The Graduated Approach Explained

Stage 1
High Quality Teaching (HQT)

- What every child receives
- All staff responsible for ensuring stage 1 provision is delivered
- Reasonable adjustments will be made
- Class teacher has implemented stage 1
- HQT classroom strategies and followed 2 cycles of. Assess/Plan/Do/Reviews

Stage 2
Short term interventions

- Not making expected progress despite reasonable adjustment
- HQT and Short Term specific intervention required (specialist, class or curriculum)
- Baseline assessments to be completed with recommendations.
- Continue with APDR cycles

Stage 3
Added to the SEND register Long term interventions and Involvement of SENCO

- In-depth assessment to establish area of need.
- Ongoing, specific support to address child's SEND. Evidenced based intervention monitored by SENCO.
- Specialist support from outside agency.
- SENCO involved in coordinating
- provision, assessment, measuring impact and liaising with outside agency.

Stage 4
Consider applying for an EHCP

- Support required is over and above what is in place
- Highly personalised and closely monitored specialist provision.
- Specialist support form external services.
- The school requires additional funding to supports the need of the student.