

Emersons Green Primary School Graduated Response

In order to quickly and efficiently support children at school with any additional needs, the partnership between home and school is vital.

If you have any concerns about your child, the first person to flag this up with is the Class teacher. In collaboration with you, you will decide what response is needed to support your child and from there the Graduated Response will start.

SEN Action Plans are monitored routinely in Term 1, 3 and 5 but if you or the teacher feels that additional or different support is needed then this can be agreed and discussed with the class teacher.

The SENCO and Intervention Manager support teachers to plan and monitor the response for all pupils at SEN and Additional Support Level.

The Resource Base Team support teachers to plan and monitor the response for all pupils needing High Needs Support.

SEN Action Plan and EHCP/High Needs Planning Meeting with RB Lead

EHCP/Application for EHCP Needs Assessment

A range of external agencies involved if appropriate (e.g. OT, SALT, EP)

Interventions personalised and planned around needs

Individualised Planning/Curriculum and/or Timetable influenced by Pupil Voice

1:1 TA Support where required

Individual Provision Map

Teaching Session 1:1 with RB Teacher working on NEXT STEPS

Routine collaboration with parents between formal annual reviews

High-Needs Support – A Few Children

- Interventions we may offer include:
- At SEN Support**
- **Teacher/TA planned/led Interventions based around SEN need**
 - **Various Maths and English Interventions**
 - **Thrive Intervention – implementing during 2018/2019**
 - **Social Skills**
 - **Smart Moves**
 - **Lego Therapy**
- At Additional Support Level**
- Teacher-planned Intervention
 - Fine Motor Skills
 - Gross Motor Skills
 - Reading Ranger Interventions
 - Structured Lunchtime Clubs
 - Buddy System

SEN Action Plan lasting more than two terms designed and reviewed in collaboration with parents and pupil

Some personalised planning (i.e. personalised planning for English and/or Maths)

Access to a group SEN Intervention run by Class Teacher/TA to address need

Possible involvement of some external agencies (i.e SALT, EP, CAMHs, Health Nurse)

SAFeh put into place where appropriate

'Meet and Greets' before school where necessary

SENCO observations, Check In's and strategies given if necessary

Adapted Timetable (e.g. Learning Breaks)

Personalised Resources (e.g. Individual Visual Timetable, Personalised Learning Mats, Individual Resource Box)

SEN Support – Some Children

Intervention to address area of need agreed in collaboration with teacher, parents and pupil and monitored for impact (lasting one to two terms only)

Access to class or key stage based group interventions for one to two terms

Involvement of the SENCO using an Initial Concerns Form and advice followed and assessed for impact

Work with a Reading Ranger as part of a reading intervention

Support during unstructured times (i.e. Social Skills Group, time with teacher, special role, Sports Mentor)

Support from Family Link Worker

Additional resources in class used to make work accessible (e.g. Now and Next, Scaffolds, Learning Mats, Fiddle Toys, Weighted Blankets)

Targetted Teacher Planning (i.e. Guided Groups, Differentiated Work, Planning for Gap-Filling, Check-ins)

Pupil and Parent Voice used to identify potential barriers and areas of strength through both more formal meetings and informal communication e.g Home/School Book

Additional Support – Many Children

Teacher awareness and understanding of learning needs of all students

Access to an inclusive and challenging curriculum which focusses upon Mastery

A PSHE curriculum which encompasses mental health and wellbeing - Thrive Focus from September 2018

A warm and welcoming classroom where resilience is encouraged and students are able to develop their own strengths

Clear rules and expectations as part of the Behaviour Policy

A culture of reward, success and praise for all

Dyslexia friendly classroom strategies

Well-trained and attuned teachers and TAs who are proactive in identifying and assessing additional needs

Regular opportunities to demonstrate and check progress through formative and summative assessments

Visual Timetable

Teachers and support staff have access to a range of CPD opportunities to increase their knowledge and understanding of various barriers to learning

A culture of aspirational expectations for all pupils

Quality First Teaching – All Children