

# SEND | Inclusion School Graduated Approach



## Concerns are Identified

- Parental concerns
- Limited progress evidenced
- Previous setting
- Other professionals raise concerns
- Pupil progress meetings
- Staff concerns
- Child exhibits challenging behaviour
- Pupil struggles to access whole class learning

## Assess, plan, do, review 1

### **Class teacher to follow the assess, plan, do, review cycle:**

Class teacher to monitor and assess the child

Use AFL to assess the broad area of need and teacher to make adaptations to learning (using the QFT document and curriculum adaptations and the toolkit)

If EAL, consult the Bell Foundation for strategies and ask parents about home language

Plan for and use appropriate scaffolds in lessons

Talk to the child and family about their needs and support

Inform the SEND team of the actions that you are taking (Issue, action, impact form)

## Assess progress & effectiveness of the adaptations

Child is making good progress  
Behaviour/engagement improves

Child's progress/engagement/behaviour  
continues to be a cause for concern

### **Class teacher to continue with assess, plan, do review 2/3**

Class teacher to complete a 'summary of need' form and child is added to MaC register.  
Class teacher to speak to parents (with SENDCo if needed)

Discussion with child around strategies in place and what works for them Provision mapping used to plan appropriate intervention (intervention request form may be completed at this stage) and/or support SEND team to complete an observation to offer further strategies if required Review the effectiveness of the provision.

Child is making expected progress  
and/or behaviour improves  
No longer a cause for concern  
(remove from MaC after 2 terms)

Limited or no  
progress seen  
towards targets.

Child is making some  
progress but further  
adaptation needed  
(max 2 terms)

Continue to monitor the child in class  
and adapt teaching and learning  
using appropriate scaffolds, HQFT  
strategies and curriculum adaptations

Child is entered on to the SEND register (parents informed) Teacher completes a SEND support plan based around primary area of need which is quality assured by the SENDCo Provision is reviewed and targets set with parents at least termly SENDCo to refer to outside agencies as appropriate

**NB: A child's movement through the graduated approach may be escalated if needs are significant or if there is a sudden change.**