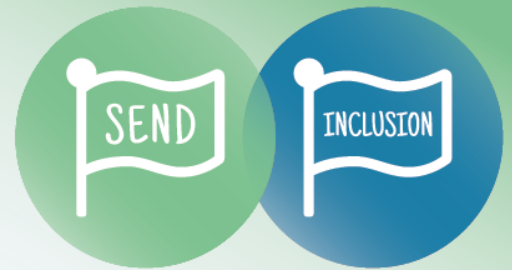


Section 7



EYFS Advice, Guidance and Templates

3.1 The Graduated Approach: Assess, plan, do and review

“The Graduated Approach, when used effectively, ensures that the personalised successes of children are captured and able to be celebrated and where needed, supported further. When a child’s personalised learning is known and staff utilise this knowledge to create unique, appropriate and supportive targets then the Graduated Approach is fundamental in ensuring that we can efficiently track the child’s development and use this as evidence where required.”

SENCo in an Early Years Setting



What is the graduated approach?

Where a pupil is identified as having SEN, settings / 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/settings 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

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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 individual child or young person's needs.



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

- ✓ Take immediate action when a child is identified as having Special Educational Needs (SEN) - not making expected progress, has involvement from professionals e.g. Speech and Language Therapist, has long term developmental needs, children needing additional support and interventions above what is typically provided (reasonable adjustment) in order to make progress
- ✓ Inform the child's family as soon as the child's need is identified.
- ✓ Work in partnership with the child 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 child.
- ✓ Review the support put in place for child with SEN every 6-8 weeks

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- ✓ Involve the child and their parents/carers in reviews. This reflects a collaborative and person centred approach to understanding and meeting child's needs.
- ✓ Work together with specialist professionals if necessary.
- ✓ Use Assess, Plan, Do and Review cycles to inform changes to a child's SEN support.

How do you deliver the graduated approach?

ASSESS

Carry out clear investigation of the child's needs. The initial assessment should be reviewed regularly to check the support matches the needs.

- Gather information through observations and views shared from parents and key person
- Additional reports, such as 2 year check.
- Supporting assessment tools are useful to provide a 'best fit' judgement and identify areas of need and plan next step to work on – practitioners **must** have good knowledge of the EYFS
- Use additional documents to support accurate assessment (See *VLE > Early Years Providers > 11. SEND > The Graduated Approach > Quick Guide to SEND Forms, Plans and Guides*).

Other professionals may provide additional information / reports to support your assessment. Your assessment and summary will need to be revisited with parents regularly to monitor the child's progress.

Additional training on assessment can be found on the Early Years Virtual Learning Environment (VLE).

When you have knowledge of the child's development and have an understanding of the child strengths and interests you are ready for the next stage of the APDR cycle.

PLAN

This stage is where it is decided to provide SEN support and having formally notified the parents, the outcomes they are seeking, the interventions and support to be put in place and the expected impact on progress.

The plan should be discussed and agreed with the parent/carers.

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Example of SEN support plan

SEN documents can be downloaded from the VLE (See *VLE > Early Years Providers > 11. SEND > The Graduated Approach > Quick Guide to SEND Forms, Plans and Guides*).

The plan should include the following as specified in the Code of Practice:

- Outcomes agreed with parents
- Interventions and support to be put in place
- Expected impact, development or behaviour (SMART target)
 - **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**imed limited

Target setting formula

who is going to do **what** under what **conditions** with **what degree of success**

A SEN plan meeting needs to be valued – allocate a time that is convenient for parents/carers and SENCo to meet in an environment where everyone can communicate freely.

SEN plan targets need to be accessible for all staff and anyone must be able to understand and work from the plan. SEN plan needs to be signed and dated by parents and setting – give a copy to the parents.

A SEN plan cycle is typically 6 weeks.

DO

The early year's practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCo, they should oversee the implementation of the interventions or programmes agreed as part of the SEN support. The SENCo supports the practitioner in assessing the impact of the interventions and in recording and monitoring them.

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It is important to keep careful notes of how well the interventions are working, how the child is responding and what are the child's ongoing interests. This information can be recorded and used when reviewing the plan. The 'Do' part of the graduated response is likely to make a significant difference to a child's progress. While the interventions and strategies may need to be outlined in a plan, typically there are many interventions and strategies which support a child and it is important to document more detailed day to day support in a provision map.

- The plan is a working document and you can add information to it at any time.
- It is important that interventions and strategies are implemented in the way that has been outlined in the plan.
- If the interventions and strategies are not working, change or modify them, making note of the changes and inform the parents.

SEN Plan Monitoring Record		SEN
Child's Name:		Person responsible for supporting SEN targets:
SEN Plan No:		
Target	Midway analysis of progress notes Date: Signed:	End of SEN plan review Date: Signed:
Additional Comments		

Once completed add to child's learning diary Baseline Consolidation Secure

Example of SEN plan Monitoring Record

Can be downloaded from VLE (*VLE > Early Years Providers > 11. SEND > The Graduated Approach > Quick Guide to SEND Forms, Plans and Guides*) or found in Early Years Handbook and in Appendix.

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- There is meaningful participation of parents/carers and child.
- The focus is on the practitioner's role in delivering the approach.
- The SENCO role provides support for Key Person and Practitioners.
- There is a supportive approach to developing the skills of practitioners to meet the needs of all children therefore reflecting an inclusive approach to including and supporting children.

Further information

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