The Graduated Approach to SEND

Entrance / Exit

Assess
- Concerns are raised about a young person. Assessment could include:
- Whole school process checks to track young people.
- Accuracy and fluency skills based assessment.
- Curriculum based assessment
- Response to Intervention
- Parent and young preson views
- Specialist Assessment
- Observation by practitioners

Plan
- Planning should be based upon assessment and work towards goals and outcomes.
- Young people should be supported to develop skills and to be able to join in with classroom activities .
- Plans should be shared with all staff.

Do
- The teacher, often working with support staff , is responsible for organising extra support.
- Records show that interventions are delivered consistently and frequently.
- Progress is monitored and changes made to improve progress.
- Adult support is carefully planned to enable success with the minimum necessary support and maximum independence

Review
- There are a number of actions that could be concluded from the review. The young person:
- has made accelerated progress and the level of support can be reduced to encourage more independence
- has made expected progress and the level of support needs to continue
- has not made expected progress and the intervention needs to be refined through the graduated approach

Very occasionally the review will indicate that significant concerns remain, despite rigorous cycles of Assess, Plan, Do and Review, and advice from specialist support services implemented in school. In such cases further assessment can be requested through an Education, Health and Care Needs Assessment in line with the SEND Code of Practice.