

# Section ②



Meeting the Needs of Children and Young People with SEND  
(The Graduated Approach)

## 2.2 The Graduated Approach: Assess, plan, do and review

*“My teacher talked with me about what I find difficult and we together made a SPAG sheet and when I’m writing I use it. I write a sentence or a paragraph and then I check my work. It’s helping me remember to correct my work and not make the same mistakes.”*

- Pupil from a SG secondary school

### What is the graduated approach?

*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.*

- Section 6.44, Code of Practice

The Children and Families Act 2014 and the SEND Code of Practice 2015 describe the role that early years, schools and colleges play in meeting the needs of all children and young people, including those with SEND, whether they have an EHCP or not. The SEND code of practice outlines the ‘graduated approach’ that all schools should apply when considering how they will meet those needs.

The Graduated Approach includes the use of a four-part cycle of ‘Assess, Plan, Do and Review’. Through this cycle, earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person’s needs and of what supports the child or young person in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to an

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individual child or young person's needs.



The Graduated Response ensures that early years' settings, schools and colleges:

- ✓ Take immediate action when a CYP is identified as having Special Educational Needs (SEN).
- ✓ Inform the CYP's family as soon as the CYP's SEN is identified.
- ✓ Work in partnership with the CYP and their family, including them in every part of the decision making.
- ✓ Remove or reduce all barriers to learning by putting effective support in place for the CYP.
- ✓ Review the support put in place for CYP with SEN at least three times a year.
- ✓ Involve the CYP and their parents/carers in reviews. This reflects a collaborative and person-centred approach to understanding and meeting CYPs needs.
- ✓ Work together with specialist professionals if necessary.
- ✓ Use Assess, Plan, Do and Review cycles to inform changes to a CYP's SEN support.

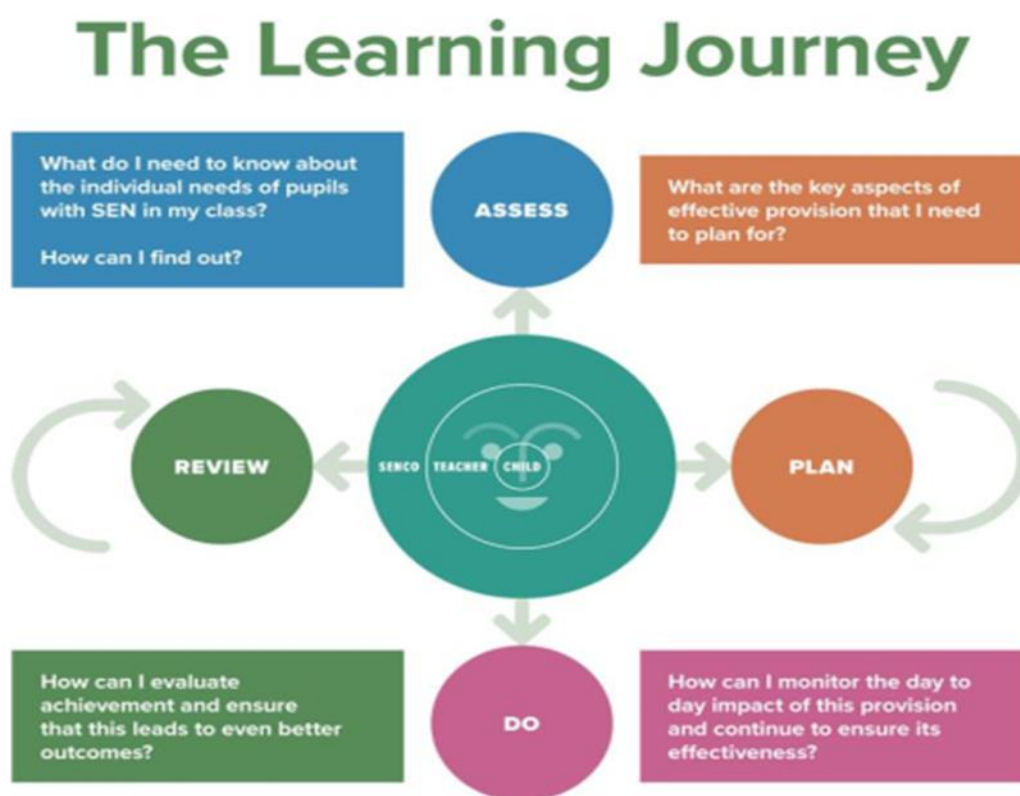
## How do you deliver the graduated approach?

- ASSESS - Carry out a clear analysis of the CYP's strengths and needs.
- PLAN - Involve the CYP, parents/carers and school staff in deciding the outcomes and ways forward. This will include teaching/support strategies or approaches, the actions of staff, parents and CYP.
- DO - The implementation phase of the plan.

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- REVIEW – progress should be reviewed regularly. For example, reporting to parents/cares three times per year. Reviews are to include the parents/carers and where appropriate the CYP.

The below diagram illustrates the process of enquiry that schools should use to understand and meet CYP's strengths and needs:



Taken from nasen's SEN Support and the Graduated Approach, 2015

Through each successive cycle of 'assess plan, do and review' teachers and key adults will refine their understanding of the CYP's needs, adjusting and altering the approach.

Once the CYP has started to make progress, continuing reviews will focus on increasing the CYP's independence.

If the CYP does not make expected progress, the school should consider the factors behind this.

- At the start of the cycle were the CYP's learning strengths and needs accurately assessed and understood? Were there additional barriers to learning that had not been planned for?
- Was the approach consistently delivered?

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- Were the personnel delivering the approach sufficiently skilled and supported?
- Was attendance a factor?
- Were the resources used appropriately?
- Did the intervention link with the curriculum?
- Were there sufficient opportunities for overlearning?

Schools will often seek the support of external professionals in clarifying these factors.

## **What are the key features of an effective Graduated Approach to SEN Support?**

- Ethos and values that promote high expectations for all CYP, promote inclusion and celebrate diversity. This ethos and these values underpin the leadership approach within the school.
- The approach is rooted in whole school systems.
- There is meaningful participation of parents/carers and CYP.
- The focus is on the teacher role in delivering the approach.
- The SENCO role provides support for teachers and support staff.
- There is a supportive approach to developing the skills of teachers to meet the needs of all children therefore reflecting an inclusive approach to teaching CYP.

## **Further information**

[NASEN's Mini-Guide to the Graduated Approach.](#)