

EST's

Graduated

Response

Pupils are only identified as SEND if they do not make adequate progress once they have had a sustained period of all the relevant interventions, adjustments and high quality personalised teaching. Low progress of a pupil does not necessarily indicate SEND. EHCP 0-25 Children 0-25 years with long term needs with constant need of coordinated 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.

EHC Needs Assessment

EHCP

0-25

An EHCP assessment happens when all phases of the graduated response have been followed. It requires input from health professionals, SALT and EP over an extended period of time.

School Support - External Agencies

Bristol Autism Team, Art Therapy, Play Therapy, Educational Psychological, Occupational Therapist, Sensory Impairment Team, Speech and Language Team, PMHSL, North Star outreach, school nurse, GPs, paediatricians, Families in Focus, social workers. Personalised learning plans/curriculum, multi-agency meetings, specialist teachers and TAs, personalised behavioural plans/passports. High Needs Band Funding.

School Support - Assess, Plan, Do, Review

Small group intervention (maths, reading/phonics, writing, attention and listening, social skills, speech and language), First Response, Little Wandle, Nessy, Rapid Reading, access to additional small group or 1:1 maths/English support, Time to Talk, access to ICT/word processing support, PLPs, pupil passports, visual timetables, signposting to parent support, continual professional development and training for staff.

Quality First Teaching - The Amazing Job We Do Everyday!

School focus on quality wave 1 teaching is monitored closely by the school leadership team and the SENDCOs. This is done across our broad and balanced curriculum and looks at the planning, teaching and assessments of all children, through pupil progress meetings and the deployment of support staff in the classroom. Interventions are used to close gaps or address misconceptions in learning as identified by the teacher through assessment and teaching and children are differentiated for within both classroom and small group work. Transitions between school and/or key stages are planned for and supported. Additional support for children with English as an Additional Language and SEND children. CPD for all staff on quality first teaching and SEN.