THE BLUE SCHOOL
CHURCH OF ENGLAND

The Graduated Approach

At The Blue School, inclusive practice begins with high quality teaching and ordinarily available provision. These sit at the top of our model because they are the first response to need and the most impactful layer of support.
As provision becomes more specialised, it supports fewer pupils and strengthens the classroom offer rather than replacing it.

BROAD
for all pupils in the classroom



Tier 1 Universal

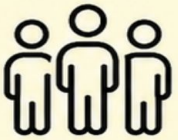
High quality inclusive teaching, clear routines and thoughtful adaptation for all pupils. This is the starting point for inclusion and the first response to meeting need in the classroom.





Tier 2 Targeted

Additional targeted support for some pupils, informed by teacher assessment, pupil progress, observation and wider evidence. Support follows the assess, plan, do, review cycle and links back to classroom learning.





Tier 3 Targeted Plus

More personalised support for a few pupils, often shaped with advice from the inclusion team or external professionals. Provision is planned around strengths, barriers and next steps.



SPECIALIST
for very few pupils with complex needs



Tier 4 Specialist

Specialist provision for very few pupils, usually through an EHCP. Support is carefully planned and reviewed to meet more significant or long term needs.





At The Blue School, we use an upside down model to show that the widest and most impactful layer of support is high quality teaching and ordinarily available provision. As support becomes more specialist, it is needed by fewer pupils.



Key message

This model keeps responsibility shared and shows that targeted and specialist provision strengthen the classroom offer rather than replace it.

Rooted in faith, committed to every child.