Bishop Road Primary School Graduated Approach

Glossary

SEN Special Educational Needs SLT Senior Leadership Team

SENCo SEN Coordinator

LSA Learning Support Assistant

SSP School Support Plan

LA Local Authority

EAL English as an additional

language

Intervention Regular programme

or strategy

'Out of step'

Significantly below peers in attainment

EHC Plan
0-25 years
Children with long
term needs and ongoing need of
coordinated services
are granted an
Education, Health and
Care Plan (EHCP).

Education, Health and Care (EHC) Needs
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.

School Support with External Agency Involvement

For higher levels of need we seek advice and support from external agencies. The SENCo coordinates referrals to LA support services:
Educational Psychology Service, Speech and Language Therapy 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), Voluntary Organisations. Personalised School Support Plan (SSP) reviewed with parents 3 times a year, progress meetings with parents, individual provision map, high needs block funding.

School Support

Further differentiation of curriculum and resources for 'out of step' children, provision of alternative learning materials / special equipment, differentiated homework, small group support with an additional LSA, individualised 1:1 programme of intervention with an SEN Support Teacher or LSA, individual in-class support / individual withdrawal with LSA. Intervention menu includes small group or 1:1 intervention for phonics (Read Write Inc, Nessy Learning Programme), spelling, comprehension, numeracy, speech and language programmes, social skills (Time to Talk), personalised behaviour strategies, typing (Nessy Fingers), handwriting (Handwriting Without Tears, Teodorescu), motor coordination programme.

Individual targets are recorded on a School Support Plan.

Quality First Teaching (what we offer everyone)

High quality teaching differentiated for individual pupils and monitored by SLT through staff appraisal. 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 times/year, teacher's focus group (up to 6 children who are aiming to 'Narrow the Gap' in attainment) in literacy and maths, parents' / carers' evenings. SENCo advice, staff development / training to improve teachers' understanding of strategies to aid the progress of all pupils including those with SEN. Varied teaching methods, adjusted adult language, targeted questioning, multisensory learning materials, visual timetable, behaviour strategies, EAL strategies. Discussions with parents/carers, discussions with previous setting/teacher, transition planning. Emotional Literacy Support Assistant (ELSA) trained to support pupils with social, emotional and mental health difficulties. Effective deployment of LSA support where required. Spiritual, Moral, Social and Cultural Education, school clubs, trips, external visitors.

All phases need to be evidenced before an EHC Needs Assessment.

Teachers use
'Assess - Plan Do - Review'
cycle of support.