



## A Graduated Response:

The needs of all learners are met through a **graduated response**, starting at a 'Universal' level through **inclusive learning environments** with **high quality teaching adapted to meet a range of learning needs**.

The **Assess-Plan-Do-Review (APDR)** cycle underpins our understanding of each learner, guiding how we identify and respond to individual strengths and needs, particularly for those with SEND. **Adaptive teaching** is key to this process, both in planning and in responsive classroom practice

**Adaptive teaching within high-quality universal provision will meet the needs of most learners.**

However, when a learner is not making expected progress despite this, further assessment may be needed to identify specific barriers to learning in collaboration with parent carers.

In these cases, a learner may require '**SEN Support**' in addition to the universal offer. This support is reviewed regularly through the APDR cycle to ensure it remains effective.

If progress has been made, the learner may no longer need SEN Support and can have their needs met through universal provision.

For children and young people with **more complex needs**, **more personalised and differentiated provision** may be required. This may lead to a request for an Education, Health and Care (EHC) assessment may be necessary to access 'High Needs' support.

