

SEND GRADUATED APPROACH FLOW CHART



Universal Provision

Universal provision forms the foundation for all other provision or support in schools, colleges and other settings, and comprises high quality teaching that is made available to all. This includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for children and young people.



Initial Concerns

Parent/carer or Teacher express concerns around a child's progress. Teacher and parents meet to discuss concerns. The SENDCo will be made aware of these early concerns.

The class teacher puts in place High Quality Teaching strategies to start the 'Assess, Plan, Do, Review' process.



Has the child made sufficient progress through High Quality Teaching?

Yes

Carry on with these adaptations.

No

If sufficient progress is still not being made, the parents/carer, Class Teacher and SENDCo will meet to discuss a Targeted Approach through a Learning Plan. Targeted Strategies will then be put in place (including support from outside agencies if appropriate). This might be through a School Support Provision Plan.

Is the child making sufficient progress through Targeted Support?

Yes

Carry on with targeted support

No

If a child is not making sufficient progress then a Needs Assessment will be considered. This decision will involve advice from professionals such as the Education Psychologist. If the local authority feel there is evidence that the needs of the child are greater than Step 2 (Targeted Support) then the school can apply for an EHCP.

Is the child making sufficient progress through an EHCP?

Yes

Carry on with EHCP

No

If the EHCP does not meet the needs of the child, then consideration may be given to alternative provision in exceptional circumstances where mainstream setting cannot meet the need of a child.