

# The Graduated Approach Plan

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## Tracking SEND Support in Schools



### Highlight the appropriate level of support

Class/subject teacher support

Class/subject teacher and SENCo support

Class/subject teacher, SENCo and external agency support



Name of pupil:

Subject/class teacher/Tutor:

School:

Stage		Actions/comments/next steps
<p><b>Assess</b> Code of Practice p 100: Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child</p>		<p>List assessments used and results Highlight current focus</p>
<p><b>Plan</b> Code of Practice p101; Support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge</p>		<p>Intervention/resources and staff Frequency/timing of delivery Expected learning/outcomes</p>
<p><b>Do</b> Code of practice p101 The class /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.</p>		<p>Arrangements for monitoring and feedback</p>
<p><b>Review</b> Code of practice p102 The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed regularly in line with the agreed date.</p>		<p>Outcomes of impact/monitoring(quantitative and qualitative)</p> <p>Outcome of review: highlight as appropriate Continue with class/subject teacher support OR Move to class/subject teacher/SENCo support</p>