

## Decision making and the ALL AGE Graduated Approach

All children/students receive **Universal Provision**. Discussions and observations of the child/student whilst receiving universal provision and quality first teaching indicate that they 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 the Individual Plan, involving parents in decisions made. Review targets with annotations describing outcomes to help with setting next targets.  
Commence a 2<sup>nd</sup> Individual Plan and continue APDR.

Child/student 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/student continues to make unsatisfactory progress and concerns persist. With parents' support: If EY's apply for [Inclusion Support](#).  
If school age or older, apply increased support/strategies using delegated funding.

After 3 or more cycles of APDR, where progress has been monitored, interventions reviewed, and the intensity of support has been increased in response, the setting should ensure they have sought the advice of external agencies/professionals and incorporated this into the Individual Plan.  
The impact of this advice should be monitored as the setting continues to implement APDR. It is important to keep parents informed through regular discussion and involvement.

Child/student has made expected progress and is beginning to work within some of their age related expectations. Input appears to be removing barriers and they can continue to be provided for with Universal Provision/delegated funding or Top-up.

Despite the use of the **Graduated Approach** this child/student requires significant SEND support and is not meeting age related expectations. The provision needed exceeds delegated levels and is additional to and different from their peers. At this stage the setting may want to consider [Early Years Inclusion Funding...](#) or [Top-up](#) (for school age or older).

If at this stage the child/student's SEND have persisted and are likely to have a long term educational impact, despite following the **Graduated Approach**, applying Cycles of **Assess, Plan, Do, Review** with **support from LA, and further** extensive long term support is required, then a Family Conversation Form can be completed to request an **Education and Health Care Needs Assessment** [here](#).