

# The Graduated Approach

Students are referred through the different Waves using the Assess, Plan, Do, Review (APDR) process

**Classroom: WAVE 1**  
QFT with reasonable adjustments

**Pastoral: WAVE 2**  
Targeted support

**SEND: WAVE 3 (K)**  
Long term intervention

**SEND: WAVE 4 (E)**  
EHCP

**Not on SEND register**  
Additional support from Teacher/Form Tutor (W1)/Class Teacher/Subject Leader/Head of Faculty/Year Team (W2)

**On SEND register**  
Will have additional input from LS  
Plus ongoing support from FT/Class teachers/Year Team

- Class teacher sees barrier to learning and makes reasonable adjustments to teaching and learning.
- Short term specific intervention(s) implemented
- Review success after 4 weeks. If successful, no further action needed
- If interventions of CT not successful, seek support of SL
- **SL records as Wave 1 on dashboard-small comments box to complete**
- **Automated email sent to HoY**

- HOY has overview: If wave 1 in 2 or more subjects:
- **student recorded as Wave 2 on dashboard**
  - SL/HOF/HoY support class teacher
  - HOY sends out round robin
  - Short term specific intervention implemented: SL/HoY
  - To include usual behaviour/SEMH packages
  - Review after 6 weeks
  - Flagged to SENDCo in fortnightly meeting

- SENDCo may place student on SEND Register (with parent/carer consent).
- **Student recorded as 'K' on dashboard** and reported on School Census.
- Evidenced based intervention coordinated and monitored by SENDCO.
- Student will have individual APDR with measurable outcomes and provision stated.
- Student may access specialist support from outside agency.

- Student placed on SEND Register
- **Student recorded as 'E' on dashboard**
- Legal document setting out aspirations, needs, measurable outcomes and provision required.
- Outcomes and provision closely monitored by APDR cycles.
- Formal review of document annually.