

Inclusion Graduated Response Flowchart



Universal Provision for All Pupils
(Quality First Teaching- 5 A Day)



Concern Identified (Barrier to Learning Identified) This could be from:

- Teacher assessment/ pupil progress
- Observations
- Parent discussion
- Pupil voice



ASSESS

- Identify strengths-pupil voice
- Identify specific barriers to learning (using SGRT)
- Review current provision



PLAN

- Agree desired outcomes and a time frame
- Put reasonable adjustments in place (could be different strategies e.g. trying different fiddle toys)
- Record strategies you are trying on INSIGHT
- Discuss with families either on dojo or face face.



DO

- Implement strategies
- Monitor progress

- Provide short-term targeted support if needed



REVIEW

Has progress been made?

→ YES:

- Continue with universal provision with reasonable. Share this with families

adjustment

- Monitor through normal assessment cycle
- NO or more than 2 reasonable adjustments are needed:



Enhanced Support Required



Create Pupil Passport

- Strengths
- Barriers to learning
- Agreed strategies
- Pupil voice
- Parent voice- share on DOJO with parent replying in comments.



Are regular interventions needed in addition to reasonable adjustments/ pupil passport?

→ NO:

- Continue Assess–Plan–Do–Review cycle. Review termly by RAG rating and share with parents via DOJO.

→ YES:



Create Individual Learning Plan (ISP) INSIGHT

- Specific SMART targets
- Named staff
- Intervention frequency
- Review date- termly



Implement Intervention



Termly Review

- Evaluate impact
- Adjust provision
- Consider external advice if needed



Ongoing Graduated Response Cycle
(Assess → Plan → Do → Review)