SEND Graduated Approach at Holy Cross and All Saints RC Primary School

🌈 Initial Concern / Early Identification of Need

Q: Is the child is struggling with their learning, behaviour, or emotional wellbeing?

At school: Complete Initial Concern Form (Teacher) share with parents and discuss next steps.
At home: Complete Initial Concern Form (Parent) and six-week monitoring diary. Share with class teacher and discuss next steps.
Early help for families Salford City Council

📝 EHCP Assessment Request

Q: Are the specialist strategies making a difference to the child's progress and wellbeing?

Requesting an EHCP assessment. The Local Authority will then decide whether to carry out a full assessment; if they agree, the EHCP process begins, and if they ***decline, the school continues with specialist support and ongoing review.*** Education, Health and Care Plans and SEN support

🧩 Getting advice (classroom adjustments)

Quality First Teaching and OAIP

Q: What classroom strategies and everyday support can be in place that will help the child make expected progress?

Six weeks of monitoring and evidence gathering. Teachers will use quality first teaching and Ordinarily, Available, Inclusive Practice (OAIP) to meet the needs of the child. OAIP is the range of activities, opportunities and strategies that are offered as basic good practice to meet a range of additional needs without the need for a formal diagnosis or specialist support.

Child is making sustained progress.

Child is not making sustained progress.

🏆 **Share progress with parents and continue with universal support, quality first teaching and ordinarily available inclusive practice.**

🎯 Getting help (targeted interventions)

HCAS Intervention Offer 2025-26

Evidence Based SEND Support

Q: Does the child need support that is additional to or different from universal classroom teaching?

SENCO involvement to add child to the SEN register. Evidence from monitoring and assessment data is used to identify areas of need. The **SEND Code of Practice** identifies the four areas of need as;

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Social, Emotional and Mental Health

An **Assess, Plan, Do and Review Cycle** (Termly) and an Individual Education Plan is created using SMART targets based on need;

S: Specific
M: Measurable
A: Achievable
R: Relevant
T: Timely

Targeted SEND support may include: 1:1 or small-group sessions focusing on memory, core subjects, speech, language, and communication, social and emotional needs, physical development and much more.
Local Offer

Child is making sustained progress.

Child is not making sustained progress.

🪜 Getting more help (specialist interventions)

Q: Does the child need specialist support and guidance to fully understand their complex needs and help them make meaningful progress? Local Offer

Child is still finding learning, communication, behaviour, or emotional regulation difficult. At this point, a referral will be made to **specialist support from external agencies and professionals** such as an Educational Psychologist, Speech and Language Therapists etc who can offer deeper insight and tailored strategies during an assess, plan, do and review cycle.

Child is not making sustained progress.

'If they can't learn the way we teach, we teach the way they learn." Dr. Ivar O. Lovaas