## SEN graduated approach (Assess Plan Do Review)

(Stage 1) Child is not accessing the learning despite quality first teaching. (Assess) Identify additional resources and support based on the Ordinarily Available Provision Document. (Plan) Differentiate the learning to a level the child can access, provide resources and scaffolding, and/or make adjustments to environment. (Do) Monitor the impact for 6 weeks and track the progress of the additional provisions. (Review) **APDR** (Stage 2) Child is not accessing the learning. Child is accessing the learning. Class Teacher to meet with the SENDCo and identify Continue providing the resources specific area of need. SENDCo to observe the child and additional provisions. as appropriate. (Assess) Class teacher to discuss Review again in 6 weeks. with parents/carers. SENDCO to advise the class teacher of additional resources or provisions to implement. (Plan) Class Teacher to implement recommendations. (Do) Child is accessing the learning. Continue providing the resources and Class Teacher to monitor the impact for 6 weeks and additional provisions. track the progress of the additional provisions. Review again in 6 weeks. (Review) **APDR** Class teacher to inform parents/carers. (Stage 3) Child is not accessing the learning. (Assess) SENDCO and class teacher to discuss with parents/carers. SENDCo to advise of interventions to meet needs. (Plan) Implement 6-week intervention. (Do) (Stage 4) Child is not accessing the learning. Class teacher to meet with parents and SENDCo to review in 6 weeks. (Review) **APDR / SSP** SENDCo to refer child to appropriate external Child is accessing the learning. agency where possible. Continue providing the resources and additional provisions. Continue providing the resources and additional Review again in 6 weeks. provisions. SENDCO and class teacher to discuss

Class teacher to inform parents/carers.

with parents/carers.