

# Graduated Approach for Group Settings



First time that a concern has been raised? – start at Universal.  
Other professionals already involved with child? – start at Personalised.  
Child is within a year of starting school? – move through stages more rapidly.

## Universal

Child's progress gives cause for concern (raised by **parent** or **KP**) Identified through starting points, observations, PC@2, summative assessment etc.

What is the nature of the concern?  
**KP** monitors and gathers information to build a picture of what the child can do and finds difficult.

**KP** informs **SENCO**. They use BPG document to evaluate how child has responded to the Universal offer and record in relevant BPG audit tool.  
**A request for E&I support is advisable.**

**KP** and **SENCO** work together to liaise with **parents**, share evidence, agree adjustments to be made and timescale for review (usually 6 weeks). Possible advice from EH, HV 2 year health check.



Practice at Universal is meeting child's needs. **KP** and **SENCO** monitor as part of everyday practice.

## Targeted

Practice at Universal is not enough, child has made insufficient progress. Setting needs to put Targeted support in place.

**KP**, **SENCO** and **parents** agree strategies to be implemented in setting and at home, timescale for review (usually 6 weeks) and record on Targeted Plan.  
If support from SALT, CP is appropriate, go to Health – Personalised support\*

**KP** and/or **SENCO** continue to use BPG document to identify appropriate strategies to support child and BPG audit tool as working document to record impact on child's progress.  
**A request for E&I support is advisable.**

**KP**, **SENCO** and **parents** review Targeted Plan and evaluate whether Targeted support is meeting child's needs. If yes, **KP**, **SENCO** and **parents** write new Targeted Plan and monitor progress. This stage may be repeated several times.



Targeted support is no longer needed. Return to Universal.  
**KP** and **SENCO** monitor as part of everyday practice.

## Personalised

Practice at Targeted is not enough, child has made insufficient progress and has identified SEND.  
**KP** and **SENCO** liaise with **parents**, share evidence and discuss seeking Personalised support from outside setting.

Education - Personalised support requested through EY LIFT  
**KP** and **SENCO** collate evidence, update BPG audit tool, complete EY LIFT request form, **parents** complete agreement to engage form. **A request for E&I support is advisable.** **SENCO** and/or **KP** attend EY LIFT meeting.

\*Health – Personalised support requested through NHS referral routes  
**KP** and **SENCO** work with **parents** to complete relevant referral form. Refer to One Stop Document e.g. SALT, NHSCCCT.  
**A request for E&I support is available to complete documentation.**

Personal intervention in place from health and/or education professionals.  
**KP**, **SENCO** and **parents** work together to complete Personalised Plan (targets taken from professional reports). Agree timescales for review (6 weeks). This stage will be repeated several times.



**SENCO** records relevant information on SEN and/or AEN Record.

Practice at Personalised, where appropriate, liaise with STLS and discuss seeking additional support e.g. SENIF.

## Funding

SENCO considers use of EYPP to support children's needs.  
SENCO advises on DLA and applies for DAF to support individual needs in the setting.

## Key: Glossary

KP = Key Person	EH = Early Help	CP = Community Paediatrician	DAF = Disability Access Fund
PC@2 = Progress Check at Age Two	HV = Health Visitor	EYPP = Early Years Pupil Premium	STLS = Specialist Teaching and Learning Service
SENCO = Special Educational Needs Coordinator	SEND = Special Educational Needs and Disability	EY LIFT = Early Years Local Inclusion Forum Team	SENIF = Special Educational Needs Inclusion Fund
BPG = Best Practice Guidance for the Early Years	AEN = Additional Educational Needs	NHSCCCT = National Health Service Children's Care Coordination Team	EYFSP = Early Years Foundation Stage Profile
E and I = Early Years and Childcare Equality and Inclusion Team	SALT = Speech and Language Therapy	DLA = Disability Living Allowance	C of EL = Characteristics of Effective Learning

### Assess

KP, SENCO and child's parents bring together:

- observations from home and the setting including child's views
- starting points on entry to setting and summative assessments
- statutory assessments PC@2 and EYFSP
- contributions from any professionals involved with child

What does this information show:

- child's interests and strengths?
- child's needs?
- where and how child learns best (C of EL)?

### Review

KP, SENCO and child's parents look at observations made, short-term targets and planned outcomes, including child's views:

- how effective has the support been?
- has the support made a difference to child's progress?
- what has worked well? what have the challenges been?

Following the review any changes to the outcomes, targets and support are agreed.



### Plan

KP, SENCO and child's parents agree:

- long-term outcomes they are seeking for the child
- the short-term targets
- the interventions and support to be put in place
- the date to meet for a review

Does the written plan include:

- the views of the child?
- details of how parents can support progress at home?
- any staff training and support needs?

### Do

KP remains responsible for working with child on a regular basis:

- carries out planned support
- monitors and records progress through observations

SENCO supports practitioners, KP and parent:

- how are interventions and support going? any help needed?
- is any support needed with resources, ideas for activities?
- how is support going at home?