

Graduated Response Gillingstool Primary School



EHCP – Education Health and Care Plan
 ELSA – Emotional Literacy Support Assistants
 EP- Educational Psych.
 OT/PT- Occupational / Physical Therapy
 SALT – Speech and Language Therapist
 SEN – Special Educ. Needs
 SPLD- Specific learning difficulty
 TP – Teaching Partners

EHCP/ EHCP Assessment (0-25)
 Educational psychologist input, on-going multi agency input, medical disability with SEN

School Support with External Agencies
 Personalised learning inc. specific interventions, referrals or support from the local authority; SALT, PT, OT, Supportive Parents, Counselling, Educational Psychologist, Annual Reviews, Individual Provision Maps, multi agency meetings with parents, support for high needs block funding.

School Support
 Individual interventions, small group intervention (maths, phonics, social skills, talking partners), ELSA, daily reader, personalised behaviour strategies, SENCO, TP team, targeted spellings, meetings with parents, signposting to parenting support, 1:1 or group SPLD teaching, adapted resources, access to alternative ICT, SENCO input to target setting, Assess, Plan, Do, Review cycle monitored via Provision Maps, training for teachers/TP's, Early Help, individual visual timetables, network with SENCO Cluster across South Glos. to share and support good practice.

Quality First Teaching
 High quality teaching regularly monitored by senior staff, whole class TA support targeting focus children, high expectations for all, appropriately differentiated work, regular opportunities for AFL, (assessment for learning) guided small group teaching, WOW days, SEN friendly classrooms, visual timetables, access to resources to support independent learning including: Numicon, key words, Place value cards, scaffold prompts, displays to celebrate success and achievement, next steps for children clearly displayed in books, quality marking for children to see success and make improvements, clear behavior expectations with rewards and sanctions in line with Better Behaviours Programme, vibrant, well balanced and age appropriate curriculum, progress monitored termly, whole school and individual SEN related training opportunities, multisensory learning materials, targeted questioning, staff appraisal and observations, daily reading and spelling.

Children with long term needs and a constant need for coordinated services will receive an EHCP. An EHCP is necessary for specialist provision

An EHCP assessment has a 20 week time frame. All phases of a graduated response need to be evidenced before an EHCP assessment can be requested

SENCO (Special Needs Co-ordinator) 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 great job that we do everyday