

# Somervale School Graduated Response

2021 - 2022

EHCP assessment is similar to statutory assessment with a 20 week time frame – all phases of the graduated response need to be evidenced before a EHCP assessment

## Glossary

Aspiration – long term dreams and hopes for the future

Intervention – regular strategy or event

Outcome – benefits for the child

Provision – amount of support, programme

Short term targets – specific, measurable, achievable, realistic, timely

EHCP – Education, Health, Care Plan

**EHCP**  
0-25

All statements of educational needs should now be converted to EHCPs. This should have been completed at transfer review meetings. This is a must for specialist provision. Combines IEP and statement.

**EHCP Assessment**

Educational psychologist input, on-going agency input, medical disability with SEN

Children with long term needs with constant need of coordinated services

## School Support with External Agencies

Personalised learning, Referrals or support from Inclusion Support Service, Specialist Behavioural Support Service, Educational Psychology Service, Ethnic Minority Achievement Service- Kickstart, Hospital Education and Re-integration Service, Connexions Advisory Service, Social Services, Looked After Children Support Team and Virtual School for LAC, 117 project, Compass Project, Mentoring Plus, CAMHS, Sensory Impairment Team, SALT, OT, PS Community School Nurse, Health Promotion Service, Education Welfare Service, Off The Record, Independent counselling Service. ASD outreach, annual reviews, multi agency meetings with parents, High needs banding.

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

## School Support

Small group intervention, personalised behaviour strategies, Pupil Profiles, IEPs, meetings with parents, In-class support, Mentoring and Counselling support, Supported time-out, Speech and Language Support, Small group interventions, Homework club, inclusion room 'social club', School trip and educational visit support, **For other interventions see intervention file.**

Teachers using assess, plan, do, review to plan support for all children in their class

## Quality First Teaching (what we offer everyone)

At least good teaching regularly monitored by SLT covering a range of subjects, differentiation for out of step learners, dynamic intervention from the teacher/TA to address any misconceptions on the same day, access to full curriculum, AFL, classroom behaviour strategies, discussions with previous settings/teachers, transitions to new colleges, 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, appraisal procedures, TA appraisal and observations, SEN awareness training, pupil progress meetings & targets .

The everyday great job that we do