



# Graduated Approach – Great Teachers, Great Learners

This is a flexible model of assessment and intervention in school to help all children through a plan, do review cycle at every phase. The approach recognises that there is a continuum of SEND (from low to high need). Where necessary, increasing specialist expertise can be sought to address the difficulties that a child may be experiencing.

**Plan, Do, Review Cycle** at each Phase

## Phase 1

High Quality Planning for All  
 Differentiation for All  
 Child Discussion  
 CPD, Supervision  
 Appraisal  
 Individual Reflection  
 Peer Support  
 Team Support  
 Key Stage Support  
 Subject Specialist Support  
 Observations / Feedback

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## Phase 2

SENCO Consultation  
 Specialised CPD  
 Group Surgery / Consultation with EP  
 Coaching

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## Phase 3

IEP: Highly Flexible Personalised Response  
 Rigorous Monthly Feedback

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## Phase 4

Direct External Support  
 TAM

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## Phase 5

Multi Agency Involvement  
 EHCP

**SEND Support:** When a class teacher identifies that a pupil is making little or no progress, he or she will provide support, which is additional to or different from the usual differentiated curriculum. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme.