

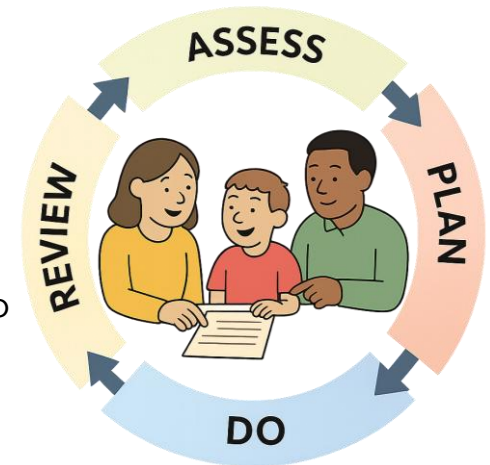
Graduated Approach

Leadership reflection prompts

- How well do staff understand the Assess, Plan, Do, Review cycle?
- Is the graduated approach embedded in classroom practice, or mainly held within SEND paperwork?
- How do teachers identify strengths, barriers and emerging needs?
- How are children, young people and families involved at each stage?
- Are support plans strengths-based, personalised and focused on clear outcomes?
- How do leaders ensure staff use OAG strategies before moving too quickly to look for more specialist support?
- How do we know whether support is making a meaningful difference?
- How do we use learning from individual cases to strengthen practice for other children?
- How are external partners involved when needed, and how is their advice implemented?

What you might notice in practice

- Staff can explain the needs, strengths and barriers of children they teach.
- Support is planned around clear outcomes rather than general activities.
- Children and families are involved in agreeing and reviewing next steps.
- Strategies are reviewed and adjusted when they are not working.
- Teachers remain responsible for children's learning, even where additional support is in place.
- External advice is translated into practical classroom strategies.
- Records are useful, proportionate and accessible to staff who need them.
- Leaders use learning from individual cases to strengthen practice.



Graduated Approach

Voices to listen to

Ask children and young people:

- Do adults know what helps you?
- Do you know what you are working towards?
- Are you asked what's working and what's not working?
- Do you feel included in conversations about your support?

Ask families:

- Do you understand what support is being provided and why?
- Are your views included when needs are assessed and plans are reviewed?
- Are outcomes meaningful for your child?
- Do you know what will happen next if support needs to change?

Ask staff:

- Do we understand how to use Assess, Plan, Do, Review in everyday practice?
- Are support plans practical and useful?
- Do we know how to review impact?
- Do we feel confident knowing when to seek further advice?

Useful leadership activities

- Review a small sample of support plans to explore whether outcomes are clear, personalised and co-produced.
- Use a case reflection to consider how assessment led to planning, action and review.
- Hold a staff discussion on what makes a review meaningful rather than procedural.
- Explore whether specialist advice is being implemented consistently in classrooms.
- Use pupil and family feedback to understand whether the support cycle feels joined-up.
- Discuss with governors how leaders know the graduated approach is effective.

Possible next steps

Leaders may want to identify:

- one strength in how the graduated approach is currently used;
- one part of the cycle that needs to be strengthened;
- one way to improve child and family involvement;
- one way to make reviews more focused on impact and next steps.