

Hillcrest Primary Graduated Response

2018 -2019

(Read in conjunction with SEND Policy, School Offer and Intervention menu)

Three levels of support: Class Monitor, Class Action and SEND Support

**EHCP
0-25**

SENDCO responsibility to ensure the correct process has happened to meet the long term needs of children who need to access constant support and coordinated services. All relevant school staff, agencies and parents are fully involved. Monitored as below and by Local Authority.
ASSESS, PLAN, DO AND REVIEW STILL OPERATING

EHCP assessment

- Educational Psychology Input, ongoing agency services input for at least 6 months, physical and/or medical needs with SEND; high needs funding in place, at least Band 3.
- Personal support plan, annual reviews and termly meetings with SENDCO; relevant staff and parents must be in attendance. All phases of the Graduated Response need to be evidenced before an EHCP assessment request is made to the Local Authority.

Class Teacher responsibility using assess, plan, do and review process to plan for all children in their class; SENDCO expertise used to support and coordinate graduated response and evidence gathering.

Monitored by SENDCO as part of Inclusion surgeries and dedicated review meetings; Governor Link Meetings; Meetings with professionals.

Working with SENDCO to evidence

High Needs Block Funding Assessment (Top Up)

Educational Psychology Input, ongoing agency services, input for at least 6 months including annual review meeting; SEND needs identified and Graduated response is not meeting needs and increased support is required

Class Teacher responsibility using assess, plan, do and review process to plan for all children in their class.

Monitored by SENDCO as part of Inclusion surgeries.

School Support with Agency Support (Identified SEND) or children not making satisfactory progress at Class Action

- Personalised plan in place using advice from agencies including Educational Psychology, Bristol Autism Team, Speech, Occupational or Physiotherapists; hearing and visual impairment teams and any school commissioned agencies specialising in behaviour, mental health and well-being and Special school outreach teams.
- Dedicated termly meetings, annual reviews, personal support plan, multi-agency meetings with parents and staff.
- High Needs Block Funding may be in place but not essential. All provision is costed. Child added to SEND record.

Class Monitor and Class Action (with or without diagnosis of need: small groups or 1:1)

- Signposting for parents to support groups and additional agencies who can support out of school (family); Findability website
- Group support plans in place; reviews at Family Learning Conferences or by arrangement with Class teachers.
- EAL Induction Pack available
- A range of school-based interventions available to be used in or out of the classroom: ReadWrite Inc, Numicon, Direct Phonics 1, 2 and 3, Floppy Phonics, Phonics Play, Units of Sound, Busy Ants, Inspire Maths, Collins English Materials, Better Move On, Smart Moves, Spectrum handwriting, Pen Pals (for full list refer to Appendix B in SEND Policy).

NB: Any one of the above provisions may be run by a class teacher within the planning for English and Maths. Resourcing is mapped out depending on level of need starting at EHCP level first.
NB: All staff will use the cycle of: ASSESS, PLAN, DO AND REVIEW. Parents will be kept informed. All provision requires an entry and exit assessment.
NB: Any children placed on Class Monitor and Class Action will be discussed at termly inclusion surgeries.

Class Teacher responsibility

Monitored by SLT via observations, work scrutiny, learning walks, Pupil Progress Meetings, Inclusion surgeries

High Quality Teaching (what we offer everyone and the everyday effective impact we make)

At least good teaching, monitored by the Senior Leadership Team; teaching assistant targeting children identified at 'Class Monitor' level; Differentiation for slower learners/out of step learners; Dynamic intervention from class teacher and/or teaching assistant to address any misconceptions same day (respond to mark); Access to a suitable curriculum; Flexible arrangements for children who are anxious or have attachment needs; Nurture Lead and Family Liaison and Safeguarding Lead supporting identified children in partnership with staff and parents; classroom behaviour strategies and/or behaviour or learning trackers; Discussions with previous settings, previous teacher and teaching assistants or learning support assistants and SENDCO (where appropriate), including sharing information during transition school to school or class to class; Family Learning Conferences and/or staff or parent requested meeting. Learning Walks conducted by Senior Leadership, Governors, English and Maths Leaders. Termly Inclusion surgeries with SENDCO; visual and kinaesthetic learning materials, including personal visual timetables; reduction of 'teacher talk' with use of clear and pertinent vocabulary including targeted questioning; children identified as part of staff appraisal process and monitored at 'Class Monitor or Class Action'; Teaching assistant and learning support assistant appraisals and Teaching Partner Development Programme (TPDP); SEND awareness training; Achievement for All strategies; pupil progress meetings and target setting; use of termly data using School Pupil Tracker Online; EAL Induction Assessments and strategies; class-based provision led by any member of staff using intervention materials; inclusive teaching approaches for children who are identified as Dyslexic or suspected of.