**The Graduated Approach for Early Years:**

Quality First Teaching will be provided through differentiating the provision made for all children in the Early Years setting. Quality First Teaching which means that all practitioners have high aspirations and expectations for all children. Inclusive provision is tailored to ensure all children’s needs are met, enabling them to achieve the best possible educational and other outcomes. By implementing these actions, Early Years settings will be ensuring that all children are given the best opportunities to participate and learn alongside their peers.

Following a period of differentiated support through Quality First Teaching, Early Years settings will need to reassess the child’s progress, using observations and assessments, to determine if the child has special educational needs or a disability. Practitioners working with young children should be alert to emerging needs and respond early. Early Years providers must have arrangements in place to support children with SEN or disabilities. [Statutory framework for the early years foundation stage (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

**The Stages of the Graduated Approach:**

The ‘Assess, Plan, Do Review’ graduated approach to meeting children’s needs should be used as a continuous cycle.

**Assess**: The early years practitioner works together with a child's parents and the Early Years setting SENCO to assess a child's needs. They should regularly assess the child to make sure the right support can be put into place.

**Plan:** The child's parents, key person and SENCO agree the outcomes they are seeking for the child, interventions and support to be put in place and the frequency to meet the child’s outcomes, how they expect the intervention to impact on the child’s progress and a review date.

**Do:** The EY practitioner, usually the child’s key person, is responsible for supporting the child each day and for putting the interventions agreed in place. The SENCO will provide support to the key person in assessing the child’s progress and advice on how to implement the interventions agreed.

**Review:** The setting will, with the parents, review the child’s progress, evaluate the quality and impact of support provided and agree any changes to the outcomes, dependant on progress.

Where the child makes little or no progress, despite interventions, specialist assessment from professionals may be needed. The SENCO will discuss this with parents, to gain their consent prior to making a referral.