

Waycroft Academy's 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.

Glossary

- Aspiration – long term dreams and hopes for the future
- Intervention – regular strategy or event
- LP- Learning Passport (Individual Targets for child.)
- Outcome – benefits for the child
- Provision – amount of support, programme
- Short term targets – specific, measurable, achievable, realistic, timely
- EHCP – Education, Health, Care Plan
- BUDs – Bristol universal descriptors



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 LP and Statement.

Children with long term needs with constant need of co-ordinated services.

SENCO/Inclusion manager expertise used as part of the graduated response and to coordinate support. A range of assessments are used at all levels depending on the needs of the child.

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

The everyday great job that we do.

EHCP
0-25

EHCP Assessment

Educational Psychologist input, on-going agency input, medical disability with SEN

SEN Support with External Agencies

Personalised learning, Referrals or support from ASDOT, SALT, PT, OT, LIT, personalised behaviour strategies led by Behaviour Improvement Team, Play Therapist, Counselling, Ed Psych, specialist teachers/TA's, Claremont School, New Fosseway outreach, Annual Reviews, LP'S/ Individual provision maps, multi agency meetings with parents, support for high needs banding pupils as in the BUDs

SEN Support (see intervention file for complete intervention menu)

Small group intervention (maths, phonics, social skills, stepping stones, language for learning, talking partners), Early Help, BRP, daily reader, Inference work, personalised behaviour strategies led by SENCO, meetings with parents, mentors, targeted spellings, Nessy, signposting to parenting support, 1-1 pupil premium programmes, 1-1 speech and language support, Direct phonics, SENCO input 1-1 or target setting, LP'S, training for teachers/Ta's, Reading Recovery, Every Child Counts

Quality First Teaching (what we offer everyone)

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

