

Colston's Primary School Graduated Response

EHCP assessment is similar to statutory assessment with a 20 week time frame – all phases of the graduated response need to be evidenced before a EHCP assessment.



Celebrating Diversity,
Learning Together

EHCP
0-25

Over a three year period all statements of educational needs will be changed to EHCPs at transfer review meetings. This is a must for specialist provision. Combines individual targets and statement.

EHCP Assessment

Children with long term needs with constant need of coordinated services.

Educational psychologist input, on-going agency input, medical disability with SEND, HNB

School Support with External Agencies

SENDCO/SENLSAs expertise used as part of the graduated response and to coordinate support.

Personalised learning, Referrals or support from ASDOT,SLT, OT, LIT, VI, HI, school nurse, Community Paed, personalised behaviour strategies led by Behaviour Improvement Team, Ed Psych, annual reviews, targets/Individual provision maps, multi agency meetings with parents, High needs banding

Teachers using assess, plan, do, review to plan support for all children in their class.

School Support

Small group intervention (maths, phonics, reading, writing, social skills, talking partners, Better Move On) , Early Help, personalised behaviour strategies , PSPs, meetings with parents, targeted spellings, signposting to parenting support, pupil premium programmes, SENDCO input target setting, training for teachers and LSAs, Family support worker.

Quality First Teaching (what we offer everyone)

At least good teaching regularly monitored by SLT covering a range of subjects, whole class LSA support targeting focus children, differentiation for out of step learners, dynamic intervention from the teacher/LSA to address any misconceptions on the same day, access to full curriculum, AfL, classroom behaviour strategies, discussions with previous settings/teachers, transitions to new schools, parent/carer discussions, learning walks, EAL strategies, SENDCO advice, visual and kinaesthetic learning materials, visual timetable, individual copies of resources, adjusted adult language, targeted questioning, appraisal procedures, LSA appraisal and observations, SEND awareness training, pupil progress meetings & targets , parent and pupil view.

Glossary

Aspiration – long term dreams and hopes for the future

Intervention – regular strategy or event

Outcome – end result

Provision – amount of support, programme

Short term targets – specific, measurable, achievable, realistic, timely

EHCP – Education, Health, Care Plan

ASDOT- Autistic Spectrum Disorder Outreach Team

SLT- Speech and Language Therapist

OT- Occupational Therapy

LIT- Learning Improvement Team

VI- Vision Impaired

HI- Hearing Impaired

HNB- High Need Block funding

PSP- Personal Support Programmes

SLT- Senior Leadership Team

LSA- Learning Support Assistant

AfL- Assessment for Learning

EAL- English as an Additional Language