

Mentor interaction

There are two possible mentor interactions linked to this session. The suggested mentor interaction provides an opportunity to discuss how you are using the graduated approach and the flexible focus interaction relates to how you are adapting elements of your practice to further support a pupil with an additional need.

To help you prepare for this, start by watching the video below to hear from Kelly Challis from the Driver Youth Trust, as she explains how she uses the graduated approach to adapt her learning environment and practice to support pupils with dyslexia. Then complete the activity underneath which will form the basis of your discussion with your mentor.



Direct Link: [Using the Graduated Approach - Kelly Challis, Driver Youth Trust](#)

Transcript: [Using the Graduated Approach - Kelly Challis, Driver Youth Trust](#)

Mentor interaction



Over to you!

Having heard from Kelly, think of a pupil in your class who has a learning need and consider:

- the steps you have already taken to overcome any barriers to their learning
- where those actions fall in relation to the stages of the graduated approach - plan, assess, do, or review.

Using the example provided below, record what you are already doing for each stage of the graduated approach: assess, plan, do and review. You do not have to write a response in each section. However, you may find you have already been implementing elements of the graduated approach as part of good teaching practice.

Here is a downloadable [example](#) to support you.

Once you have completed the above activity, consider:

- Are there any strategies from the case studies that would be useful to explore?
- How you effectively deploy any support staff?
- How have you engaged with parents or carers and how could you do so in the future? How could you make the most of parent's evening to share important information?
- Have you sought support from the SENCo?
- Have you spoken to the pupil themselves about their learning?
- Are there any additional stakeholders that could support?

In response to the questions above, add any additional information or actions to the cycle before using the assignment tool to submit this to your mentor in time for your next interaction.

Remember, your submissions here are not graded or formally assessed, and are here for you to share your ideas and responses with your mentor for future discussion.

Flexible focus interaction

[\(this link opens in a new window/tab\)](#)



Over to you!

In your next mentor interaction, your mentor may instead observe your practice with a focus on how you have adapted elements of your practice in the following area(s) to support a pupil with an additional need:

- planning
- questioning
- scaffolding
- grouping
- explanations
- environment

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