

Early Years Graduated Approach



Stage 1: Universal – For All Initial or emerging concerns

Initiate APDR Cycle (Assess, Plan, Do, Review)

Assess

- Discussion with key staff in the educational setting to build a profile of need and strengths – what is the child interested in?
- Capture views through Parent Consent Form and Parent/Carers views document
- Gather and analyse information and assessments, based on observations, current attainment, formal and informal assessments. Consider how you will do this (Progress check at age 2, WellComm Tool)
- Are there any external agencies involved with the family?

Plan

- SENDCo, Keyperson and parents work together to create an Individual Support Plan/Targeted plan
- Consider Inclusion Fund application request - [Inclusion Funding - Early Years](#)
- Access resources and training available on - [Suffolk Learning](#)
- Use the SEN 'Four broad areas of need' descriptors to help inform planning
- Consider timelines for referral requests for example EHCPNA timeline Education, Health and Care (EHC) Needs Assessments and Plans – [Suffolk Learning](#)

Do

- Put in place the agreed adjustments, support, and interventions, with the SENDCo supporting staff with implementation
- Discuss with parents aiming for a consistent approach in the home environment
- Consider provision mapping in your setting
- Agree date of review

Review

- Review together with everyone what is working well, by the agreed date on the plan
- Review effectiveness of interventions and provision in place
- Signpost parent/carer to access information, support, and advice – for example [Suffolk Local Offer website](#)



Stage 2: Targeted for some Making less than expected progress

APDR cycle of action then starts again with the updated information

Assess, Plan, Do Review

- Make a referral to Early Years and Childcare Service to seek SENDCo support, advice, and guidance
- Consider AANT - [Early years AANT request](#)
- Refer to external services – be aware of differing referral processes across the county
- See resources and training available - [Suffolk Learning](#)
- Review impact of inclusion funding and consider whether High Needs Funding would be appropriate – [High Need Funding](#)



Stage 3: Bespoke – Tailored Requires a higher level of support and intervention

APDR cycle then starts again with the updated information and monitored more frequently

- Review the impact of provision and SEND funding in place, amend and adjust where needed.
- Share information and seek the views of everyone involved with the child
- Consider a request for an Education Health Care Needs Assessment which can identify the SEND and the additional educational provision which may be required to meet individual needs - [Educational Health Care Needs Assessment](#)
- Implement recommendations from the child's EHCP
- Carry out an EHCP Annual Review
- The APDR cycle then starts again with the updated information