

The Graduated Approach

Targeted Education Support Service & & Educational Psychology Service

ACTIVITY



Organise the statements, arranging them so that they illustrate a graduated approach.

Start by placing the things that you do to support all children/young people at the top and then start to think about how children with additional needs are supported.



Effective Inclusive Classrooms

Teacher notices some difficulty Consider tracking data Conversation with SENCo flagging up difficulties Checklists/Audits of current provision Differentiation Discuss with parent/carers

Specific Intervention/ Low Level Support

Removing Barriers to Achievement Personalisation Progress Meetings/ review

Specific Intervention/ High Level Support

Personalisation Consider referral to external agencies

External Agency

Act on Advice Reviews

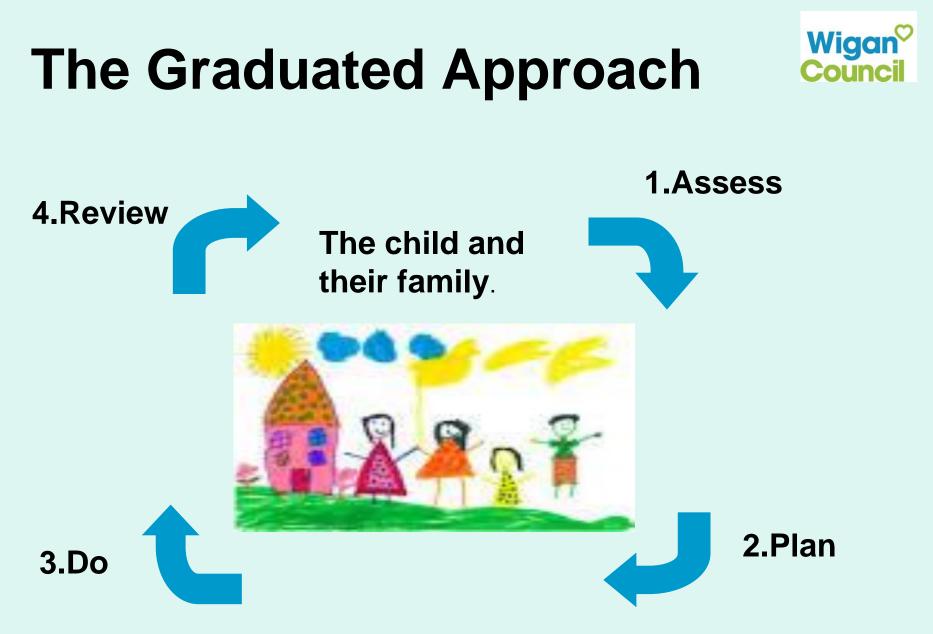
> Refer EHC

Implementing the Graduated Approach...



- Whole School Approach
- High Quality Teaching
- Every teacher is responsible for every pupil





Assess



- Pupil's work
- Observations of pupil
- Discussions with pupil, parent, staff
- Progress Data
- Attendance and Behaviour Data
- Support Services
- Assessment Tools

Plan



- Pupil, Parents, SENCO, Teaching Staff all agree
- Support Services consulted
- Outcomes linked to SMART targets
- Recorded and shared



Do

- Personalisation is paramount
- Whole School Training
- Joint planning and/or assessment
- Co-teaching
- Peer modelling
- Mentoring or coaching
- Case Studies
- Learning Walks

Review



- Has the pupil achieved their targets?
- How do we know they have made progress?
- Does the pupil know they have made progress?
- Does everyone else?
- Next steps?

So what do I do...



- Continue to develop pupil voice and parents' involvement
- Clarify your school's interpretation of the graduated approach
- Review and develop your systems
- Consider staff training needs



Engaging Young People

Shier 2001 models of engagement

- 1. Children are listened to.
- 2. Children are supported in expressing their views.
- 3. Children's views are taken into account.
- 4. Children are involved in the decision-making processes.
- 5. Children share power and responsibility for decisionmaking.





Thank you for your time and attention

Questions and Answers