

# All learners



Universal support

The graduated approach starts with Quality First Teaching for everyone within a classroom. This is known as Universal support; teachers are responsible for making sure students with SEND receive appropriate support within the classroom. Information is shared with all teachers about students SEN needs on their Pupil Profile and how to support them.

1. **Cognition & Learning:** Specific Learning Differences, Dyslexia, Dyspraxia, Moderate Learning Difficulties.
2. **Communication & Interaction:** Autism, Speech and Language Communication needs.
3. **Social, Emotional & Mental Health:** ADHD, Anxiety, Attachment, Trauma, Depression.
4. **Physical, Sensory, Medical:** Sensory processing difficulties, physical disability, Diabetes, hearing or Visual impairment.

Where additional support is needed, a referral is made to the SEN Team via the pastoral team

# Some Learners



SEND Support  
Pastoral support  
Interventions  
Universal support

Some students will need additional help, which is in addition to the support provided to most students. This may 'look like':

- SEN Interventions: Literacy, Numeracy, Reading, ELSA, Social Skills, 1:1 Mentoring, DNA-V
- Pastoral Support: for significant pastoral concerns

At this point - if a SEND has not been identified - we may look to investigate whether any SEND support is required. Where SEND support is agreed, a plan will be put in place. Support will be reviewed as part of the 'assess, plan, do, review' cycle.

# Few Learners



EHCP  
SEND Support  
Pastoral support  
Interventions  
Universal support

A few students may continue to need additional and different support, which is increasingly personalised and individualised. It is likely that these students have very complex needs and they may require an Education, Health and Care Plan (EHCP)\*\* These children will require ongoing universal support, pastoral support and SEND support.

\*\*Funding is not linked to an EHCP, we may wish to apply for funding to support our provision for students with significantly high levels of need.