

Belong-Inspire-Grow

Universal Provision

Class Teacher (CT)

Quality First
Teaching/Adaptive teaching.

Assessment of progress to
support target setting.

Support within class through
small groups and individual
support.

Assessment for learning and
feedback.

EEF 5 a Day- Scaffolding.

A broad and balanced
curriculum.

OAIP- Ordinarily Available
Inclusive Practice.

Strong partnerships with
parents/carers.

Targeted Provision

CT/SLT

**In addition to universal provision
more support is given**

Evidence based intervention
e.g. Phonics, SALT, reading.

Reviewed at pupil progress
meetings.

Additional targeted support
within class- individualised
support strategies.

2 cycles of ADPR unless
needs escalate.

Involvement of
parents/carers.

SEND support

CT/SLT/Inclusion Team

In addition to targeted provision

K on SEND register.

Personalised adaptations to
the curriculum/environment.

ILP created and reviewed at
least termly.

External agency support may
be used.

Inclusion of parents/carers
and child as part of Assess-
Plan-Do-Review cycle.

One Page Profile/individual
risk assessment created if
needed.

Evidence based interventions
individually or in small group
for 1 term (e.g. SALT or ELSA)

EHCP support

**CT/SLT/Inclusion
Team/External agencies**

In addition to SEND support

Working towards or holds an
EHCP.

Support is over and above,
additional and different to
children of the same age.

Multi- professional support
e.g. EP Service, SALT, CARM
meetings with LBAT/ASCT.

Personalised support,
individualised curriculum
delivered by CT and Inclusion
Team.

Enhanced adult ratio of
support.

Inclusion of parents/carers
and child as part of Assess-
Plan-Do-Review cycle.