



# The Graduated Response

Person-centred approaches.

## Additional Learning Provision (ALP)

### School-based IDP

School will provide individualised interventions, strategies or resources in order to best support the identified ALN of the pupil.

or

### LA-maintained IDP

The LA will support a pupil's identified ALN by writing an individual plan that will offer the level of help that the pupil needs to be able to learn in school.

Pupil, family & school staff.

Everyone else who supports.

If a child is making progress in line with their ability, they will not need an IDP.

## ALN Determination

If a pupil does not make expected progress, despite receiving sustained support through the options below, and has been identified as having 'a significantly greater difficulty in learning than the majority of their peers', then ALN Consideration process to start with notification to parent (35 days).

Not all disabilities or medical needs will require an IDP, only if they severely impact upon learning.

Specific 1:1 interventions

## Targeted Universal Provision (TUP)

*'Targeting areas of need'*

Settings to provide interventions and/or strategies in order to respond to the individual needs of the child.

Monitor and Review.

Interventions or general approaches used with the whole class or smaller groups.

## Universal Provision (UP)

*'Reasonable Adjustments for all'*

School provides a range of interventions, strategies and highly sophisticated differentiation available to all, as and when required.

A wide variety of provision using a wide variety of options.

## Quality-first Teaching





## The Graduated Response

To best support **every** learner in our school, we adopt a graduated response that encompasses an array of strategies and interventions. It's part of a continuous and systematic cycle of planning, action and review within school to enable **all** pupils to learn and progress.

- In the first instance, learners needs will be met through **quality-first teaching** within the classroom, where good quality teaching and differentiation means that every child is included. The needs of all pupils are considered, with high expectations for all to help pupils towards independent learning.
- Some pupils will require **reasonable adjustments** to be made within the classroom environment, **as and when needed**, e.g. use of dyslexia-friendly strategies and resources, access to ELSA or a social skills group. This is our school's **Universal Provision (UP)** offer.
- However, if progress is still a concern despite the above processes being implemented, a number of pupils will require a slightly **more focused intervention**. This will come under our school's **Targeted Universal Provision (TUP)** offer of small group or one to one intervention. This will involve a **Small Steps Plan** that is time limited and specifically targeted to the pupil's needs. Advice and support may be sought from outside agencies such as our inclusion officer, Educational Psychology service, Speech and Language Therapy Service, Noddfa, CAMHs, School nurse etc. The Small Steps Plan will be monitored and reviewed regularly; following review, children may continue to receive intervention or if good progress has been made the Small Steps Plan may cease.

**\*\*\*ALL children have access to our universal offer (UP and TUP) \*\*\***

- If over time progress is still not evident, despite the above targeted intervention, then a process (**ALN Determination**) will begin which will identify if the pupil has an additional learning need (**ALN**) that requires additional learning provision (**ALP**) that is **additional to** and **significantly greater than** any pupil of the same age (ALN code 21). As part of the process the school may further consult with outside agencies.
- Should it be determined that a child has Additional Learning needs, a **school-based IDP** will be developed in a person-centred manner. This will be reviewed at least annually, to ensure it remains relevant. **An IDP can also be prepared and/or maintained by the LA** if the school proves that they **cannot meet the pupils' needs within their mainstream setting**. The pupil then may be transferred to a **Resourced Provision** in the same / another setting, or they may need to transfer to a **specialist setting**.

**It is important to recognise that not all individual interventions or adult support equates to ALP**

**It is not WHAT but HOW the intervention or adult support is used that differentiates between UP/TUP and ALP**