

Managing the Graduated approach in Secondary schools



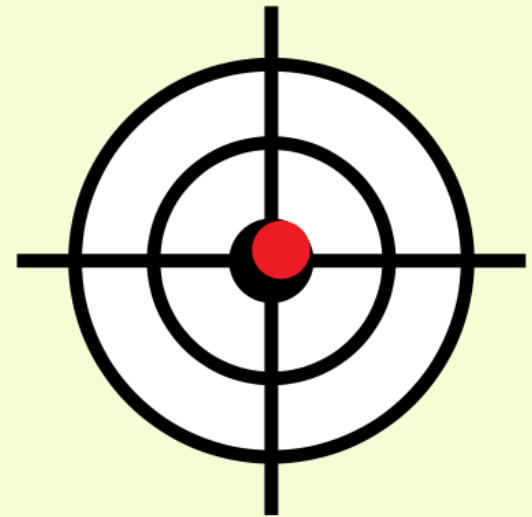
Wednesday 24th October 2018

Gareth Fowler

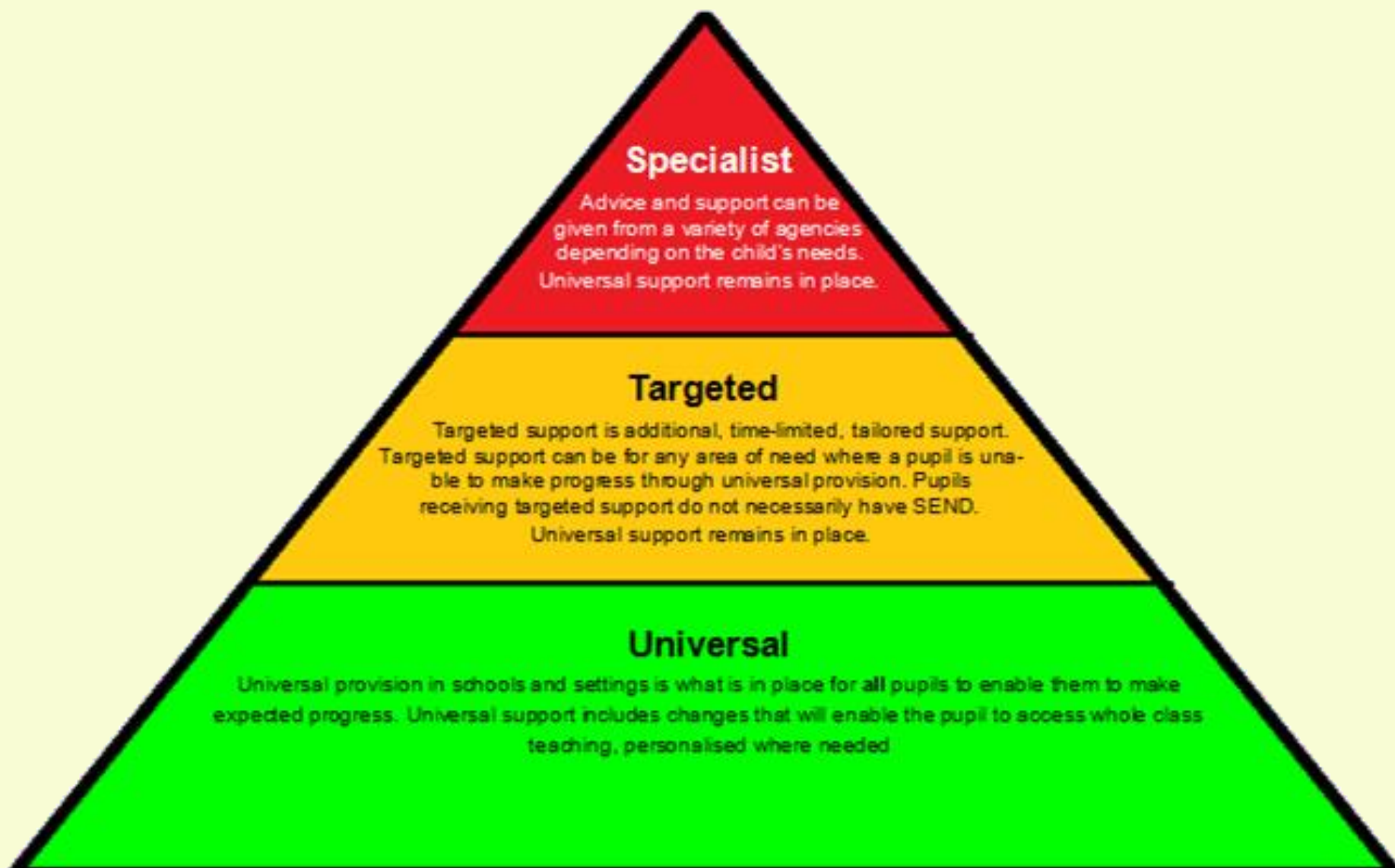
Aims

To explore;

- Processes to manage the graduated approach
- Accurate identification
- Appropriate provision



Graduated approach



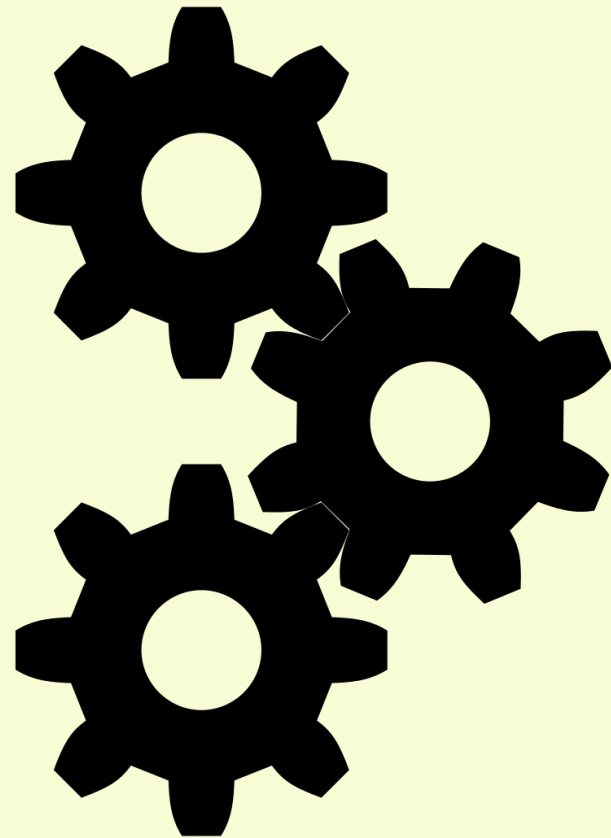
So what's different?

What are the challenges in managing the Graduated approach in Secondary school?



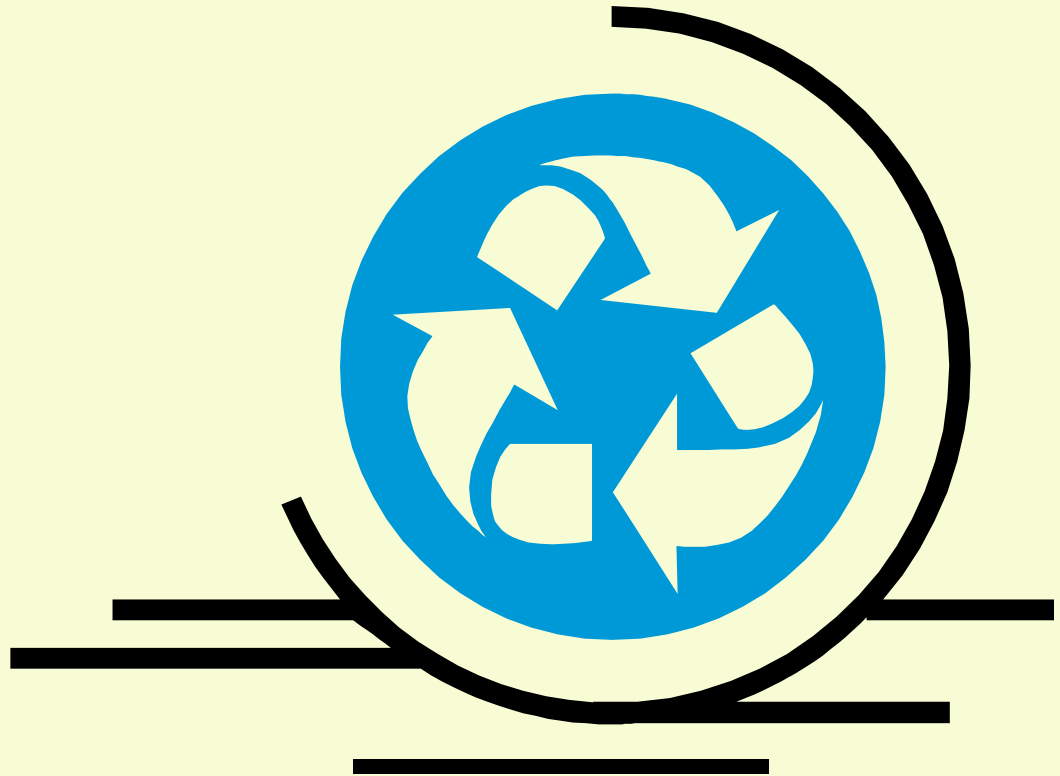
Key Processes

- Identification
- Recording
- Communication
- Delivery

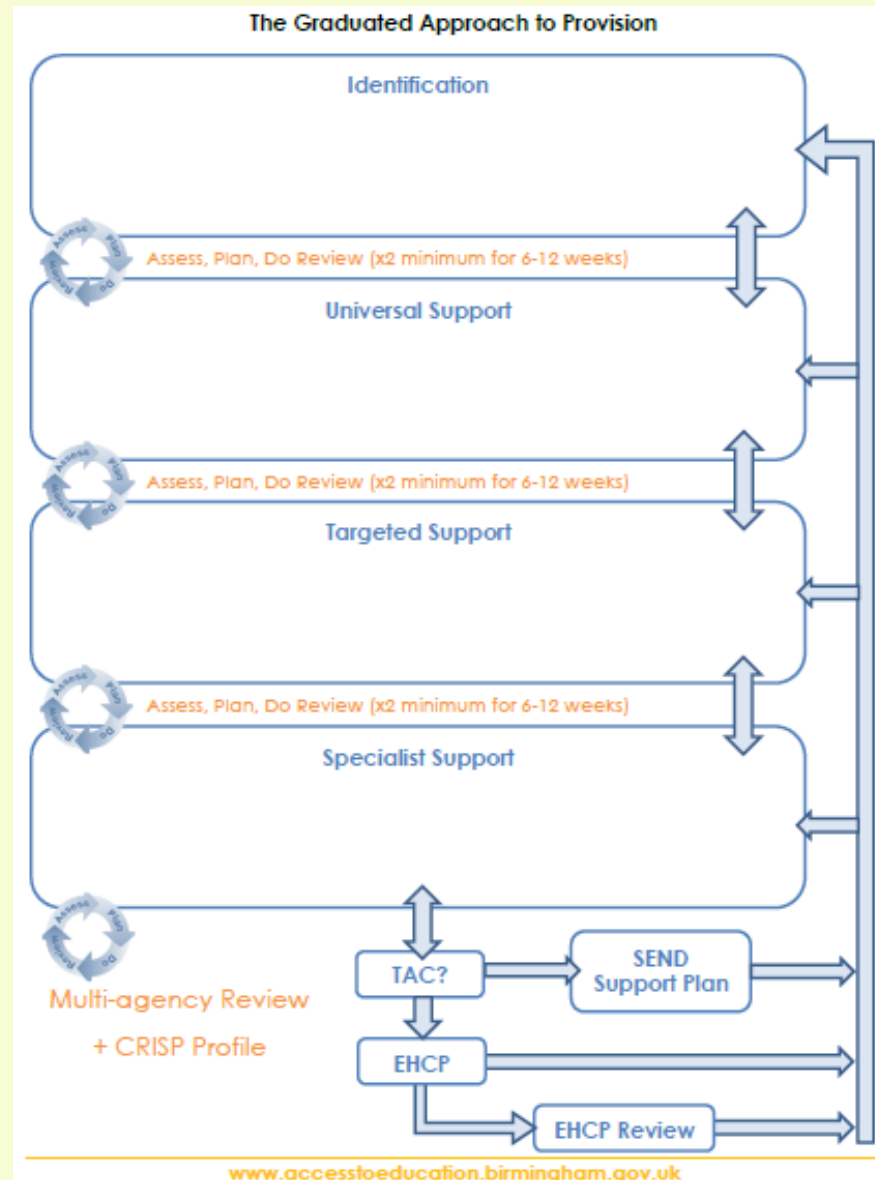


Moving Through the Graduated Approach

- Assess
- Plan
- Do
- Review



Overview



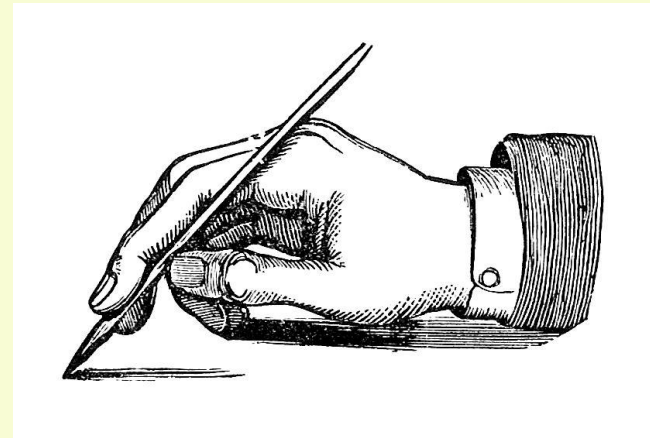
Identification

- Informal / Formal
- Discussion with teachers , TA s, Parents & Pupils
- ATT
- Transfer records
- Standardised
- EHCP



Recording

- Purpose of paperwork
- If it doesn't have a purpose stop doing it!
- Duplication
- Individual need
- Needs of groups of pupils
- Provision being delivered for a pupil
- Provision Mapping
- Impact

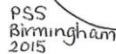


Communication



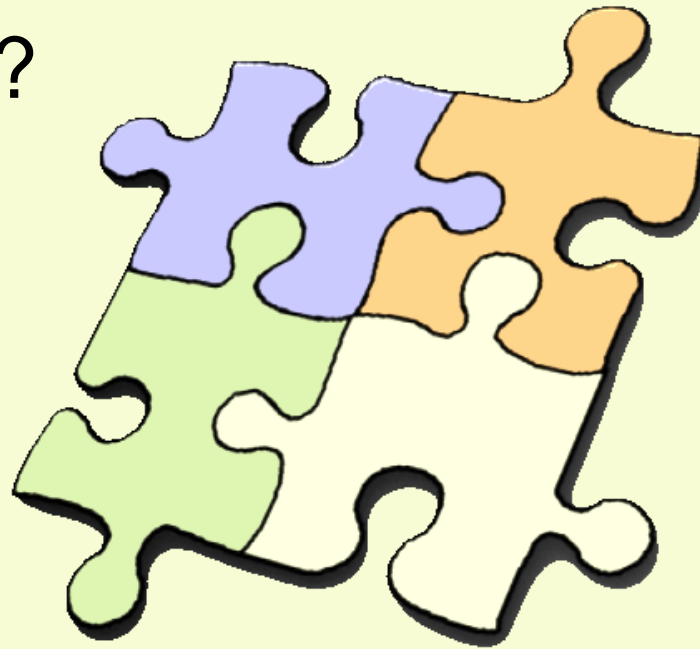
- Parents
- Pupils
- Teachers and support staff
- How?

USING PERSON-CENTRED PRACTICE THROUGHOUT THE GRADUATED APPROACH TO SEND



Delivering Provision

- Matching provision to need
- Intervention
- Who will deliver it?
- When?



So what next?

- What have we tried?
- What have we learned?
- What are we pleased about?
- What are we concerned about ?
- What are we going to do next?



Thank you!

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