

Our Graduated Approach

At Elm Tree Primary School, we recognise that children's needs can change over time. As part of our graduated approach to SEND, pupils may move between different levels of support throughout their journey with us, depending on the strengths, barriers and needs they are displaying at any given time. Our aim is always to provide the right support, at the right time, to help every child thrive within their classroom community.

Diagnosis - Universal Offer	SEND Support – Universal Offer	SEND Support – Targeted Support	SEND Support – Specialist Support	SEND - EHCP
Children at this stage may have a diagnosed need, but their needs are fully met through our Universal Offer; a personalised Universal Offer template highlights the strategies and provision they require to thrive, and they are not placed on the SEND Register as they do not require provision that is additional to or different from their peers.	Children at this stage are identified on the SEND Register, and while they are not currently accessing targeted or specialist support, specific elements of our Universal Offer must be consistently in place to enable them to successfully access learning and participate in school life. These children may be on a monitoring phase, where they have just been added to the SEND register or have moved back from targeted or specialist support.	Children at this stage are on the SEND Register and receive provision that is additional to or different from their peers, which may include targeted interventions, enhanced classroom support or adapted learning outcomes.	Children at this stage are on the SEND Register and access targeted support within school alongside advice, assessment or direct involvement from external professionals and specialist services.	Children at this stage are on the SEND Register and have an Education, Health and Care Plan (EHCP); support is tailored to meet their identified outcomes and provision requirements, often with continued involvement from external agencies.