The Graduated Approach

1. **Starting point**: High-quality inclusive teaching and whole school systems for assessing planning, implementing and reviewing progress.

2. The child or young person is not making expected progress

3. **Assess**: Using the information from above, together with the views of the child/young person, parents/carers, any external services, assess using relevant tools and techniques.

4. **Plan**: Teacher, SENCO, child/young person and parents/carers agree interventions, support and expected outcomes. This is recorded on the school system and relevant staff informed.

5. **Do**: Implement the plan. Class/subject teacher remains responsible for working with the child/young person on a daily basis and assessing the impact of the plan.

6. **Review**: Taking account of the views of child/young person and parent/carer the overall impact of support is reviewed. Revise the plan in light of outcomes and where appropriate repeat the cycle and consider alternative interventions.

7. Progress means SEN support is no longer required.

Starting point
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