

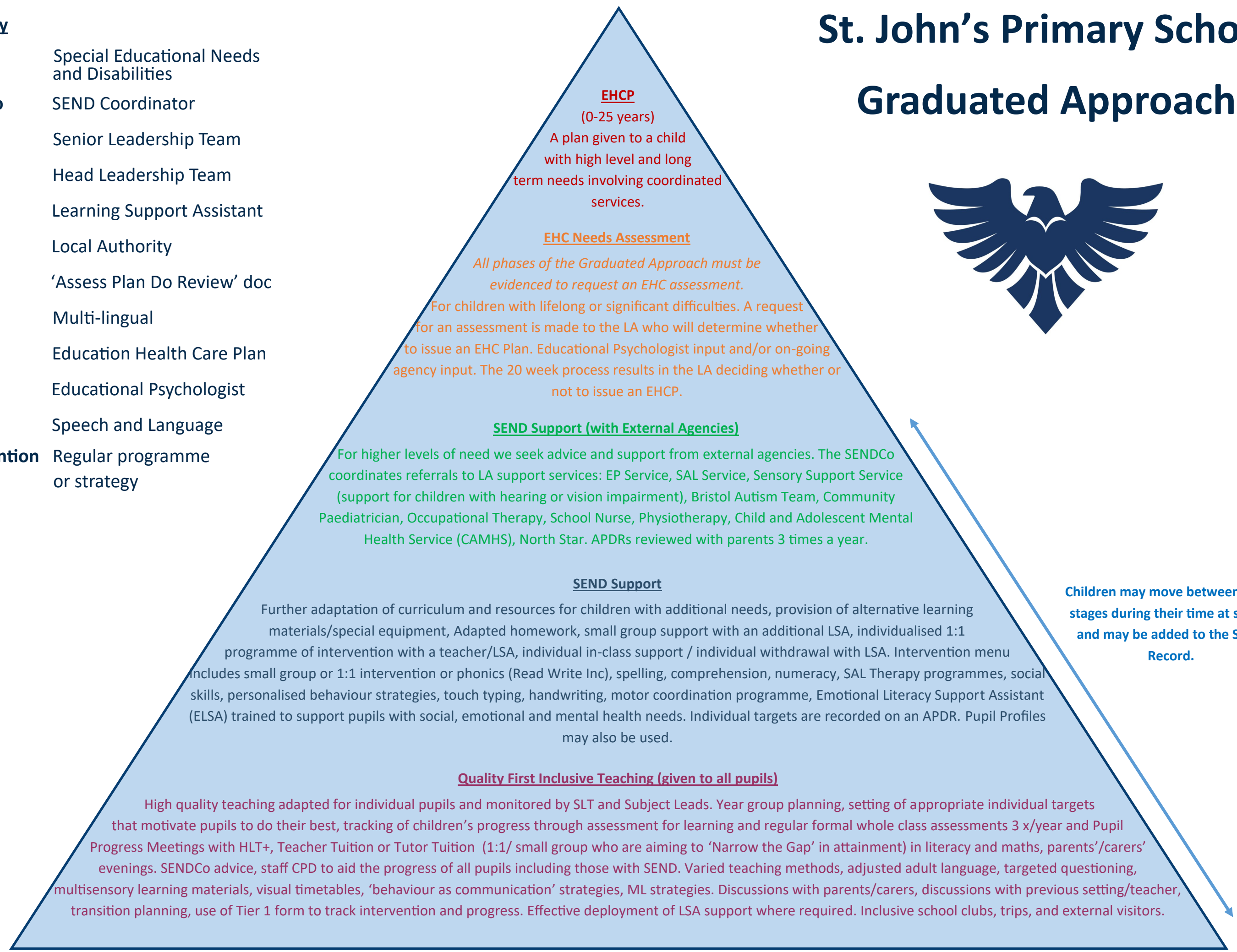
# St. John's Primary School

## Graduated Approach



**Glossary**

<b>SEND</b>	Special Educational Needs and Disabilities
<b>SENDCo</b>	SEND Coordinator
<b>SLT</b>	Senior Leadership Team
<b>HLT+</b>	Head Leadership Team
<b>LSA</b>	Learning Support Assistant
<b>LA</b>	Local Authority
<b>APDR</b>	'Assess Plan Do Review' doc
<b>ML</b>	Multi-lingual
<b>EHCP</b>	Education Health Care Plan
<b>EP</b>	Educational Psychologist
<b>SAL</b>	Speech and Language
<b>Intervention</b>	Regular programme or strategy



**EHCP**

(0-25 years)

A plan given to a child with high level and long term needs involving coordinated services.

**EHC Needs Assessment**

All phases of the Graduated Approach must be evidenced to request an EHC assessment. For children with lifelong or significant difficulties. A request for an assessment is made to the LA who will determine whether to issue an EHC Plan. Educational Psychologist input and/or on-going agency input. The 20 week process results in the LA deciding whether or not to issue an EHCP.

**SEND Support (with External Agencies)**

For higher levels of need we seek advice and support from external agencies. The SENDCo coordinates referrals to LA support services: EP Service, SAL Service, Sensory Support Service (support for children with hearing or vision impairment), Bristol Autism Team, Community Paediatrician, Occupational Therapy, School Nurse, Physiotherapy, Child and Adolescent Mental Health Service (CAMHS), North Star. APDRs reviewed with parents 3 times a year.

**SEND Support**

Further adaptation of curriculum and resources for children with additional needs, provision of alternative learning materials/special equipment, Adapted homework, small group support with an additional LSA, individualised 1:1 programme of intervention with a teacher/LSA, individual in-class support / individual withdrawal with LSA. Intervention menu includes small group or 1:1 intervention or phonics (Read Write Inc), spelling, comprehension, numeracy, SAL Therapy programmes, social skills, personalised behaviour strategies, touch typing, handwriting, motor coordination programme, Emotional Literacy Support Assistant (ELSA) trained to support pupils with social, emotional and mental health needs. Individual targets are recorded on an APDR. Pupil Profiles may also be used.

**Quality First Inclusive Teaching (given to all pupils)**

High quality teaching adapted for individual pupils and monitored by SLT and Subject Leads. Year group planning, setting of appropriate individual targets that motivate pupils to do their best, tracking of children's progress through assessment for learning and regular formal whole class assessments 3 x/year and Pupil Progress Meetings with HLT+, Teacher Tuition or Tutor Tuition (1:1/ small group who are aiming to 'Narrow the Gap' in attainment) in literacy and maths, parents'/carers' evenings. SENDCo advice, staff CPD to aid the progress of all pupils including those with SEND. Varied teaching methods, adjusted adult language, targeted questioning, multisensory learning materials, visual timetables, 'behaviour as communication' strategies, ML strategies. Discussions with parents/carers, discussions with previous setting/teacher, transition planning, use of Tier 1 form to track intervention and progress. Effective deployment of LSA support where required. Inclusive school clubs, trips, and external visitors.

Children may move between these stages during their time at school and may be added to the SEND Record.