

SEND Graduated Approach

The five stages of support at Holy Cross and All Saints RC Primary School

"We are of the Gospel, educating all children in order for them to grow and reach their full potential as fulfilled people in Christ"

How we identify and support children with special educational needs. Our approach mirrors the Salford THRIVE model. At each stage we ask one key question, gather evidence over at least six weeks, and share progress with parents before moving on. A child moves down only when they are *not* making sustained progress — and can move back up again at any point.

STAGE 1	Initial Concern EARLY IDENTIFICATION THE QUESTION WE ASK <i>Is the child struggling with their learning, behaviour or emotional wellbeing?</i>	WHAT HAPPENS The class teacher completes an Initial Concern Form and talks it through with parents and the SENDCo — and parents can raise a concern themselves using the Initial Concern Form (Parent) and the six-week home monitoring diary. Next steps are agreed together, and early help for the family is considered where that would help. The child goes on our monitoring list, not yet the SEND register.	IF SUSTAINED PROGRESS The concern resolves. The class teacher keeps an eye on things.
▼ Not making sustained progress — the child moves to Stage 2			
STAGE 2	Getting advice CLASSROOM ADJUSTMENTS THE QUESTION WE ASK <i>What everyday classroom strategies and support will help this child make expected progress?</i>	WHAT HAPPENS Six weeks of monitoring and evidence gathering, using high-quality adaptive teaching and Ordinarily Available Inclusive Provision (OAIP) — the good practice offered in every classroom to meet a range of additional needs, without any need for a formal diagnosis or specialist support. Progress is shared with parents at the end of the six weeks.	IF SUSTAINED PROGRESS Universal support and quality first teaching continue, and progress is shared with parents.
▼ Not making sustained progress — the child moves to Stage 3			
STAGE 3	Getting help TARGETED INTERVENTIONS THE QUESTION WE ASK <i>Does the child need support that is additional to, or different from, universal classroom teaching?</i>	WHAT HAPPENS The SENDCo becomes involved and, with parental agreement, the child joins the SEND register, with need identified against the four broad areas of the SEND Code of Practice. A termly assess – plan – do – review cycle begins and an Individual Education Plan (IEP) with SMART targets is written with parents and the child. Targeted support is drawn from the HCAS Intervention Offer — 1:1 or small-group work on memory, core subjects, speech and language, social and emotional needs or physical development.	IF SUSTAINED PROGRESS Support continues, or steps down. A child may come off the register after review, with monitoring for at least two further terms.
▼ Not making sustained progress — the child moves to Stage 4			
STAGE 4	Getting more help SPECIALIST INTERVENTIONS THE QUESTION WE ASK <i>Does the child need specialist support and guidance to fully understand their complex needs and make meaningful progress?</i>	WHAT HAPPENS With written parental consent, we refer to specialist external professionals — for example an educational psychologist or a speech and language therapist. They give deeper insight into the child's needs and tailored strategies, which are put in place and reviewed through the assess – plan – do – review cycle.	IF SUSTAINED PROGRESS Specialist strategies continue and are reviewed each term with parents and the child.
▼ Not making sustained progress — the child moves to Stage 5			
STAGE 5	Request for an EHC needs assessment THE QUESTION WE ASK <i>Are the specialist strategies making a difference to the child's progress and wellbeing?</i>	WHAT HAPPENS Where the child's needs cannot reasonably be met from the resources ordinarily available to a mainstream school, we request an Education, Health and Care needs assessment from Salford City Council, in full consultation with parents — a parent may also request one directly. We provide evidence from at least two assess – plan – do – review cycles. The local authority has six weeks to decide whether to assess, and no more than 20 weeks to issue a plan. If it declines, specialist support continues and parents may appeal to the First-tier Tribunal (SEND).	IF SUSTAINED PROGRESS Support continues through the EHC plan, reviewed at least annually, or through SEN support at Stage 4.

"If they can't learn the way we teach, we teach the way they learn."

At every stage

Whatever stage a child is at, the same four-part cycle, the same way of describing need, and the same partnership with parents apply.

Assess, plan, do, review

Every child on the SEND register is supported through a four-part cycle, revisited at least termly, with each cycle building on the last.

ASSESS	PLAN	DO	REVIEW
The class teacher and SENDCo analyse the child's needs, drawing on teacher assessment, progress data, comparison with peers, the views of parents and of the child, and specialist assessment where appropriate.	Parents are formally told that special educational provision is being made. Together we agree the adjustments, interventions and support, the impact we expect, and a review date. This is recorded in an IEP with SMART targets, and shared with every adult working with the child.	The class teacher stays responsible for the child day to day and accountable for their progress, even where support is delivered in a group or one to one away from the classroom, working closely with teaching assistants and specialist staff.	At least termly, we evaluate the impact and quality of the support with parents and the child, feed what we have learned back into the analysis of need, and revise the plan. Each cycle builds on the last.

The four broad areas of need

The SEND Code of Practice (2015) sets out four broad areas. In practice a child's needs often cut across more than one, and change over time.

Communication and interaction	Speech, language and communication needs; difficulty understanding or using language; social communication differences; autism.
Cognition and learning	Learning at a slower pace than peers despite appropriate adaptations; moderate, severe or profound and multiple learning difficulties; specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health	Withdrawn or isolated behaviour; challenging, disruptive or disturbing behaviour; anxiety, low mood or self-harm; attachment difficulties; ADHD. We recognise that behaviour is a form of communication and always seek to understand the underlying need.
Sensory and / or physical needs	Vision impairment, hearing impairment, multi-sensory impairment, sensory processing differences, and physical disability requiring specialist support, equipment or adaptations.

IEP targets are SMART

Every child on the SEND register has an Individual Education Plan, written with parents and the child and reviewed at least termly.

S	Specific	The target says exactly what the child will do.
M	Measurable	We can tell whether it has been met.
A	Achievable	It is within reach from where the child is now.
R	Relevant	It matters to the child's learning and wellbeing.
T	Timely	It has a date by which we will review it.

Where to find things

All of the documents below are published on the SEND Support Hub area of our website. Salford City Council's Local Offer, which includes the Salford THRIVE Graduated Approach and the Ordinarily Available Inclusive Provision guidance our practice is built on, is at salford.gov.uk/localoffer.

- **SEND Policy** — The full statutory policy, including roles, funding, complaints and the graduated approach in detail.
- **SEND Information Report** — The annual report for parents on what we provide and how well it works.
- **SEND Local Offer** — Our contribution to Salford's Local Offer, answering the questions the council asks every school.
- **Ordinarily Available Inclusive Provision @ HCAS** — What every child can expect in every classroom, every day.
- **HCAS Intervention Offer** — Every targeted intervention we run, and what each one is for.
- **Initial Concern Forms and the home monitoring diary** — For staff and for parents, with a SEND glossary and parent guides.

Want to talk to someone?

Start with your child's class teacher — they know your child best day to day. You can also contact our SENDCo and Assistant Headteacher, Ms A Richardson, at sendco@holycrossallsaints.salford.sch.uk or on 0161 789 4386. You never need a diagnosis, a form or a referral to raise a worry with us.