

# Graduated Approach Flow Chart

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

- o 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.
- o Implement High Quality Teaching strategies using the cause for concern form for one cycle (one half term).
- o 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.
- o Review which strategies USED CONSISTENTLY have worked and how they can continue.
- o 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)
- o Meet with parents/carers to discuss strategies for school and home as appropriate



## Step 2 – Additional Needs

- o Class Teacher, SENCO and parents create a Co- Produced an IEP:
- 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. If the child is not making progress, move to the next step.



## Step 3 – SEN Support

- o Request advice from an outside agency (Educational Psychologist, Specialist Teacher...)
- o Create an IEP (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. If the child is not making progress, move to the next step.



## Step 4 – Education and Health Care Plan (EHCP)

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



## Step 5 – EHCP is in place

- o 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.
- o A one page profile continues to be in place which takes into account the views of pupils, parents and teachers.