



**Hertfordshire
SENDIASS**

The Graduated Approach

The Graduated Approach is a four-step process designed to make sure children with Special Educational Needs (SEN) get the right support at the right time.

This approach helps schools and parents work together to:

- Understand a child's needs
- Set clear, meaningful goals
- Put support in place and check how well it's working

By focusing on each child's strengths and aspirations, the process supports learning, growth, and positive outcomes.



Step 1: Assess

Understanding Needs

Teachers, the SENCO, parents, and other professionals work together to build a clear picture of a child's needs by gathering:

- Classroom observations and assessments
- Progress compared to peers
- Parent's views and child's voice
- Input from other professionals, including health and social care (if involved)

With parental consent, the school may seek advice from other professionals.

SEND Code of Practice (2015), paragraph 6.45

Schools should take seriously any concerns raised by a parent.

Step 2: Plan

Creating the Right Support

Once needs are identified, the next step is to agree on a clear support plan together. This includes:

- Goals and outcomes
- Strategies and resources
- Expected impact
- Who'll provide support
- When progress will be reviewed

SEND Code of Practice (2015), paragraph 6.48

Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs.

Step 3: Do

Putting the Plan into Action

This stage is about putting the agreed support into practice:

- Support should be tailored, evidence-based, and regularly reviewed
- Schools keep parents informed about how the plan is being delivered
- The teacher remains responsible for a child's learning every day, even when extra help is provided

SEND Code of Practice (2015), paragraph 6.52

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.

Step 4: Review

Checking Progress

Support is reviewed regularly to see how well it's working. During reviews, teachers and the SENCO look at:

- Impact and quality of support
- Progress information
- Parent's views and child's voice

Reviews usually take place at least three times a year (once each term).

SEND Code of Practice (2015), paragraph 6.65

Schools should meet parents at least three times each year.

Next steps

After each review, the cycle begins again. Depending on progress, next steps may include:

- Continuing with the current plan
- Updating the plan and adjusting strategies or goals to meet changing needs
- Seeking professional advice

If further support is needed, parents and the school may consider requesting an Education, Health and Care (EHC) Needs Assessment as the next step.

Need more help? Get in touch with us:



Call

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**We Listen.
We Care.
We Include.**