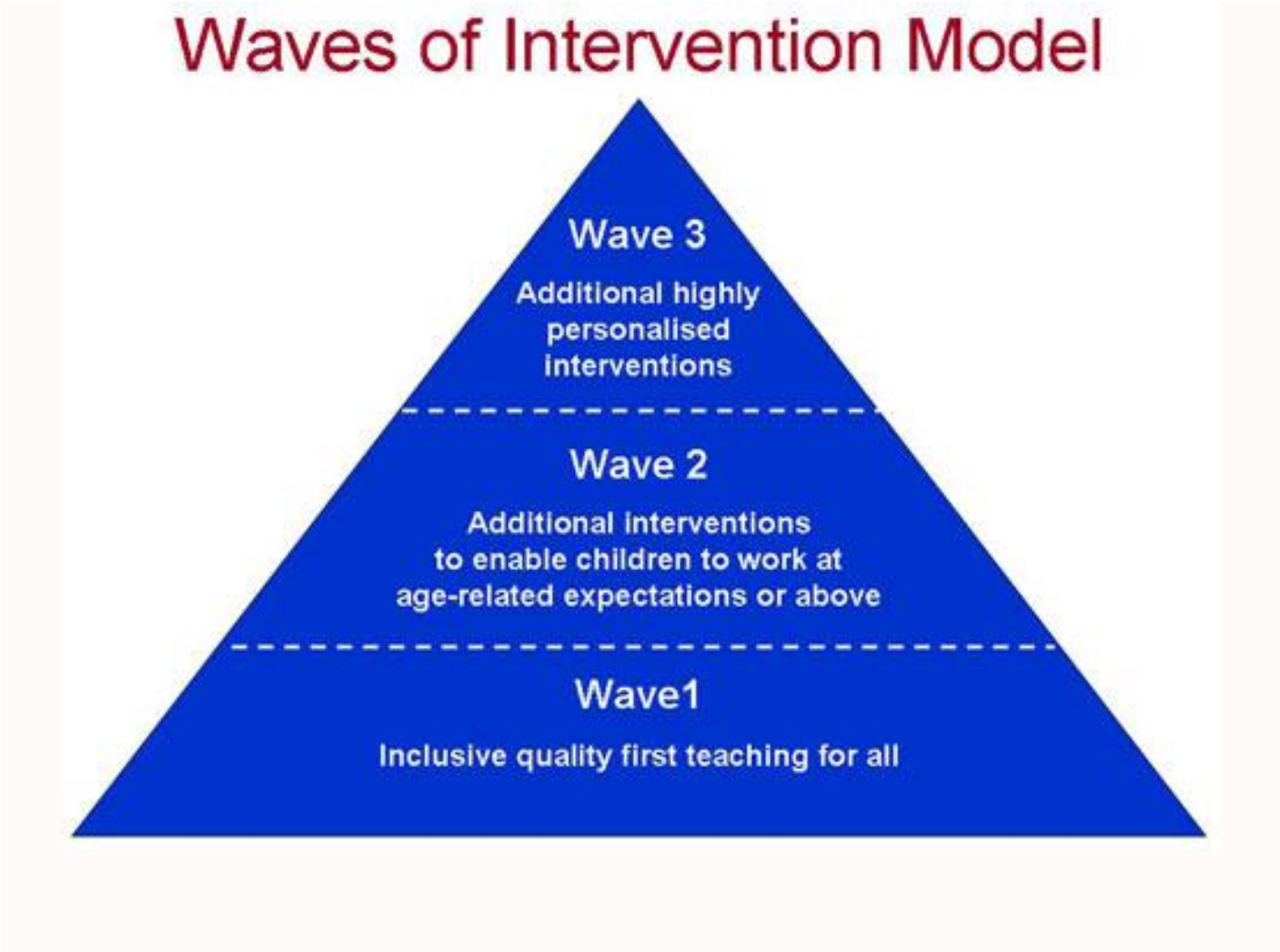
Assess: A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to provision that will lead to good progress and improved outcomes. This process draws on teacher's assessments, pupil's progress, attainment and behaviour, the views and experience of the parents, the pupil's own views and, if relevant, advice from external support services.

Plan: Once the need for SEND support has been identified, the teacher and SENDCo will work with the parents and pupil to agree the adjustments, interventions and support to be put in place. They will also agree the expected impact on progress, development or behaviour and when this is to be reviewed.

Do: The class teacher is placed at the centre of the day to day responsibility for working with all pupils, including those with identified SEND. The teacher will work closely with any other teaching staff involved in the planning and assessment of the targeted interventions and provision.

Review: The impact of support and interventions is evaluated, along with the views of the parents and pupil. This all feeds into the analysis of the pupil's needs and as a result the SENDCo will revise and make changes to the provision being given in order to support progress and development. The following are some of the key considerations taken into account:

- Has the pupil achieved the agreed targets? Is the gap narrowing?
- What is the evidence from day to day tracking?
- How have the pupil and parents responded to the provision?
- What changes are needed to support provision and the next steps in learning?



- Wave 1 describes **quality first inclusive teaching** which takes into account the learning needs of **all the children** in the classroom. This includes providing differentiated work and creating an inclusive learning environment.
- Wave 2 describes **specific, additional and time-limited interventions** provided for **some children** who need help to **accelerate their progress** to enable them to work at age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.
- Wave 3 describes targeted provision for a **minority of children** where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This stage will often include the involvement of additional professionals.