



The Co-operative Academy of Manchester

Graduated approach to supporting students with SEND

The **co-operative** academy of Manchester

Assess/Plan/Do/Review
Cycle = 1 Term

Quality First Teach =
personalised teaching
in the classroom
(differentiation)

A concern is raised by
teachers / TAs/ Parents or Carers

Quality First Teaching Methods are adapted which result in the young person showing an improvement within the identified area for concern. Teacher informs parents of concerns.

Significant concern is raised about the need that is not being met using quality first teaching methods.

Teacher discusses outcomes with parent.
No SEN intervention is required.

Teacher has a meeting with the SENCO / Assistant SENCO. Evidence is collected: observations, assessments, work in class etc.

Improvements are made and SMART targets achieved. The young person is able to fully access the curriculum again.

Wave 1 - Recommendations are made for specific quality first teaching methods to be adapted as class level intervention

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Monitoring

Improvements are made, no SEN intervention is required.

Improvements are not made.

Child is taken off of the SEN register.

Progress is made

A decision is made, with parental consent, to place the child on the SEN register. SEN screening to take place.

Wave 2 SEN Support Target Intervention

Additional assessments are made.

Specific small group/is put in place as stated in the Manchester matching provision document and progress monitored by the SENCO, Assistant SENCO and teachers.

A pupil passport is to be written.

Progress

Wave 3 SEN Support Tailored Intervention

An Pupil Centred Plan is written, discussed and agreed with parents/ carers and child. Small group / 1:1 intervention is put in place. Progress is monitored by SENCO / Assistant SENCO / teachers and parents against the Pupil Centred Plan SMART targets each term.

Possible referral to external service to gain more information about area of need, to identify specific next steps and to initiate a cycle of assess/ plan/do/review.

Poor Progress

Statutory Assessment Application

The graduated response after 2 cycles has not been successful and progress has not been made or a specific/complex need has been identified, across two areas of need.

Further support is requested through the EHCP.

A case study may be written

Progress

Poor Progress