

Quality first teaching for *all children*

Universal Support

Child characteristics

Child/Children operate broadly within the expected range of abilities for their age but their progress / development may occur at a somewhat slower pace than that of other children.

The child/children remain part of the mainstream teaching timetable for all activities.

Individual goals for improvement are identified and the quality of teaching and learning including differentiation is monitored to ensure it is appropriate to the child's/children's needs.

Targeted Provision for *some children*

SEN support

Child characteristics

The child's/children's progress is at a very slow rate

The child/children may be attaining at a level significantly below age-related expectations and there may be evidence of an increasing gap between them and their peers.

Evidence based interventions (group or individual) have been identified and put in place on the basis of the identified need.

Specialist support services have been used to provide support with assessments and interventions.

For *a few children*

EHC assessment and/or plan

Child characteristics

The Child/Children have significant and persistent learning difficulties and despite access to appropriate learning opportunities and support provided and monitored over time, do not make progress.

The Child/Children may have life-long learning difficulties or disabilities, across several areas of development, and will require more specialist intervention and advice.

A Graduated Approach in all Settings



You can find the Graduated Approach on Bath and North East Somerset's SEND Local Offer:

<https://www.rainbowresource.org.uk/>