Graduated approach at St Anne's Catholic Primary School

Wave 1

Inclusive quality first teaching

Assess: Class teacher identifies a pupil in their class who is not progressing at their expected rate or who are not achieving ARE.

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Plan: Class teacher observes / investigates what the possible barriers to learning may be for the child (e.g. not understanding instructions / not concentrating, easily distracted, anxious, needs visual support etc).

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Do: Class teacher adapts planning, practice and environment to help meet child's needs and ensure they make progress.

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Review: Class teacher monitors effect and impact of strategies put in place over a period of time (2 weeks, 1 month).

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Wave 2

Additional interventions

If the child is still not making progress, class teacher consults with colleagues /SENCO. Class teacher implements specific support programme for child or group to meet the child's needs and help child to make progress.

(inform parents)

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If it is felt that a child has a specific learning difficulty or special educational need, parents are consulted with SENCO support, child is placed on SEND register.

A consent form must be signed before child is placed on the register.

SENCO, in consultation with parents and class teacher, completes any necessary referral forms and implements any Wave 3 support that is necessary.

Class teacher produces a PIVAT profile for the child in the light of identified/ suspected barriers to learning. Class teacher shares PP and relevant support strategies with Parents, Child, LSAs and any other relevant staff. Class teacher monitors and reviews pupil progress regularly.

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Wave 3

Highly personalised time specific interventions