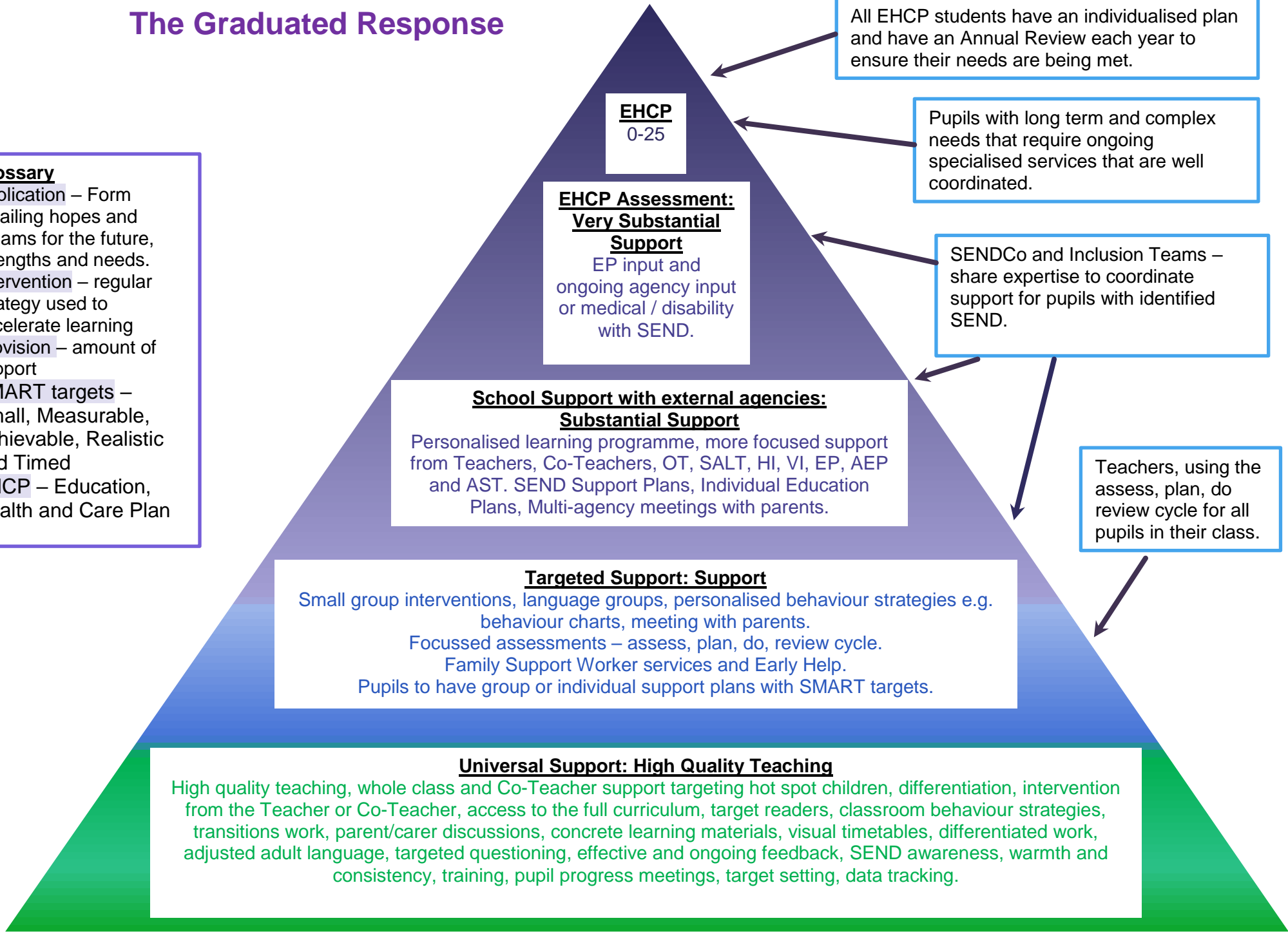


The Graduated Response

Glossary
Application – 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 EHCP students have an individualised plan and have an Annual Review each year to ensure their needs are being met.

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

SENDCo and Inclusion Teams – share expertise to coordinate support for pupils with identified SEND.

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

EHCP
0-25

EHCP Assessment: Very Substantial Support
EP input and ongoing agency input or medical / disability with SEND.

School Support with external agencies: Substantial Support
Personalised learning programme, more focused support from Teachers, Co-Teachers, OT, SALT, HI, VI, EP, AEP and AST. SEND Support Plans, Individual Education Plans, Multi-agency meetings with parents.

Targeted Support: Support
Small group interventions, language groups, personalised behaviour strategies e.g. behaviour charts, meeting with parents.
Focussed assessments – assess, plan, do, review cycle.
Family Support Worker services and Early Help.
Pupils to have group or individual support plans with SMART targets.

Universal Support: High Quality Teaching
High quality teaching, whole class and Co-Teacher support targeting hot spot children, differentiation, intervention from the Teacher or Co-Teacher, access to the full curriculum, target readers, classroom behaviour strategies, transitions work, parent/carer discussions, concrete learning materials, visual timetables, differentiated work, adjusted adult language, targeted questioning, effective and ongoing feedback, SEND awareness, warmth and consistency, training, pupil progress meetings, target setting, data tracking.