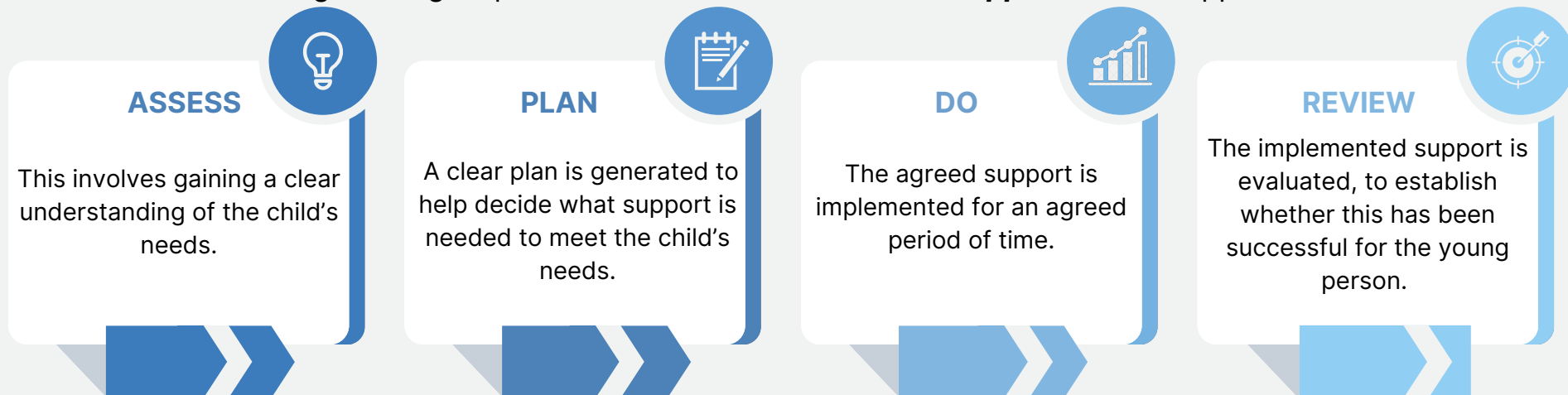


The Graduated Approach

Information for Parents and Carers

Children and young people's development is often not linear, and therefore there may be differences in how your child's skills develop and, in some instances, children may require additional support to meet their needs within school. Your child's school will go through a process known as **The Graduated Approach**. This approach is outlined below.



The Graduated Approach will be implemented when a school identifies a need and this is **not** contingent on a child or young person having a formal diagnosis. This cycle will typically last six weeks.

Following this cycle, it may be decided that your child no longer requires additional support and will continue to be supported through Quality First Teaching. If it is decided that further support is still needed, the levels of support are outlined overleaf.

Key Terminology:

EDUCATION, HEALTH AND CARE PLAN

A legal document that outlines the needs of a child or young person and the support they will require to achieve their goals.

UNIVERSAL SUPPORT/QUALITY FIRST TEACHING

Universal support/provision is tailored to meet the needs of the majority of students and can be adjusted to meet individual needs of students. You may wish to speak with your child's SENDCo to find out more about the specific universal support offered by your school.

REASONABLE ADJUSTMENTS

Many students' needs will be met with universal support, however some students may require reasonable adjustments. Examples may include:

- Being seated towards the front of the class to support vision or hearing.
- Access to a quiet space for a short break.
- Use of a tablet or laptop to support with writing.
- Use of text-to-speech software to support with reading.
- Use of ear defenders to reduce external noise.
- Modified texts to support with vision.

Levels of Support

Outlined below are the levels of support that may be offered to children and young people.

