

Bengeworth C of E Academy Graduated Response

EHCP has a 20 week timeframe. All phases of the graduated response need to be evidenced and costed before requesting an EHC assessment.

Glossary
Application – Long form detailing hopes and dreams for the future, strengths and needs.
Intervention – regular strategy used to accelerate learning
Provision – amount of support
SMART targets – Small, Measurable, Achievable, Realistic and Timed
EHCP – Education, Health and Care Plan

All specialist settings require an EHCP

EHCP
0-25

Pupils with long term and complex needs that require ongoing specialised services that are well coordinated

EHCP
Assessment: D – Very Substantial Support

EP input and ongoing agency input or medical / disability with SEN

Inclusion Leader, Learning support and agencies share expertise to coordinate support for pupils with identified SEND.

School Support with external agencies: C – Substantial Support

Personalised learning programme, more focused support from LSA, OT, SALT, HI, VI, BST, EP assessment and advice, IEPs or individual provision Maps / SEN Support Plans, Multi-agency meetings with parents Up to £6,000 for additional provisions / assessment.

Teachers, using the assess, plan, do review cycle for all pupils in their class.

Targeted Support: B and beginning of C – Support / substantial support

Small group interventions (maths, phonics, social skills), language groups, Early Help, personalised behaviour strategies e.g. behaviour charts, PSP meeting with parents. Begin to use profiling tools (SALT) and carry out focussed assessments – assess, plan, do, review cycle if progress is not accelerated than refer to inclusion team. Offer Family Support Worker services to families. Pupils to have group or individual support plans with SMART targets.

The everyday great job done by all staff.

High Quality Teaching – What we offer everyone – A – Low Level

At least good teaching regularly monitored by the SLT covering a range of subjects, whole class and TA support targeting specific children, differentiation for out of step learners, dynamic intervention from the teacher or TA to address any misconceptions, access to the full Curriculum, target readers, AFL, classroom behaviour strategies, discussions with previous settings / teachers, transitions to new schools, parent/carer discussions, learning walks, EAL, SEND and G&T advice, visual and kinaesthetic learning materials, visual timetables, individual copies of resources, adjusted adult language, targeted questioning, appraisal procedures, TA appraisal and observation, SEND awareness, training, pupil progress meetings and targets.