

THE GRADUATED RESPONSE

ASSESS • PLAN • DO • REVIEW

SEND Framework at TAL

01 UNIVERSAL

FOR EVERY CHILD

A strong inclusive baseline in mainstream. High-quality adaptive teaching, early identification, reasonable adjustments and evidence-based ordinarily available provision.

TAL IN PRACTICE • Wave 1 inclusion by design • Build Teams & Culture 20 • Toolkits / Golden booklets / literacy strategy • Trained, in-class support • Additional Y6-Y7 transition support • Early screening of needs • Ongoing staff CPD

02 TARGETED

ONGOING / COMMON NEEDS

Additional, time-limited support where needs cannot be met through the Universal offer alone. Provision is planned with families, captured in an ISP and reviewed for impact.

TAL IN PRACTICE • Allocated Key workers + Three to Thrive • Weekly learning and well-being check-ins • Zones of regulation • Access arrangements • Small-group interventions to support reading, spelling, handwriting, numeracy, Personal Development, Social Skills, Careers & Home Learning • Pre-Teach Vocabulary

03 TARGETED PLUS

SPECIALIST INPUT AROUND
MAINSTREAM

More intensive support, drawing on multi-agency expertise and specialist advice while keeping the child connected to mainstream. An ISP records provision and outcomes.

TAL IN PRACTICE • Specialist support from external agencies • SALT input • School Counsellor input • Co-ordinated SEND / pastoral input • Educational Psychologist support • CAMHS referral • Co-ordinated support from NHS professionals.

04 SPECIALIST

MOST COMPLEX NEEDS

Nationally defined specialist provision for children with the most complex needs. May include an EHCP and a Specialist Provision Package, delivered in mainstream or specialist settings.

TAL IN PRACTICE • EHCP • Specialist support from external agencies • SALT input • School Counsellor input • Co-ordinated SEND / pastoral input • Educational Psychologist support • CAMHS referral • Co-ordinated support from NHS professionals.