



Graduated Response at Doxey Academy

Graduated Response

Doxey Academy uses a graduated response in line with the 2014 Code of Practice for SEND to identify, assess and support pupils with Special Educational Needs and Disabilities (SEND). It is a cyclical approach that ensures support is tailored to a child's individual needs and reviewed regularly.

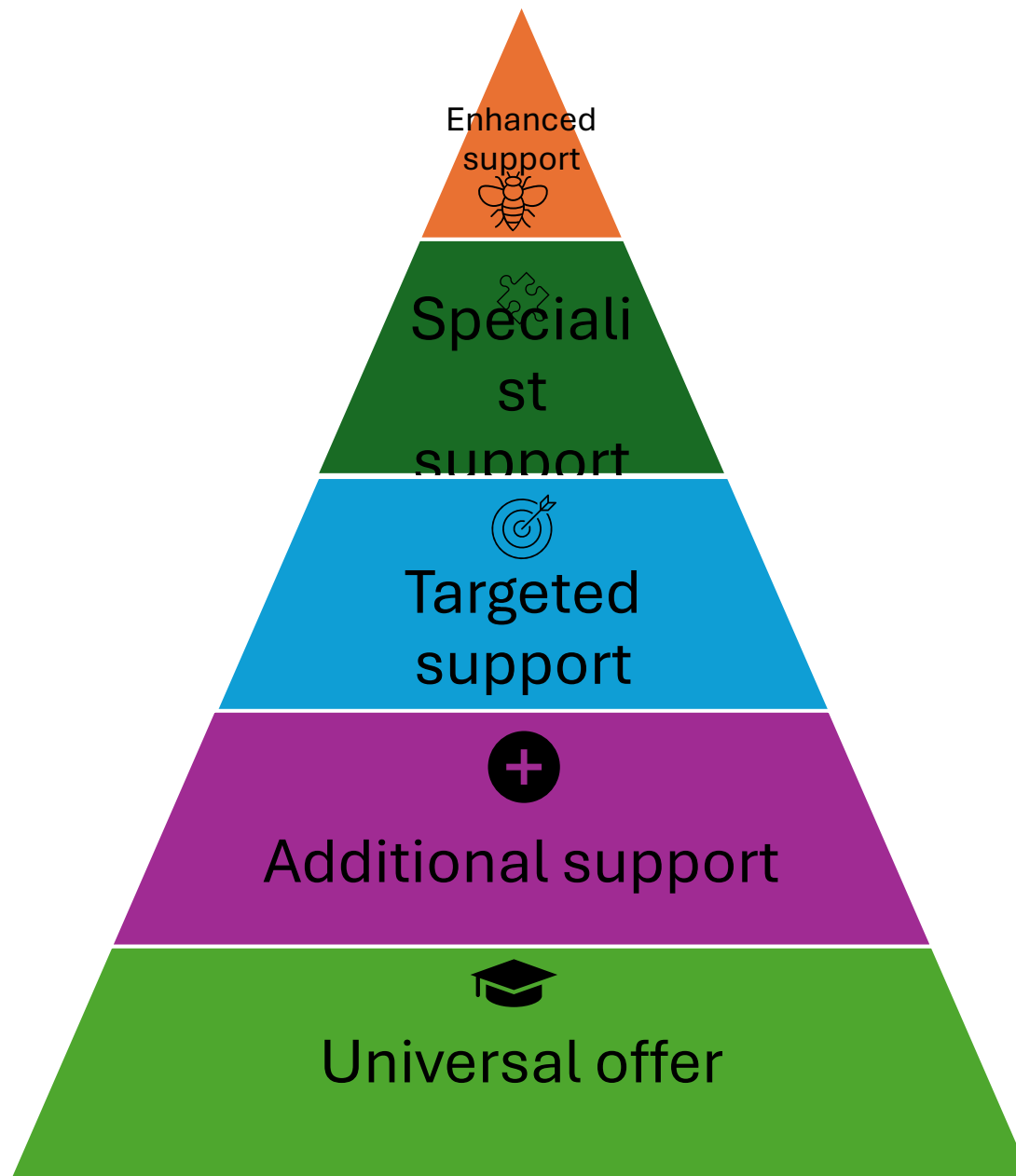
The process follows four stages:

- **Assess** – The pupil's strengths, needs and barriers to learning are identified using assessment information, observations and discussions with parents/carers and the pupil.
- **Plan** – Outcomes are agreed, and appropriate support, interventions and adjustments are planned. Parents and the pupil should be involved in decision-making.
- **Do** – The planned support is implemented by teachers and support staff. The class teacher remains responsible for the pupil's progress.
- **Review** – The effectiveness of the support is evaluated, progress is monitored, and next steps are agreed. The cycle then begins again if further support is needed. At Doxey Academy these cycles are reviewed every six weeks.

This **Assess, Plan, Do, Review (APDR)** cycle helps ensure that pupils with SEND receive the right support at the right time, enabling them to achieve their best possible outcomes and is recorded on APDR documentation.

Support is organised into a series of tiers

- Universal offer
- Additional support
- Targeted support
- Specialist support
- Enhanced support

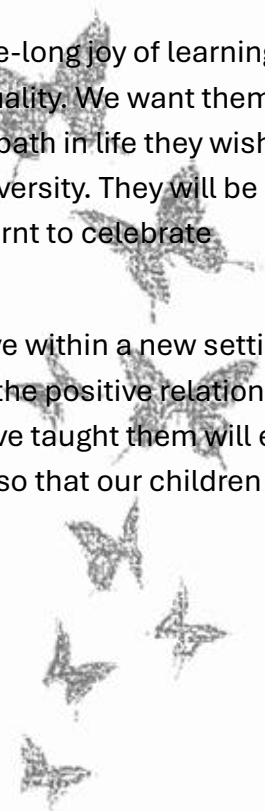


Curriculum intent

Our aim is for all our children to be aspirational in all aspects of their lives, both now and in the future. We encourage our children to dream big and we give them everything they need to make those dreams become a reality. We break down barriers both socially and academically to ensure that all of our children have the ambition, opportunities, knowledge and skills required to achieve the best outcomes in life.

Our children will leave our school with a high academic achievement, treasured memories, and ultimately a life-long joy of learning. Equally as important is that our children are well-rounded individuals with a clear sense of identity and individuality. We want them to have positive self-esteem, great ambition for themselves and a strong internal motivation to embark upon any path in life they wish to. We want them to make good choices and to be intrinsically driven to do the right thing, even when they face adversity. They will be proud of their community and make a positive contribution to society. Throughout their time with us they will have learnt to celebrate differences and show empathy to everyone they encounter in life.

When our children enter secondary school, we want them to have the confidence, motivation and skills to thrive within a new setting. The range of opportunities and experiences will give them this. They will be well placed to continue to build on the positive relationships they have already formed and have the skills to manage their own well-being and emotions. The lessons we have taught them will extend far beyond our classroom walls. Within their journey into the wider world, we want our values to shine through so that our children can make a positive contribution to society and have the capability to achieve social mobility.





Universal offer

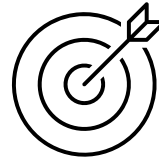
All children receive our universal offer of a high quality, structured and broad curriculum based on the most recent research in cognitive science so that all our children can ‘Dream Big and Fly High’ Full details of the curriculum on offer can be found on our website.



Additional support

We recognise that some children in school will need additional support to enable them to access all areas of the curriculum, additional support will be provided on a needs led basis dependent on every individual’s specific needs. Examples of additional support include extra time with a teaching assistant, wobble cushions, seating arrangements or pencil grips.

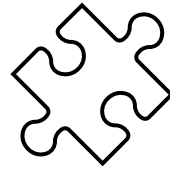
Any additional support will be recorded on the whole class pupil passport so that it can be shared with any relevant staff.



Targeted support

Some children may need a more targeted or sustained level of support, at Doxey Academy we offer a range of specific interventions which are delivered in small groups and, in some instances, on a one to one basis. This support is usually delivered by specifically trained teaching assistants in response to identified needs and is reviewed at least once a term, in some cases more often. These interventions may be recorded on a child's Assess Plan Do Review cycles (APDR) if a child has been identified as having a special educational need (SEN) and include:

- Wellcomm
- NELI
- Toe by Toe
- Read Write Inc one to one tuition
- Playdough therapy
- Pastoral support
- Pre-teaching
- Boxall profile



Specialist support

For some children targeted support may not prove sufficient to enable them to access the curriculum on offer and additional advice and recommendations will be sought from specialist services. This support and advice will be reflected in the APDR paperwork and may lead to an application for a Educational Health and Care plan needs assessment. Specialist support services include

- Educational Psychology
- Send and Inclusion hub
- Speech and Language Therapy
- Occupational Therapy
- Children and Young People's Autism Service
- Autism Inclusion Team



Enhanced support

A small number of children at Doxey Academy may need enhanced support to access the curriculum on offer, or require an individualised approach to learning, these children will usually have an EHCP and be receiving over 20 hours of support within the classroom. Doxey Academy has three different enhanced support provisions, The Rainbow Room, The Burrow and The Hive. Entry into these provisions is planned by members of the Senior Leadership Team and is based on a child's individual needs and the capacity within the provision.

The Hive: Children within The Hive are supported to access an age-appropriate curriculum and are taught in small groups with additional pastoral support to meet identified social emotional and mental health needs. These children may spend time in their own year group for part of the day or join children in The Burrow for enrichment activities.

The Burrow: This is a small provision for children with significant needs, the children follow a SEMH focused provision in addition to an individually adapted mainstream curriculum appropriate to their needs.

The Rainbow Room: This is an EHCP lead provision for children with communication and interaction needs, the curriculum has a focus on developing communication skills and each child follows a bespoke package of learning centred around the EYFS curriculum.