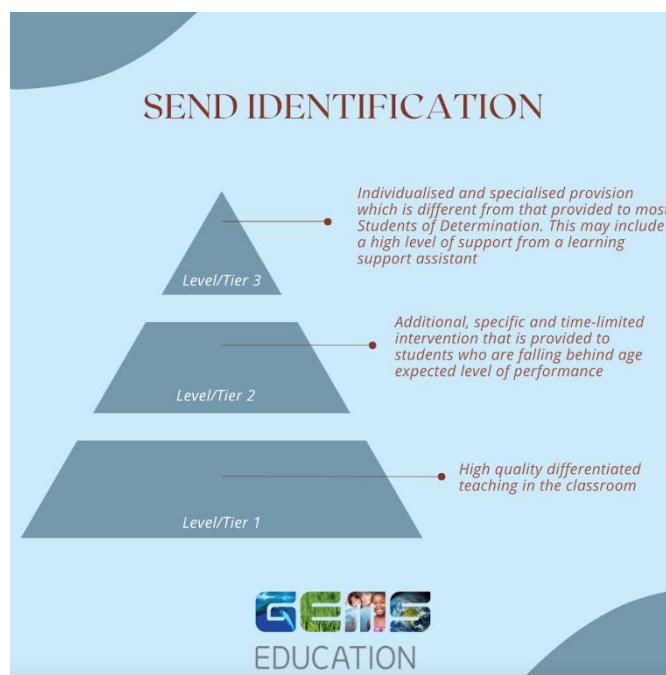


The GEMS graduated approach

The Graduated Approach is a model of action and intervention in schools to help students who have special educational needs. The approach recognises that there is a **continuum** of special educational needs and that, where necessary, increasing specialist expertise should be used to remove or mitigate barriers to learning that students may be experiencing.

The graduated approach triangle is often used to help schools identify the type and nature of the Level or Tier of support the student receives. There are 3 levels or tiers which are described in the diagram below.



Graduated Approach Level 1 or Tier 1: General Service of Support

This level describes the support that is available to all students, including those with and without SEN. Within the Graduated Approach, at the first Level, needs are met through High Quality Teaching or Quality First Teaching.

Support for students at level one is tailored to the needs of the individual student, this is seen as differentiated teaching and learning. This is provided by the class teacher and some examples could be, the use of; reasonable adjustment changes to the lesson and curriculum content, assistive technology, individual or small group teaching, or in-class support.

Most students with SEN will have their needs met through additional support within the classroom environment provided by the class teacher. Students at level one may include those who require Exam Access Arrangement modifications.

Graduated Approach Level 2 or Tier 2: Targeted Services of Support

This level describes the support that is available in addition to the support at Level 1 or Tier 1 and goes beyond the usual differentiated curriculum. Students at this level require personalised support and/or curriculum modifications that are specific and time-limited, these can be small group activities or short-

term programmes of support. It is expected that a minority of students will require access to this level of support services. **Some** students accessing this level may require enhanced support through an Individual Education Plan.

Graduated Approach Level 3 or Tier 3: Individualised Services of Support

This level describes the support that is available in addition to the support at Level 2 or Tier 2 and involves individualised and specialised provision. Students at this level require individualised and specialised provision, which is 'additional to' and 'different from' that provided to most other students. This may include full-time support by a learning support assistant and or long-term programmes of support. It is expected that only a few students will require access to level 3 support services.

Using the Graduated Approach

The Graduated Approach is provided in an appended document as a **series of tables** which:

- Provide advice on **identifying** diverse types and levels of need within the Continuum of Need for SEN using 'impact on learning' indicators that would be observed by staff within the school. Students are not expected to have every indicator at a certain level but must have more than one.
- Describe the **actions** that professionals within schools are expected to take to **meet the needs** of students with SEN. This includes information relating to communicating with families and next steps, strategies to be implemented, and the evidence that should be recorded.

The tables are organised via the four broad areas of need, with some broad areas further split to provide more detailed information on specialist strategies. For each area of need, there are individual tables for the diverse levels within the Continuum of Need for SEN (First Concerns; SEN Support; Complex, and Specialist).

By using the Graduated Approach, we expect reasonable adjustments to be made to ensure that most students with SEN can access and have their needs met within normal school provision so that they enjoy the same opportunities as their peers wherever possible and are fully included within their communities.