

Graduated Response to SEND



4 areas of SEND need

- Cognition and Learning.
- Communication and Interaction.
- Social, Emotional and Mental Health.
- Sensory and/or Physical Difficulties.

Clear documentation and communication of needs.

Close liaison with a wide variety of external professionals e.g physio, Occupational therapy, Speech and language.

Educational, Health care plan. (EHCP)

This is a plan designated by the local authority which sets out the education, healthcare and social care needs of a child or young person for whom significant extra support is needed in school, beyond that which the school can provide.

Parental workshops/ coffee mornings e.g. support with reading and spelling at home, sleep work-

Open door policy—anyone can raise concerns about a child's needs.

Regular CPD for all teaching staff in school regarding effective and inclusive classroom practice

Significant Needs-

specific areas identified for support from external agencies.

As with Increasing needs, a termly SEND support plan is created focusing of three specific targets and will include provision as listed below. There may be additional support and guidance from external agencies such as the Inclusion service, Speech and Language, Sensory Support Service.

Increasing needs- Where the child requires specific focused targets to met the curriculum/ age-related expectations in line with their peers.

A termly SEND support plan is created focusing of three specific targets per term. This may include provision of targeted focus group work, adapted classroom outcomes/ provision or support from our in house specialists such as our resilience coach, Motor skills United

Access Plans- Where the child is meeting the curriculum in line with their peers with reasonable adjustments.

An Access Plan created to document the specific adjustments required for the child. This is reviewed as part of the parents evening process.

Adjustments could include: word banks, movement breaks, visual supports, coloured overlays, personalized spellings, specialist equipment such as adapted pens and rulers, foot stools, social and emotional support in 1-1 check ins, fidget toys, coloured text books, additional processing time, technological aids.

Universal offer

Quality first teaching which is characterised by highly focused lesson design with sharp objectives, a wide variety of learning opportunities, high demands of pupil involvement, interaction and engagement with their learning. Dyslexia friendly classroom practice. Short term targeted interventions (led by teacher or teaching assistant). Parental workshops covering a variety of areas e.g sleep, maths support, reading, anxiety.