

# Graduated Response

Pupils are only identified as SEND if they do not make adequate progress ONCE THEY HAVE HAD all the interventions/adjustments and good quality personalised teaching. Low progress of a pupil does not necessarily indicate SEND.

## Quality First Teaching (what we offer everyone)

At least good teaching, differentiation for all learners, support targeting focus children, dynamic intervention from the teacher/LSA to address any misconceptions on the same day, access to full curriculum, AfL and Purple Learning, classroom behaviour strategies, EAL strategies, SENDCO advice, visual and kinaesthetic learning materials, visual timetable, adapted resources/language, targeted questioning; Interventions including, Rapid Reading, Nessy, Maths support; discussions with previous settings/teachers, transitions to new schools, parent/carer discussions, Initial Concerns procedure, Performance Management cycle, SEND awareness training, Pupil Progress cycle, teaching regularly monitored by SLT.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO should assess whether the child has significant learning difficulty.

## School Support

Small group and 1:1 intervention, (speech and language, maths, writing and reading, phonics and spelling, social skills, OT and PT support, personalised behaviour strategies) , meetings with parents, target setting for IPPs or group plans, training for teachers and LSAs.

## External Agencies Support

Personalised learning, Referrals or support from BAT,SALT, PT, OT, HI, VI, personalised behaviour strategies, EP annual reviews, IPPs/Individual provision maps, multi agency meetings with parents, High Needs (Top Up) Funding

## EHCP Assessment

(Only considered after above phases have been actioned)

educational psychologist input, on-going agency input, medical disability with SEN

**EHCP**  
0-25

## **EHCP 0-25**

Children 0-25 years with long term needs with constant need of co-ordinated outside agency services and/or EP, specialist provision to support EHCP in place for pupils to meet their educational, health or care needs within education.

Class Teachers, SENCo and  
SLT, **ASSESS, PLAN, DO,**  
**REVIEW** cycle to implement  
support for all children

SEND Register

On

Off

## **Glossary:**

**EHCP:** Education Health Care Plan,  
**SENDCo** - Special Educational Needs & Disability Coordinator,  
**LSAs** –Learning Support Assistants,  
**EP** –Educational Psychologist  
**CAMHS** - Childhood and Mental Health Service,  
**BAT** – Bristol Autism Team,  
**SALT** -Speech and Language Therapist,  
**Sensory Support VI/HI** -Visual & Hearing Impairment,  
**PT** -Physiotherapist,  
**OT** -Occupational Therapy,  
**Afl** – Assessment for learning,  
**IPP** – Individual Plan