

Blakeney, Pillowell, Walmore Hill Schools Graduated Pathway

EHCP – Few children

- SEND passport, My plans (reviewed short term) and regular high needs meetings with SENDCO and external agencies. An annual review with teacher/support staff/parents/SENDCO/ external agencies
- Statutory Assessment – application for EHCP
- External agency involvement – Advisory teaching service, Educational Psychologist, Occupational therapist, paediatrician.
- Interventions and individualised curriculum personalised and planned around needs and learning outcomes
- Individualised provision map
- Regular and routine collaboration with parents, key staff and external agencies.

My Plan Plus – Some children

- My Assessment written, My Plan Plus as part of the Assess, Plan, Do, Review process – assessed every term – with teacher/parents/SENDCO, and reviewed fully every 8 - 10 weeks with teacher/parents/SENDCO/ external agencies
- SEND register to ensure progress – termly progress meetings – teacher/SENDCO
- Referrals to external agencies – Advisory teaching service, Educational Psychologist, Occupational therapist, paediatrician, SCAAS or Neurodiversity pathway
- Individualised learning influenced by My profile, strengths and targets – brain breaks.
- Access to SEND interventions run by TA or SENDCO
- Collaboration with parents for reviews, writing and updates of My Assessment

My Plan – Some children

- My Plan as part of the Assess, Plan, Do, Review process – assessed every 6 weeks (short term) and reviewed every 10-12 weeks (long term)
- Access to small group interventions one to two terms for phonics (Little Wandle Catch-Up), reading (daily reading), maths (focused catch up), fine motor (South Warwickshire programme and Fizzy), Speech Programme of support
- SEND register to ensure progress – termly progress meetings – teacher/SENDCO
- Personalised adaptations – learning tasks, visual timetable, Now and Next board, brain breaks, concentration station, individualised learning mats, pre-learnt vocabulary,
- Referrals to specific external agencies – SALT therapy, Occupational Therapy, Educational Psychologist.

Additional Support (Monitoring – 6 - 12 weekly) – Many children

- Access to small group interventions one to two terms for phonics (Little Wandle Catch-Up), reading (daily reading), maths (focused catch up), fine motor (South Warwickshire programme), Speech Programme of support
- Additional resources in class – Now and next, scaffolding for language, spelling/phonemes (word mats)
- PSHE support – Family Support worker sessions – ELSA Lego Therapy
- In class adaptations
- Following one to two terms of continued assessment with minimal progress SENDCO advice sought for escalation against the Graduated response.

Quality First Teaching – All Children

- Teacher awareness and understanding of learning need of all students
- Access to an inclusive and challenging curriculum
- PSHE curriculum encompassing mental health and wellbeing
- Welcoming classroom encouraging resilience where children are encouraged to develop their strengths
- Clear classroom expectations linked to the school ethos and values
- Well trained, infant specialist staff – proactive in identifying additional needs with access to quality CPD
- Regular checks on progress through formative and ongoing assessment
- Aspirational expectations for all pupils and positive reinforcement for all children.