

Henleaze Junior School'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 an EHCP assessment can be requested.

Glossary

Intervention – a specific programme for a short period of time.

Provision – details of what will be provided to meet needs

EHCP – Education, Health and Care Plan

LSA – Learning Support Assistant

SENCo – Special Educational Needs Co-ordinator

EAL – English as an Additional Language

CAMHS – Child and Adolescent Mental Health Service

EHCP

0-25

EHCP Assessment

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

School Support with advice from External Agencies

Personalised learning, support from physiotherapy, occupational therapy, speech & language therapy, Bristol Autism Team, CAMHS, personalised behaviour strategies possibly led by North Star Outreach, play therapist, Educational Psychologist, specialist teachers/LSAs, Claremont School outreach, annual reviews, SEN individual learning plans/Individual provision maps, multi-agency meetings with parents, High needs banding.

School Support

Small group intervention (maths, phonics, social skills, talking partners), daily reader, personalised behaviour strategies co-produced by teacher, SENCo, LSA team and parents, learning mentor, targeted spellings, Nessy (once/three times a week), meetings with parents, signposting to parenting support, 1:1 or group speech and language support, adapted resources, Clicker 7, access to alternative ICT, Read Write Inc., Rapid Reading, Rapid Writing, Rapid Maths, SENCo input to target setting, Assess, Plan, Do, Review cycle, training for teachers/LSAs, Early Help, individual visual timetables, network with Senco Cluster across NW24 to share and support good practice.

Quality First Teaching (what we offer everyone)

At least good teaching monitored by SLT covering a range of subjects, differentiation for out-of-step learners, access to ICT for word processing support, dynamic intervention from the teacher/LSA to address any misconceptions on the same day, pupil conferencing with teacher, access to full curriculum, Read Write spelling programme, classroom behaviour strategies, discussions with previous settings/teachers, transitions to new schools, parent/carers discussions, learning walks, EAL strategies, SENCo advice, visual and kinaesthetic learning materials, visual timetable, individual copies of resources, adjusted adult language, targeted questioning, Performance Management cycle, SEN awareness training, pupil progress meetings, targets.

All statements of educational needs have now been converted to EHCPs. An EHCP is necessary for specialist provision.

Children with long term needs with constant need of coordinated services

SENCO expertise used as part of the graduated response and to coordinate support

Teachers using Assess, Plan, Do, Review cycle to plan for all children in their class.

The everyday great job that we do