

# Graduated Approach Flowchart

Tregony and Gerrans Schools



## Wave 1 – Our Universal Offer

**Quality First Teaching** in place, including highly differentiated and adapted teaching strategies which target children's individual areas of need and remove barriers to learning. Teachers have high expectations, set aspirational targets and give purposeful feedback. Teachers work with expert colleagues to develop skills.

**Meet with parents** to inform them of any concerns. Plan next steps, set a review date, track progress and meet to feedback the impact. Begin to build a profile, with the support of observations, of how the child learns best and how their barriers are overcome.

Is the child making progress?

YES

NO

Plan next steps/small step targets to achieve the long term outcomes. Build on the child's learning success and how they learn best. Focus on what they're good at.

Quality First Teaching consistent.

Close the gap. Ensure good progress.

Review half-termly

SENDCO and class teacher will inform parents of the progress and impact of support to date.

If concerns remain, despite three cycles of support through SAP targets, SENDCO, school and parents will **consider** EP involvement, request for Statutory assessment/EHCP. This is only for pupils with significant, lifelong special needs.

## Wave 2 – Small Group/Individual Interventions

Use assessments to inform next steps. Consider areas of strengths and weakness and unmet needs.

Implement rigorous interventions within the classroom. Interventions must be time specific and evaluated for impact using entry and exit data. Accurate records to be kept by class teachers in the form of a class provision map.

With support from SENDCO, class teachers will evaluate the impact of interventions (is it working? Is it appropriate?).

Is the child making progress?

YES

NO

## Consider Wave 3/SEN Support

SENDCO and class teacher discuss whether it is appropriate for the child to be added to the Record of Need.

Analyse assessments and the impact of actions to date.

If appropriate, write a Student Achievement Plan (SAP) to include:

- long term aims with small step targets towards the long term outcome
- strategies required to support
- time allocation required
- resources and advice needed
- specialist teacher input
- professionals to be involved

Share SAP with all staff who work with the child.

Set termly meetings with parents to review progress and keep a record of all communication with parents.

If the child is not making expected progress?