

Dovedale's Guide to Understanding the Graduated Approach:

How We Support Your Child...

At Dovedale, we use the **Graduated Approach** (as do all Liverpool schools, as recommended by the LA's SEND and Inclusion Team). We use this well-established approach to identify and support children with special educational needs and disabilities (SEND). This step-by-step process explained very clearly below ensures early help, personalised support, and regular reviews - always in partnership with you as parents and carers.

Step 1: Initial Concern or Identification

Sometimes a child may need a little extra help with learning, behaviour, or social / emotional development.

A concern may be raised by the **class teacher**, **parent/carer**, or another adult. This will be shared with parents (if raised by a member of the school staff).

The **SENCo** will be informed and a initial concerns meeting with the class teacher will be held, with views recorded.

We carry out **informal observations**, gather evidence, and may try some **short-term classroom strategies**.

If concerns continue after this, we move to the formal support cycle below.

Step 2: Assess

We take time to understand your child's strengths and needs.

The SENDCO gathers views from:

- You (parents and carers)
- Your child
- The class teacher
- Other professionals (where appropriate)

This helps us build a full picture of how best to help.

At this stage we may advise adding your child to SEN Register. In this instance you as parents/ carers will be asked for consent and your child's primary need shared with you.

Step 3: Plan

If your child is placed on the SEN Register their class teacher will create for them, a personalised **SEND Support Plan (SSP)** .

Clear targets are set using the **SMART** approach (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**imely).

The right support, strategies and provisions are planned and recorded.

You are fully involved in agreeing and accepting this plan.

This may be the point at which a referral is made to an external support service or agency.

Step 4: Do

Now we put the plan into action!

The **class teacher** still remains primarily responsible for your child's learning.

Support might include:

- Adapted teaching
- Extra adult support
- Small group work
- Visual or sensory strategies

Any of our staff who work directly with your child will understand his / her plan.

Step 5: Review

We check in regularly to see what's working.

Reviews and updates to your child's plan are completed **termly**.

We look at your child's progress and talk about what changes (if any) are needed.

You and your child are invited to comment on the plan.

If more support is needed, we repeat the cycle: **Assess → Plan → Do → Review**