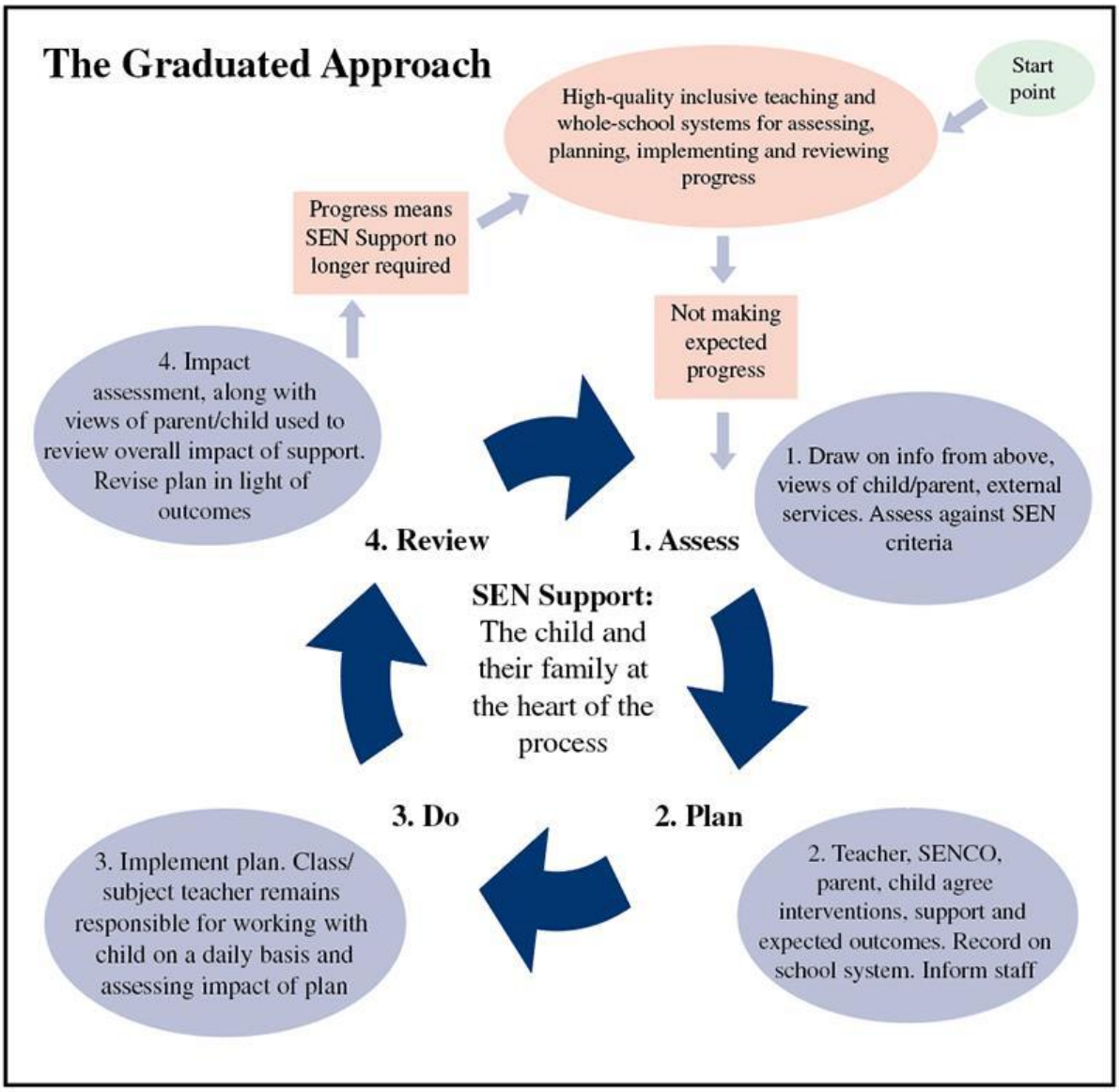
The Graduated Approach
Start point
High-quality inclusive teaching and whole-school systems for assessing, planning, implementing and reviewing progress
Progress means SEN Support no longer required
Not making expected progress
4. Impact assessment, along with views of parent/child used to review overall impact of support. Revise plan in light of outcomes
1. Draw on info from above, views of child/parent, external services. Assess against SEN criteria
4. Review
1. Assess
SEN Support: The child and their family at the heart of the process
3. Do
2. Plan
3. Implement plan. Class/ subject teacher remains responsible for working with child on a daily basis and assessing impact of plan
2. Teacher, SENCO, parent, child agree interventions, support and expected outcomes. Record on school system. Inform staff