

The Graduated Approach

As required by the SEND Code of Practice 2014, we should be following a Graduated Approach to support for all pupils who need it. We should see this happening as a matter of course, alongside Quality First Teaching, in all classrooms.

The 'graduated approach' outlines four types of action that need to be taken for effective support for pupils with SEN to be in place.

They form a cycle where earlier decisions and actions are revisited and revised with the growing understanding of a pupil's needs and the support that is needed to ensure good progress.

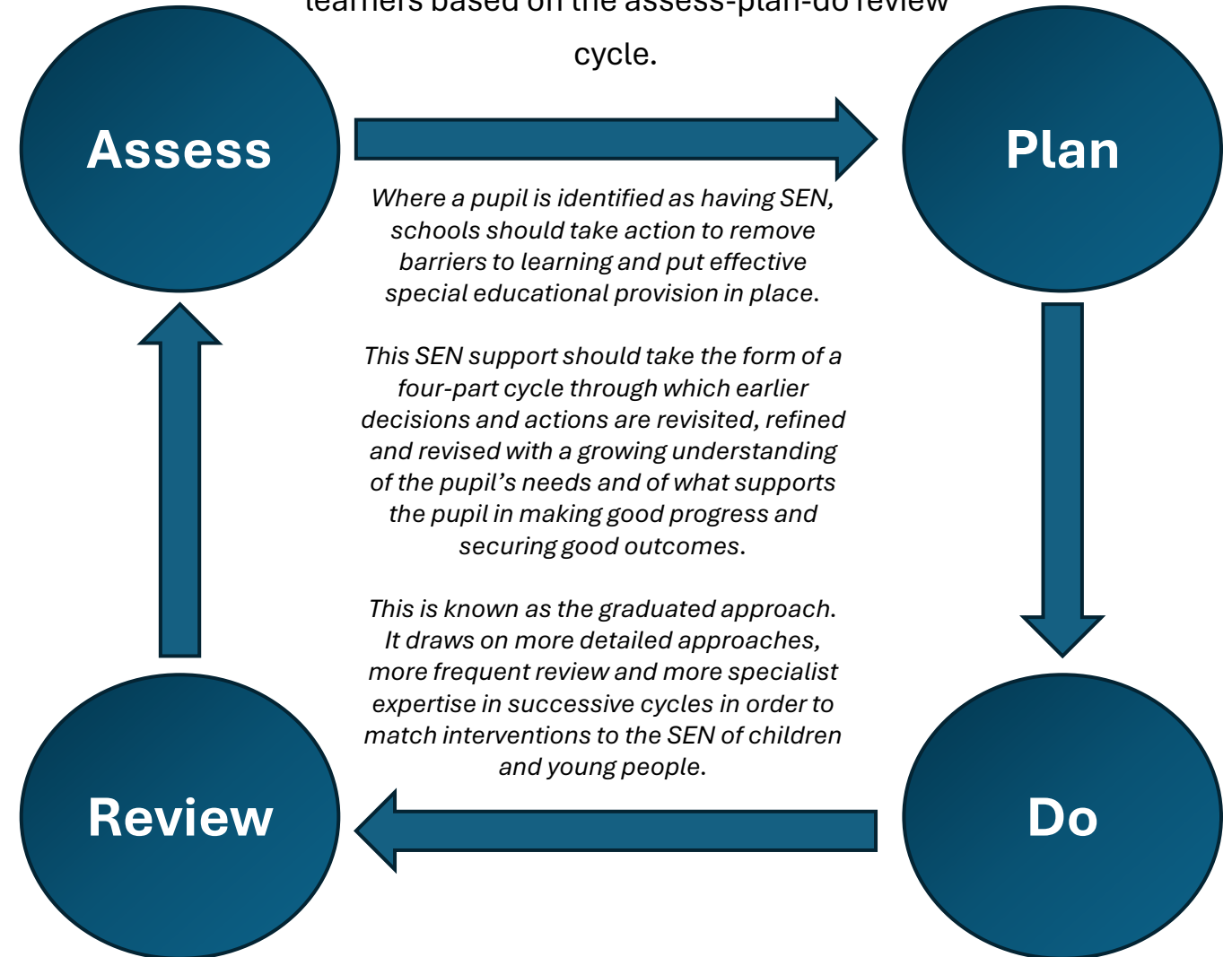
The four stages of the cycle are:

- **Assess**
- **Plan**
- **Do**
- **Review**

'The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children.' Nasen. 2014.

Assess - Plan - Do - Review

The SEND Code of Practice requires settings to apply a graduated approach to meeting the needs of learners based on the assess-plan-do review cycle.



Assess - Plan - Do - Review

Assess

- ✓ Gather an accurate and thorough understanding of a pupil's needs and strengths.
- ✓ Gather the pupil's aspirations and his or her evaluation of any support requirements.
- ✓ Gather information on the pupil's progress and attainment (*on transition to secondary this would include the information from their primary school*)
- ✓ Gather the aspirations of the parents/carers for their child and their views on appropriate provision.
- ✓ Gain involvement of specialists such as a Specialist Autism Teacher, Educational Psychologist, Inclusion support Practitioner. (ISP)

Plan

- ✓ Plans should be developed with the pupil, parents and, where involved, specialist professionals.
- ✓ Include the outcomes the pupil is expecting to achieve at school.
- ✓ Include the steps and shorter term targets required to achieve the outcomes.
- ✓ Include the provision, specialist resources and adjustments required to achieve the outcomes and targets or steps to meet needs and overcome any barriers to accessing teaching and learning. This would include support strategies and intervention, access arrangements and support from external agencies.
- ✓ Include arrangements for monitoring and reviewing.
- ✓ The ability to learn independently, manage equipment and articulate their needs and preferences.
- ✓ Ability to plan and organise their learning and to manage transitions between activities and environments.

Review

- ✓ Ensure progress is reviewed regularly.
- ✓ Attempt to identify possible barriers to progress and what can be done to address them.
- ✓ Look at attainment and progress and whether any gaps with other students are widening or narrowing.
- ✓ The success in communicating with others, socialising and forming friendships.
- ✓ Ensuring all staff involved in teaching and supporting the pupil receive the necessary information, advice and training to ensure the student is supported and can access teaching and learning.

Do

- ✓ The plan should set out who is responsible for its overall co-ordination and implementation. This would normally be the SENCO with support from the specialist teacher or ISP.
- ✓ Ensuring that support and provision is in place.
- ✓ Ensuring the pupil's progress is monitored.

