SEND Graduated Approach and Provision Cycle @ SLE

	If progress is made go to wave 1.	If progress is made go to wave 2a.	If progress is made go to wave 2b.
WAVE 1 Inclusive High-Quality Teaching **(Teacher)**	**WAVE 2a** In-class targeted support **(Teacher and concern shared)**	**WAVE 2b** Additional targeted support **(SENDCo invovlement)**	**WAVE 3** Specialist assessment and intervention **(SENDCo and teachers)**
ASSESS: Teacher uses universal assessment data to identify if the pupil is not making progress.	**ASSESS**: Teacher shares concerns and successes with SENDCo, family, and learner to seek advice. This is recorded as the first APDR cycle.	**ASSESS**: SEND referral to SENDCo who conducts class observation.	**ASSESS**: SENDCo refers to specialist assessors and uses in house assessmnets for relevant area of need.
PLAN: Teacher uses inclusive high quality teaching wave 1 strategies from the broad offer to design appropriate in-class intervention in discussion with the learner and informs the family.	**PLAN**: Teacher develops increased inclusive high quality teaching strategies from the broad offer following advice from the SENCO and family.	**PLAN**: SENCO meets stakeholders (learner, family, key teacher(s), support staff, external professionals).	**PLAN**: SENCO develops plan with stakeholders (learner, family, key teacher(s), support staff, external professionals) based on recommended strategies.
DO: Teacher implements planned interventions over a 6-week period and records onto learners' provision map.	**DO**: Teacher implements planned interventions over a 6-week period.	**DO**: Relevant staff implement planned interventions over a 6-week period.	**DO**: Relevant staff implement planned interventions over a 6-week period.
REVIEW: Teacher gathers new data to evaluate whether progress has been made and shares this with the family.	**REVIEW**: Teacher gathers new data to evaluate progress and feed back to family, learner and SENCO.	**REVIEW**: SENCO meets stakeholders to evaluate progress and decide if the learner has SEND and needs to be added to the register.	**REVIEW**: SENCO meets stakeholders to evaluate progress and decide if an EHCP is required once there are 3 cycles of assess, plan, do, review, a range of in-house data, evidence and external recommendations.
	If no progress, go to wave 2a.	If no progress, go to wave 2b.	If no progress, go to wave 3.

Adapted from Oasis Academies