

The Graduated Approach

A summary guide



ASSESS

PLAN

The Graduated Approach is a four-stage cycle:

Assess, Plan, Do, Review.

Designed to support all students, particularly those with special educational needs. This process helps identify & remove barriers to learning through targeted, personalized support.

REVIEW

DO

ASSESS

strengths and barriers to learning

The class teacher, with support from the SENCO, carefully assesses the student's strengths, needs, and any potential barriers to learning.

PLAN

support around learning barriers

A program is created to address identified needs, with defined outcomes, steps, and review date, shaped by the student, family, and school staff.

DO

the planned interventions

This could involve adjustments to teaching methods, provision of additional resources, or support from teaching assistants or specialists.

REVIEW

impact of support

Progress is monitored and evidence gathered to assess effectiveness. Support is adjusted as needed, and the cycle may repeat with targeted interventions.

Rather than a one-time intervention, the graduated approach is an ongoing cycle, typically **reviewed every six weeks**. Each stage is revisited and adapted based on the child's progress, ensuring support remains relevant and effective.

A person-centred approach is essential throughout, placing the child's needs, views, and experiences at the heart of every decision.

If a student isn't making adequate progress, despite support through the Graduated Approach, the teacher, with SENCO support, should gather the necessary evidence that all four stages have been followed. This can support a request for an Education, Health and Care Needs Assessment to determine if a specialised EHCP is needed.