

## Flowchart to support decision making and actions during the Early Years Graduated Approach

All children receive Universal Provision. Discussions and observations during access to good quality universal provision highlight that a child may not be making expected progress or a specific need has been identified.

### Commence **Assess Plan Do Review** (APDR)

This includes assessing need and identifying next steps, recording them in a [Play Plan](#) (Play Plan 1), discussing with parents. Review targets with annotations to help with setting next targets. Commence Play Plan 2 and continue to APDR

Child has made expected progress and is beginning to work within some of their age related expectations. Input appears to be removing barriers and the child can continue to be provided for with **Universal Provision**. Parents are communicated with at each stage.

Child continues to make little or no progress and concerns continue. With parents' consent refer for [Inclusion Support](#) You may be considering referring to outside agencies at this point.

**Early Years Inclusion Referral Panel** meet and professionals involved will discuss support for the child. The child will be assigned a caseworker from the EY Inclusion Team. They will support with SMART Targets, strategies, advice and training.

During this process the setting continues to implement APDR through play plans. Implement suggested strategies, attend training and continue to update Play Plans. It is important to keep parents informed through regular discussing. At this point you may want to do a more detailed assessment with the [Developmental Journal](#).

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Despite the use of the **Graduated Approach** this child is still needing significant SEN support and is not meeting age related milestones. The provision needed is additional to and different from their peers. At this stage the setting may want to consider an [Early Years Inclusion Funding Application](#).

At this stage the apparent needs of this child may be considered to be likely to have a long term educational impact on the child. After following **Graduated Approach**, applying Cycles of **Assess, Plan, Do, Review** with **support from LA** if more extensive long term support is required then a Family Conversation Form can be completed to request an assessment [Family Conversation 2023.docx \(live.com\)](#)