

The Graduated Approach: Four-part cycle of SEND Support which deepens understanding of each pupil's needs and the extra support required to support progress. Often referred to as the 'APDR Review Cycle', (Assess, Plan, Do and Review)

Cause for concern raised; checking whether a child has SEN or whether slow progress is due to other reasons. Parents notified if schools decides a pupil requires SEND Support.

Regular review meetings involving teachers, support staff, parents and pupils and any specialist services to check on the impact of support; what has gone well, what progress has been made, what should be refined, what else is needed? Refining and updating of targets and outcomes.

Review

Putting the child at the centre of the process

Assess

Do

Information gathering including views from pupils and parents. Observations and more detailed assessments to find out specific needs (barriers to learning) and areas of strength. Referrals and assessments from specialised services as required and with parental consent.

Plan

Agree and record SMART targets and outcomes to support progress in key areas of need. Details of provision (extra help) to be put in place, including modified teaching approaches, interventions and special equipment.

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention

Supervision of delivery of plan by teachers and SENCO. Regular training and monitoring ensures that targeted interventions are led by staff with sufficient knowledge and skills.

SMART targets and outcomes:

Specific

Measurable

Achievable

Relevant/realistic

Time-linked