



SAP Workshop

Graduated approach flow chart

Planning for 1:1 pupils

SAP writing - SMART targets

Graduated Approach



Train staff/coordinate support and intervention

Planning for pupil support

- ◊ **Activity** – matching independent level of pupil/precise objective
- ◊ **Scaffold** – resources and support to use from teacher
- ◊ Independence – strategies for ‘Hands off support’
- ◊ **Communication** – through marking, instruction, target review, intervention review
- ◊ **Simple** – familiar resources, practise tasks
- ◊ **Repetitive** – activities that can be repeated but increase success (ie, timed) or same format/different topic, using repetitive task strips, drill and practice

Paperwork you need to have to hand to plan for pupils

- o SAP (previous and current)
- o Class Needs Analysis
- o Outside professionals reports and recommendations
- o List of interventions and intervention timetable
- o Statement objectives (if relevant) – in the latest review notes will state more targets to be broken down over the year into SAP targets

Smart Targets

Specific - What exactly do they need to learn? Priority. Provide detail

Measurable - How will you know if they have achieved it? How will you measure it?

Achievable - Does it reflect what they can achieve, not what they need to?

Relevant - What will make the biggest impact? What is the priority? Do children know or are involved in their targets?

Time bound - What is realistic in this time? When are there assessment opportunities? What teaching opportunities are there for targets to be taught in class?