

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).
- If EAL, consult the Bell Foundation for strategies and ask parents about home learning.
- Plan for and use appropriate scaffolds in lessons.
- Talk to the child and family about their needs and support.
- Inform the SENCO of the actions that you are taking.

Assess progress and 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 an Initial concerns form and child is added to the monitoring register.
Class teacher to speak parents (with SENDCo if needed).
Discussion with child around strategies in place and what works for them.
Plan appropriate intervention and/or support.
SENDCo 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 monitoring register).

Limited or no progress seen towards targets

Child is making some progress but further adaptations 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 the SEND register (parents informed).
Teacher completes a one page profile and passport for learning 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.