

Handout 1B: A Graduated Approach to SEN in schools

Step 1

Class teacher to provide high quality teaching that is well differentiated. Discuss concerns with parent

Step 2

Class teacher to discuss with SENCO - raise an alert/concern highlighting specific areas of difficulty.

On a Graduated Approach form (GAP) begin to gather evidence - classteacher records:

- 'baseline' assessment- e.g. F'stage profile/Observation/ Reading / spelling age etc
- any differentiation/ intervention/ support currently in place
- impact of provision over the term is reviewed

Step 3

After a term:

if there is less than expected progress go to step 4

if there is improvement back to step 1

Step 4

Carry out Literacy Assessment Pack (LAP) or Numeracy (NAP) as appropriate and use any data i.e. Salford/ Hodder/ PUMA etc if available and appropriate

Provide feedback to staff from assessment, discuss provision, make recommendations to support child

- a new GAP (back to Step 2)
- a SAP (see Step 5)
- neither : (see Step 1, resume high quality differentiated class teaching

Step 5

If evidence shows a significant learning difficulty that requires special educational provision to be made i.e. provision that is 'additional to or different from' that which would normally be provided for their peers:

- the pupil will be placed on the SEN register
- A SAP will be drawn up with SMART targets
- parents informed their child is on the register