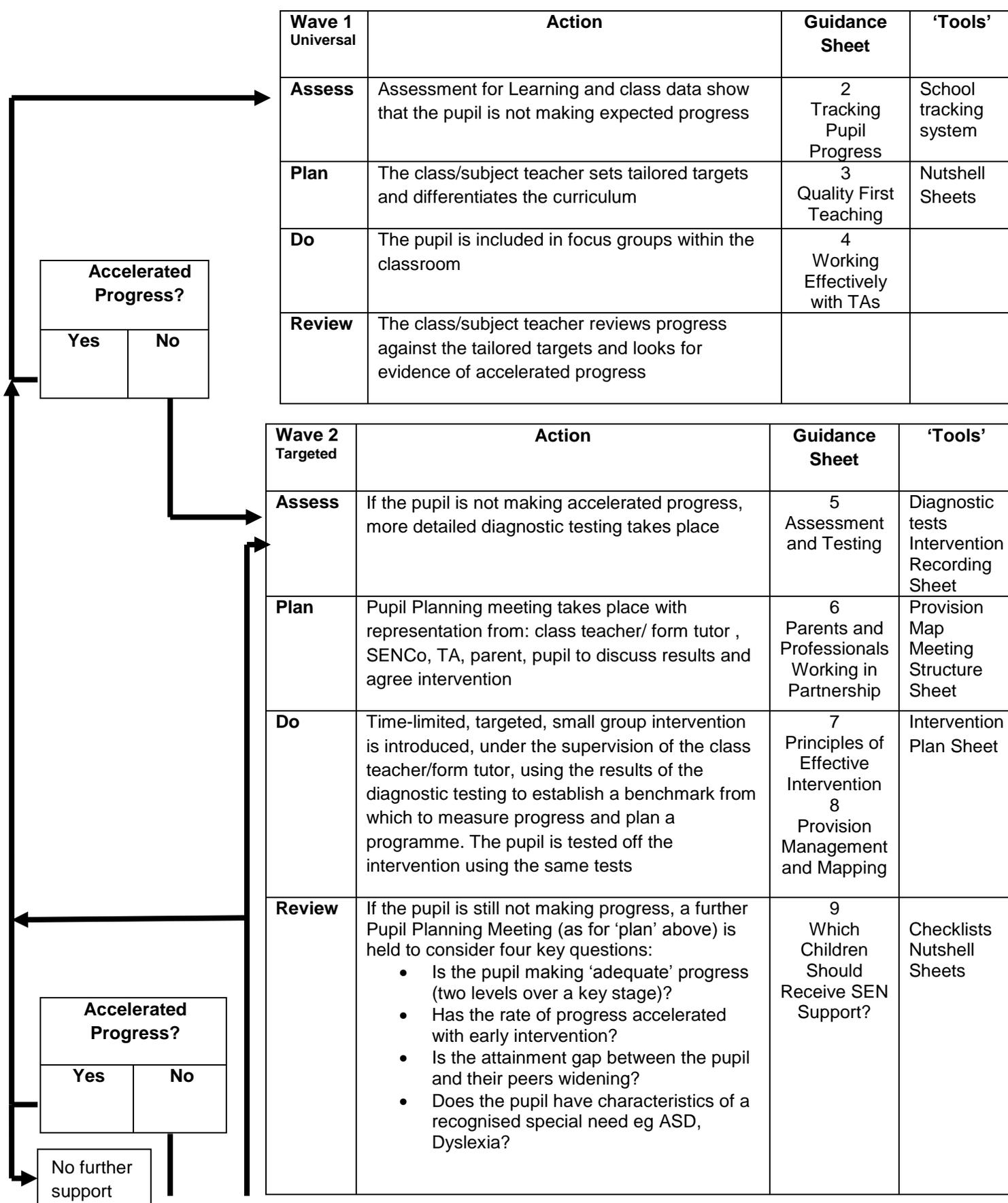


Towards 2014 – Preparing for Change

Guidance Sheet 1 – The Graduated Approach (July 2014)



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Special Educational Needs?	
Yes	No

Wave 3 Specialist	Action	Guidance Sheet	'Tools'
Assess	If it is thought that the pupil has a recognised special need, it will be necessary to carry out a more in-depth assessment, using standardised tests, possibly administered by a specialist from an outside agency. This, together with diagnostic assessments will establish a benchmark from which to measure progress	5 Assessment and Testing	Diagnostic Tests Standardised Tests Nutshell Sheets Intervention Recording Sheet
Plan	The class teacher/form tutor /SENCo gather information from a variety of sources, including parents, other professionals working with the child, previous teachers/subject teachers, Teaching Assistants. This will involve a Pupil Planning meeting which will set targets and determine a programme of intervention	6 Parents and Professionals Working in Partnership 10 Should we Write IEPs?	One Page Profile/ Passport Pupil Centred Plan
Do	A programme of intensive intervention is put into place, under the supervision of the class teacher/ form tutor. This may involve small group or 1:1 teaching away from the classroom, as well as specific strategies to use in the classroom. The SENCo will offer support in problem solving and advising on the effective implementation of the agreed support.	7 Principles of Effective Intervention	Provision Map Intervention Plan Sheet
Review	Progress against benchmark assessment and towards planned outcomes, is reviewed by the class teacher/form tutor/SENCo, regularly, at least termly. The effectiveness and impact of the intervention is reviewed and adjusted in consultation with the parent and pupil		

Multi-agency/ Statutory Assessment?	
Yes	No

For the small number of pupils whose progress still fails to accelerate following several cycles of assess, plan, do, review, school and parents may agree that a Multi-agency Assessment is necessary, as the pupil may benefit from additional resources which the school is unable to provide from within its notional SEN budget. They initiate the assessment request process.

6.44: Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.