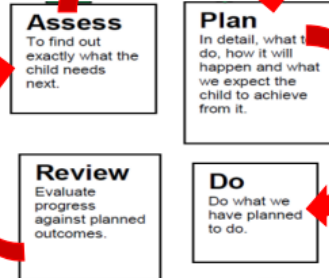


The Graduated Approach

Movement from one step to another occurs if a child needs further support and is not making sufficient progress. A child may move back a step if excellent progress is made.

Step 1 – High Quality Teaching Strategies

- Class Teacher analyses assessment data (usually as part of a pupil progress meeting) to identify the child's needs and why they are not making progress.
- Implement High Quality Teaching strategies using the cause for concern form for one cycle (6-8 weeks).
- Ensure all staff working with the child are clear of the child's needs, the routines and High Quality Teaching strategies that should be used to support the child.
- Review which strategies used consistently to see if they have worked and how they can continue.
- Review strategies that are not working and analyse why they are not working (not used consistently, not actually appropriate to address the child's needs)
- Meet with parents/carers to discuss strategies for school and home as appropriate o If the child is making progress, repeat these strategies. If the child is not...



Step 2 – Additional Needs

- Class Teacher, SENCO and parents create a Co- Produced Targeted Learning Action Plan that identifies:
- SEND needs of the child (what are the child's SEND difficulties identified from assessment and observation) o Desired outcomes for the child (what do we want the child to achieve)
- Planned strategies that will support the child to meet their outcomes (what strategy/intervention, frequency, when and supported by which member of staff)
- Review the plan after one cycle (termly) o Plan next steps (for next term)
- If the child is making progress, repeat these strategies. If the child is not making progress, move to the next step...

Step 3 – SEN Support

- Request advice from an outside agency (Educational Psychologist, Specialist Teacher...)
- Create a Targeted Learning Action Plan (incorporating outside agency advice) with parents that identifies:
 - o SEND needs of the child (what are the child's SEND difficulties identified from assessment and observation)
 - o Desired outcomes for the child (what do we want the child to achieve)
 - o Planned strategies that will support the child to meet their outcomes (what strategy/intervention, frequency, when and supported by which member of staff)
 - o Review the plan after one cycle (termly) o Plan next steps (for next term)
 - o If the child is making progress, repeat these strategies.
 - o If the child is not making progress, move to the next step. If the child is making progress, repeat these strategies. If the child is not making...progress, move to the next step...

Step 4 – Education and Health Care Plan -EHCP

- If it has been agreed by everyone at Step 3, school will apply for an EHCP (Education and Health Care Plan).
- All previous evidence must be submitted so that child's needs and support that has been offered so far can be assessed
- If successful extra resources will be provided to help school to support learning and development.
- This process takes around 20 weeks from start to finish.
- A one page profile is used to take into account the views of pupils, parents and teachers

Step 5 – EHCP is in place

- The EHCP is reviewed at least once a (school) year and everyone that supports the child (including the child and their parents/carers) will be involved in the review to make sure that the Plan is working well.
- A one page profile continues to be in place which takes into account the views of pupils, parents and teachers.