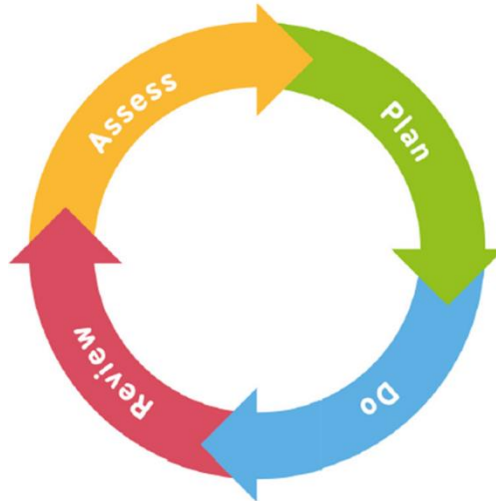


The Graduated Approach

Assess: the class teacher and SENCO should analyse a pupil's needs before identifying them as needing SEN support

Plan: the class teacher and SENCO should agree the support to be put in place. Parents must also be notified and consulted and an IEP is created
(Individual provision Plan)



Review: the class teacher and SENCO should review the effectiveness of the support regularly and agree any changes where needed.

Do: the class teacher remains responsible for working with the pupil on a daily basis with additional intervention if needed. High quality differentiation is still needed in the classroom

Parents are involved in the APDR process and meetings are carried out with parents at least three times per year.