

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This can be done by using a four-part ongoing cycle of “Assess, Plan, Do, Review”. This aids understanding of a pupil’s needs and what support may be required.

Review

The plan should be reviewed a minimum of 3 times a year with the setting and yourself. The impact and effectiveness of the support and interventions should be discussed, as well as progress made and what evidence can show this. If progression has not been made discussions should take place to discuss next steps. Clear information should be given so parent/ carers can be jointly involved with planning next steps.

Assess

Settings should gather information to help understand strengths and difficulties and what may help support progression and needs. Assessments will typically take place by teacher or subject teacher but they may include external professional guidance as well.

4. Review

1. Assess

The Graduated Approach

3. Do

2. Plan

Do

When the plan has been agreed the support should be put into place by the setting. The class or subject teacher remains responsible for the pupil’s plan, even when interventions involve being away from the classroom.

Plan

Once the setting has assessed your child’s needs a plan should be made to outline support. The plan should be made with the teacher and SENCo in consultation with yourself and your child.

A plan will usually outline: SEN needs identified, outcomes, interventions, the expected impact, how often support will happen, who will provide this and when the plan will be reviewed.

