



Phases of the graduated response Assess – Plan – Do – Review

Assess

A clear analysis of need at 'Universal', 'Targeted' and 'Specialist' can draw on:

- Views of the child and their family.
- Data on the child's current and previous progress (across all four broad areas of SEND).
- Teacher and/or SENDCo assessment, observation and knowledge of the child.
- Tracking of progress and comparisons with national data.
- Where appropriate, consultation with specialists/subject matter experts.

Plan

Following careful analysis of the information gathered in the assessment phase, the teacher, SENDCo, parent/carer and child, agree on a plan of action (this process can be supported by specialists, if appropriate). The plan should consider and determine:

- High quality class/subject teaching adjustments, modifications and differentiation.
- Additional targeted provision/intervention to be put in place.
- Desired outcomes for the child (expressed as SMART targets).
- A date for review.

It is essential that all planning is child centred, outcomes focussed and documented.

Do

Teachers continue to be responsible for implementing the agreed plan with support from the SENDCo.

Teachers are responsible for:

- Differentiating and personalising the curriculum.
- Delivery of 'additional and different' provision for the child.
- Planning, support and impact measurement of all group and individualised interventions delivered by support staff.

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Defence Children Services (DCS) SEND process:
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- Linking interventions to classroom teaching.

Where agreed, specialists/subject matter experts support the process.

Review

Teachers are responsible for the ongoing monitoring of progress towards the agreed plan through continual assessment, with support from the SENDCo. SENDCos are responsible for holding review meetings (at least termly).

The review meetings should:

- Explore the effectiveness of the interventions and support.
- Explore the evidence of progress towards the desired outcomes.
- Ensure collaborative discussion and information sharing with school staff, the child and family.
- Ensure discussion and record keeping on how the plan needs to be revised in light of progress and parental and child view.

If the child still requires 'additional and different' provision the cycle starts again at 'Assess' with the updated needs of the child being considered. SMART targets should be agreed before planning a continuation of, or a change to, provision.