Henleaze Junior School's Graduated Response

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

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 EHC Assessment Educational psychologist input, on-going agency input, medical disability with SEN School Support with advice From External Agencies

EHCP

0-25

Personalised learning, support and/or advice from external agency(ies) (such as physiotherapy, occupational therapy, speech & language therapy, Bristol Autism Team, CAMHS, Educational Psychologist, School Health Nursing Team, personalised behaviour strategies possibly led by North Star Outreach, specialist teachers/LSAs, Claremont School outreach, play therapist). HJS Support Plan developed into Bristol SEN Support Plan, incorporating individual provision maps. Annual reviews or multi-agency meetings with parents.

School Support

HJS SEN Support Plan (Assess, Plan, Do, Review cycle), training for teachers/LSAs, individual visual timetables, targeted spellings, Nessy (once/three times a week), meetings with parents, adapted resources, Clicker 7, access to alternative ICT, SENCO input to target setting, 1:1 or group speech and language support, small group intervention (e.g. maths, phonics, social skills, Talking Partners, Read Write Inc., Rapid Reading, Rapid Writing, Rapid Maths), learning mentor, signposting to parenting support, daily reader, personalised behaviour strategies co-produced by teacher, SENCO, LSA team and parents. 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/carer 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.

An Education, Health & Care Plan is necessary for specialist provision. Children and young people aged 0-25 years with long term needs with constant need of coordinated services.

> EHC 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 by school or parent/carers.

Bristol SEN Support Plan

written using advice from outside agencies and input from school, parents/carers and pupil. This may be used to apply for additional funding.

> Teachers using HJS SEN Support Plan to record the Assess, Plan, Do, Review cycle.

> > The everyday great job that we do