



Three Peaks Primary Academy

Graduated Response

Wave 1 Universal Quality First Teaching and Adaptions for all learners	Wave 2 Additional Intervention in place	Wave 3 Additional Highly Personalised Intervention
<p>Activities planned at an appropriate level for a child to learn and achieve success</p>	<p>If a child is struggling to make adequate progress then additional support/intervention/ adaptions are put in place and drawn up by the class teacher.</p>	<p>More focused strategies and targets in place. Possible outside agency support considered. Funding requests may be placed. Child placed on the SEND register</p>
<ol style="list-style-type: none"> 1. Adaptions in planning 2. Reflect and recall used to ensure secure knowledge 3. Class based interventions and support for smaller gaps 4. Curriculum monitoring quality assures this 	<ol style="list-style-type: none"> 1. Class teacher completes a cause for concern with support plan logged and SENCO advise 2. Teacher and SENCO assessments using SEND continuums to support target setting 3. Parent and pupil views gathered to inform APDR 	<ol style="list-style-type: none"> 1. Child placed on SEND register (arbor update required) 2. SEND continuums updated for areas of need and used to create learning plans with SMART targets on provision mapper 3. Parent and pupil reviews to inform learning plan and adaptions 4. If required, make known to Staffordshire HUB 5. If Educational Psychologist involved costing maps kept 6. If EP involvement, APDR informs if EHCP required



6 week
APDR

External agency support to inform adaptations and support	Is progress being made, if not why? What next?	Consider EHCP
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