Expectations of Practice
SEND Procedures 26/27

Universal Provision: Quality First Teaching

Who? All pupils

What it means in practice:

- High-quality, inclusive classroom teaching
- Differentiated tasks and outcomes
- Visual supports
- Adapted questioning
- Flexible grouping
- Reasonable adjustments
- Behaviour and sensory strategies available to all

Targeted Support

Who? Pupils needing support additional to or different from that ordinarily available.

What it means in practice:

- The pupil is identified as requiring targeted support.
- Provision is planned through the Graduated Approach.
- Interventions are selected based on assessed need.
- Progress is reviewed regularly.

If a child is not making sufficient progress after targeted interventions then the child should be highlighted and discussed during Pupil Progress meetings or with the SENDCO.

SEN Support

Who? Pupils with more complex or persistent needs.

What it means in practice:

- Input from external professionals.
- Personalised Pupil Passports.
- Specialist equipment or resources.
- More intensive support.
- Multi-agency working- *Speech and Language Therapy programmes, Educational Psychologist recommendations, Autism specialist advice, Sensory integration programmes, Bespoke behaviour support plans, Specialist teaching service involvement.*

Expectations of Practice
SEND Procedures 26/27

Educational, Health and Care Plans (EHCPs)

Who? Pupils whose needs cannot reasonably be met from ordinarily available provision and SEN Support alone.

What it means in practice:

- Legally specified provision.
- Agreed outcomes.
- Multi-agency involvement.
- Annual reviews.
- Additional funding may be allocated.