

St Werburgh's Primary School Graduated Response

EHCP assessment is similar to statutory assessment with a 20 week time frame – all phases of the graduated response need to be evidenced before an EHCP assessment

Glossary

SENDSCO- Special Educational Needs and Disabilities Co-ordinator

Intervention – regular strategy or event

Outcome – benefits for the child

Provision – amount of support, programme

Short term targets – specific measurable, achievable, realistic, timely

EHCP – Education, Health, Care Plan

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EHCP
Assessment

Educational psychologist input, on-going agency input, medical disability with SEND

School Support with External Agencies

Personalised learning, Referrals or support from BAT,SALT, PT, OT, personalised behaviour strategies led by Play Therapist, therapeutic interventions, Ed Psych, specialist/trained TAs, annual reviews, IPPs/Individual provision maps, multi agency meetings with parents, High needs banding

School Support

Small group intervention (maths, phonics, social skills, talking partners, Better move on), BRP, 1st class @number, personalised behaviour strategies led by SENDSCO or Learning mentor, meetings with parents, mentors, targeted spellings, Nessy, signposting to parenting support, 1-1 pupil premium programmes, 1-1 and group speech and language support provided by therapist and TA, Direct phonics, SENDSCO input or target setting, IPPs, training for teachers/TAs, Reading Recovery type intervention, Handwriting without tears.

Quality First Teaching (what we offer everyone)

At least good teaching regularly monitored by SLT covering a range of subjects, differentiation for out of step learners, access to ICT for word processing support, intervention from the teacher/TA to address any misconceptions, access to full curriculum, Accelerated reader/Reading recovery levelled books, AfL, classroom behaviour strategies, discussions with previous settings/teachers, transitions to new schools, parent/carer discussions, learning walks, EAL strategies, SENDSCO advice, visual and kinaesthetic learning materials, visual timetable, individual copies of resources, adjusted adult language, targeted questioning, appraisal procedures, TA appraisal and observations, training on attachment theory, training on dyslexia friendly classrooms, pupil progress meetings, targets set.

Over a three year period all statements of educational needs will be changed to EHCPs at transfer review meetings. This is a must for specialist provision. Combines IPP and statement.

Children with long term needs with constant need of coordinated services and potential need for specialist provision.

SENDSCO/Inclusion manager expertise used as part of the graduated response and to coordinate support

The everyday great job that we do

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