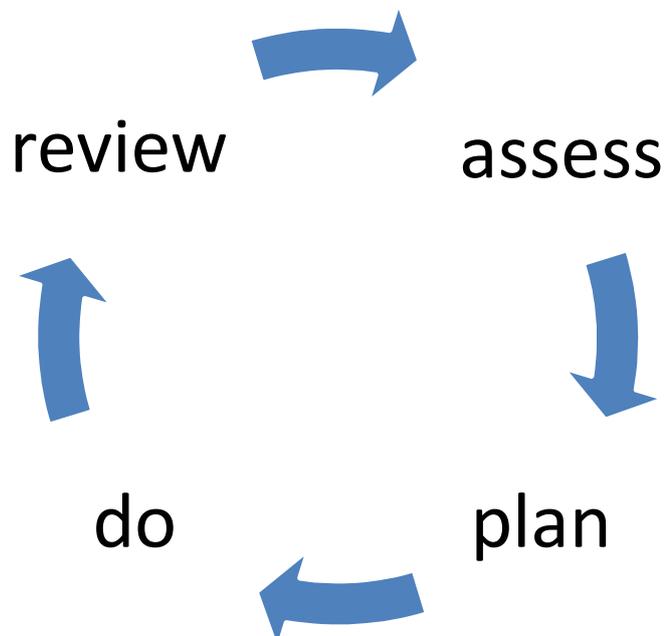


## The Graduated Approach

Once a provider has identified a child who may require additional support, they need to follow an agreed graduated approach in partnership with parents and any other setting a child may attend. This approach will be based on a cycle of action that can be revisited with increasing detail, increasing frequency and with the increased involvement of parents/carers.

Throughout the graduated approach as a setting you will be responsible for working with the child daily and implementing agreed interventions that you have put in place in agreement with parents and others.

**You should adopt a graduated approach with four stages of action:**



**It is important that:**

- Parents are engaged throughout
- Action is informed by the child's views throughout
- The cycle can be revisited, in order to identify the best way of securing good progress
- Throughout the cycle, children's views can be represented by parents and practitioners, but in order to ensure the child's views inform the process directly, these need to be captured before any discussion.

Whether children communicate verbally or by other means, pictures and objects of reference can be used to promote communication with children about their views and their preferences, both at home and in the setting. These views can be brought to inform discussion and decisions at each stage.

## The Graduated Approach

Early Years Services / March 2019 / Version 1

### Assess:

In order to assess, the practitioner needs to carry out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that the support is match to the need.

### Plan:

Planning should take account of the child's views. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any continuous professional development needs of staff should be addressed. The parents need to be involved in the planning, and when the support needed has been agreed, you, the parents/carers and other professionals should establish:

- The outcomes they are seeking for the child
- The interventions and support to be put in place
- The expected impact on progress, development and behaviour
- Date for review

### Do:

Implement the plans put in place ensuring that you are assessing the child's response to activities and actions taken. Be able to adapt activities and plan as required. Ensure that all plans are effectively implemented and where they are not, you should reflect on how they can be made more effective.

### Review:

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and the quality of the support should be evaluated by the practitioner, the child's parents and considering the child's view. Any changes to the outcomes and support, should be agreed in accordance with the child's progress and development.

This cycle of action should be revisited in increasing detail with increasing frequency, to identify the best way of securing good progress. Intended outcomes and action taken by the setting should be shared and reviewed with parents at agreed times.

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