

Solihull Graduated Approach



The right support.
In the right place.
At the right time. ✓

The Graduated Approach

- As a parent or carer of a child with additional needs, it is important to know that the **SEND Code of Practice** emphasises the removal of barriers to learning and supports the implementation of measures to make education provision accessible to all.
- The **Graduated Approach** is an important part of ensuring that all children, including those with additional needs, receive the support they need to thrive in an educational setting.
- The **Graduated Approach** provides schools with a clear strategy for identifying and responding to your child's needs. Early identification is particularly beneficial, as it allows education settings to implement effective provisions promptly, leading to improved long-term outcomes for your child.

What to expect from schools

- Schools have a responsibility to deliver quality first teaching to all their pupils and make reasonable adjustments for pupils with additional needs, including those with SEND.
- If your child has additional needs, the education provision they attend should provide additional support and complete regular reviews of the support provided. You should be involved in this.
- The Solihull Graduated Approach provides schools with a valuable toolkit that helps them provide further support for all pupils including those with additional needs or SEND.

[Solihull Local Offer - Graduated Approach](#)

Delivering the Graduated Approach



A Graduated Approach is a structured and systematic way of providing support to children and young people with additional needs, ensuring that they receive appropriate interventions and resources to help them succeed academically and socially



There is a **4 Stage Approach** which provides a continuous cycle of assessment and support to ensure that all children and young people receive the **RIGHT** support in the **RIGHT** place at the **RIGHT** time



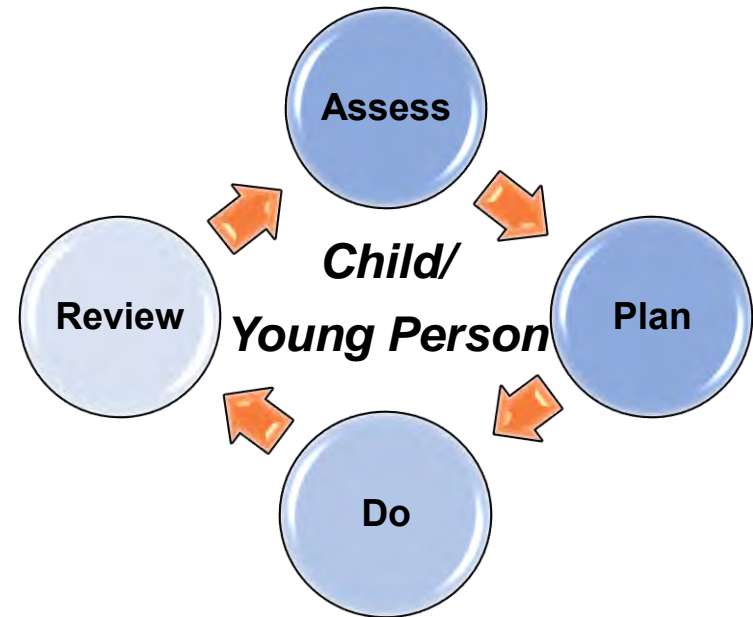
Schools have a shared responsibility and commitment to recognise and reflect equity, diversity, and inclusion in education for every child or young person



Every **child or young person** is valued and supported to enable all to reach their full potential

Assess-Plan-Do-Review Cycle

- If your child has additional needs that requires support over and above what is normally provided by their setting, a cycle of support called Assess, Plan, Do, Review will be put in place. This helps your child get the **RIGHT** support, in the **RIGHT** place, at the **RIGHT** time
- There may be more than one cycle of support for your child. Each cycle could address different areas e.g. literacy, social skills, attention and/or behaviour. After the review stage, a further cycle of support for your child could start. This also helps to respond to your child's strengths and needs as they develop and change



[**CLICK HERE: Solihull Assess, Plan, Do, Review cycle**](#)

Navigating the Graduated Approach

Additional support may be required for some children and young people depending upon their needs. After a focus on whole school support, the Graduated Approach provides guidance for schools on how to best consider what support may be appropriate according to the four main areas of need....

Communication
and interaction

Social,
emotional and
mental health

Cognition and
learning

Sensory and
physical needs

Quality First Teaching

Teaching strategies

Reasonable adjustments

APDR cycle – Assess, Plan and do, Review

Links and resources

Where to find further information:

- [Solihull Graduated Approach for schools](#)
- [Early years graduated approach](#)

- [Solihull Local Offer](#)
- [SEND & Additional Needs Engagement Hub](#)

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