

The Graduated Approach

Information sheet 3

The code acknowledges that children progress at different rates and some make slower progress than others: *“however it should not be assumed that if a child is making slower progress they have special educational needs”*

The Code recommends a Graduated Response

It stresses the importance of monitoring children’s progress and if progress is slower then it may be necessary “to present different opportunities or use alternative approaches to learning”. If difficulties are on-going this may indicate the need for a level of help above that which is normally available to children in the setting.

The concepts which run through the Code are the idea of interventions that are **additional to** or **different from** those provided for other children and **adequate progress**.

Some examples of how adequate progress may be defined are:

- ✓ Progress that closes the attainment gap between the child and the child's peers
- ✓ Prevents the attainment gap growing wider
- ✓ Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ✓ Matches or betters the child’s previous rate of progress
- ✓ Ensures access to the full curriculum
- ✓ Demonstrates an improvement in self-help, social or personal skills
- ✓ Demonstrates improvement in the pupil’s behaviour

If a teacher or early years provider is concerned about a pupil they should consult the SENCo to consider what else might be done

EARLY YEARS ACTION
EARLY YEARS ACTION PLUS

SCHOOL ACTION
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