SS Peter and Paul RC Primary School Graduated Approach

Glossary

SEND	Special Educational Needs and Disabilities
SENDCo	SEND Coordinator
SLT	Senior Leadership Team
LSA	Learning Support Assistant
LA	Local Authority
APDR document	'Assess Plan Do Review'
ML	Multi-lingual
EHCP	Education Health Care Plan
EP	Educational Psychologist
SALT	Speech and Language
Intervention	Regular programme or strategy

EHCP

(0-25 years)

A plan given to a child with high level and long term needs involving coordinated services.

EHC Needs Assessment

All phases of the Graduated Approach must be evidenced to request an EHC assessment.

For children with lifelong or significant difficulties. A request for an assessment is made to the LA who will determine whether to issue an EHC Plan. Educational Psychologist input and/or on-going agency input. The 20 week process results in the LA deciding whether or not to issue an EHCP.

SEND Support (with External Agencies)

For higher levels of need we seek advice and support from external agencies. The SENDCo coordinates referrals to LA support services: EP Service, SALT Service, Sensory Support Service (support for children with hearing or vision impairment), Bristol Autism Team, Community Paediatrician, Occupational Therapy, School Nurse, Physiotherapy, Child and Adolescent Mental Health Service (CAMHS), North Star where applicable.

SEND Support

Further adaptation of curriculum and resources for children with additional needs, provision of alternative learning materials/special equipment, adapted homework, small group support with an additional LSA, individualised 1:1 programme of intervention with a teacher/LSA, individual in-class support. Intervention menu includes small group or 1:1 intervention or phonics, spelling, comprehension, Maths, SALT, social skills, personalised behaviour strategies, touch typing, handwriting, motor coordination programme, learning skills mentor. Individual targets are recorded on an APDR. Pupil Profiles may also be used.

Quality First Inclusive Teaching (given to all pupils)

High quality teaching adapted for individual pupils and monitored by SLT and Subject Leads. Year group planning, setting of appropriate individual targets that motivate pupils to do their best, tracking of children's progress through assessment for learning and regular formal whole class assessments 3 x/year and pupil progress meetings with SLT, parents'/carers' evenings. SENDCo advice, staff CPD to aid the progress of all pupils including those with SEND. Varied teaching methods, adjusted adult language, targeted questioning, multisensory learning materials, visual timetables, 'behaviour as communication' strategies, ML strategies, discussions with parents/carers, discussions with previous setting/teacher, transition planning, effective deployment of LSA support where required, inclusive school clubs, trips, and external visitors.

Children may move between these stages during their time at school and may be added to or removed from the SEND Record.