**Using the graduated approach**

**An example based on a pupil called Sam**

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| **Assess** – *build a holistic picture of the pupil’s learning needs by gathering information from several sources.*   * Meet with Sam’s primary and secondary SENCo and their year 6 teacher to share transition information from year 6 to year 7 such as data, specialist involvement, interventions, high quality teaching strategies and attendance. * Ask Sam’s parents to complete a Learning plan which identifies his strengths interests, aspirations, learning challenges, and supports related to his diagnosis of autism. * Review Sam’s educational psychologist’s recommendations and build into his Learning Plan to be reviewed during the first half-term. |
| **Plan** – *using the information gathered above, generate a hypothesis about the type of support that could work.*  The following outcomes were agreed for the first half-term:   1. Sam will have completed a successful transfer to his secondary school—including moving independently around the school, finding a safe space at break time, and building good relationships with key adults. 2. Sam’s reading age and engagement with reading will increase by improving his recall and comprehension strategies. 3. Sam will find ways to manage his anxieties; communicate these strategies to parents. |
| **Do** – *implement the planned support.*  Sam will:   * be able to leave class one minute before his peers to enable him to get to the next class and avoid the noisy rush; * use the personalised learning area as his safe space during social time; structured break-time activities will help build positive peer relationships modelled by key worker adults; * take part in group reading interventions, timetabled in registration time, twice per week to use reciprocal reading strategies of ‘question, clarify, summarise, and predict’; and * improve his spoken vocabulary to describe his emotions—with teacher and TA support—to be more specific rather than simply saying ‘I’m bored’; direct vocabulary instruction and work on social stories will enable emotional expression. |
| **Review** – *did the support work? Any information gathered in response to the testing of a hypothesis is useful.*  Outcome 1: met. Sam can now move round the school independently and continue to meet his small group of friends at break. New outcome of initiating conversations with peers.  Outcome 2: partially met. Sam is now engaged with reading at school and at home but still struggles to comprehend accurately. The school will continue this intervention but also consider some one-to-one comprehension strategies including using visual prompts. |

*This example has been adapted from* [*Special Educational Needs in Mainstream Schools Guidance Report*](https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf) *(EEF, 2020)*