



SAVS Graduated Approach

At **South Ascot Village School**, we use the **Graduated Approach** to ensure every pupil receives personalised, high-quality support. This four-stage cycle helps us identify needs early and respond effectively.

Steps: Assess → Plan → Do → Review

1. ASSESS

Purpose: Build a clear understanding of the pupil's strengths and barriers.

Teachers gather: - Work samples and assessment data

- Observations across lessons
- Pupil voice
- Parent/carer insights
- SENCO advice and previous records
- Notes on patterns (organisation, attention, literacy, behaviour)

Outcome: Shared understanding of need.

2. PLAN

Purpose: Create a targeted and achievable support plan.

Planning includes: - 1–3 SMART targets

- Agreed strategies, interventions, and adaptations
- Roles for teacher, TA, SENCO
- Resources prepared (visuals, scaffolds, checklists)
- Success criteria and review date

Outcome: Clear, structured plan for support.

3. DO

Purpose: Implement support consistently in the classroom.

Teachers: - Deliver adaptive, high-quality teaching

- Use agreed strategies (chunking, modelling, visuals, scaffolds)
- Work with TAs for joined-up support
- Provide interventions or guided practice
- Monitor progress through work and observation

Outcome: Consistent, personalised support in daily practice.

4. REVIEW

Purpose: Evaluate impact and decide next steps.

- Teachers consider:
- Whether targets were met
 - What worked and why
 - What didn't work and why
 - Pupil and parent/carer views
 - Whether strategies should continue, change, or stop
 - Whether specialist input is needed

Outcome: Updated plan or new cycle.

Our Commitment at South Ascot Village School:

- Early identification
- Collaborative working with families
- Personalised, evidence-based teaching
- High expectations for all pupils

For support or guidance, contact:

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