

Summary of the Graduated Approach

Quality First Teaching

The SEND Code of Practice (2015) makes it clear that high quality teaching is paramount in the support of young people with SEND. "Additional intervention and support cannot compensate for a lack of good quality teaching."

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people... Special educational provision is underpinned by high quality teaching and is compromised by anything less."

"Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will

Cause for concern:

If **Quality First Teaching** and effective differentiation is not alleviating the concerns regarding a child or young person's progress then the setting will consider following the graduated response and addressing the relevant SEN* needs via SEN Support.

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age;
- or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for

SEN Support:

In school strategies to support needs.

School / setting begin the four part cycle of the graduated response – **Assess - Plan - Do - Review** (APDR).

Depending on CYP's needs it is possible a number of cycles of APDR will occur. APDR cycles should be recorded clearly.

SEN Support:

If child is still not making expected progress after agreed interventions have taken place, further interventions and involvement of external professionals may be appropriate. Once these have been agreed continue to follow APDR. APDR cycle record should be reviewed and updated.

SEN Support:

My Support Plan completed with input from child, parent and relevant professionals.

APDR cycle continues with clear record keeping.

Statutory Assessment:

PCP Meeting held with child, family and relevant professionals as part of My Support Plan review. Support Plan and APDR used as basis for request for EHC needs assessment.

SEN Support:

Meet with family and CYP at least termly to assess needs and discuss progress.