



Southwick Community Primary School SEND Graduated Response 26-27

Quality First Teaching

High quality and inclusive teaching for EVERY child in the classroom

Effective learning strategies in place e.g. differentiation, adaption, scaffolding, concrete resources

Support for wellbeing and developing resilience

Adaptive teaching across the curriculum

A warm and welcoming classroom environment where resilience is encouraged and students can develop their own strengths and interests

Positive behaviour focusses with all children encouraged to be 'Useful and Kind'

A culture of providing children with the opportunity to develop towards their full potential; academically, emotionally and socially

Teaching strategies to support neurodiversity and accessible learning

Staff who have demonstrate an ability to identify and mitigate barriers to learning as quickly as possible.

Regular opportunities to demonstrate and track progress through formative and summative assessments

Consistent, tidy and organised learning environments

Continued professional growth

Specialist and experienced staff to support learning

Regular training for teachers and support staff in specific areas of need or barriers to learning

Screenings and assessments to support identification of need e.g Dyslexia, Boxall

Supported transitions

Universal offer available to all pupils to support access to learning: coloured overlays, enlarged text, wobble cushions, fidget toys, oral sensory support, fine motor aids, sensory breaks, lap tops, iPads etc

Monitoring

Early identification of barriers to learning

Child discussed with SENDCO (observation, monitoring and review) due to possible concerns over progress, emotional regulation or accessibility to learning

Targeted monitoring plan identifying strengths, barriers and outcomes

SENDCO involvement (observation, support, monitoring, seeking advice)

Discussions with parents around concerns of barriers to learning

Home/school strategies signposted and shared with parents

Evidence based interventions in place and reviews regularly for impact

Access and signposting to additional support including; Daisy Chain, The Rainbow Guide, Family Support Worker, Healthy Heads etc

Some external agency support including; Educational Psychologist, Speech and Language Team, Occupational Therapy, Autism Outreach Team, Healthy Heads, Language and Learning Team, Paediatrics etc

Enhanced transitions

SEND Support

Child discussed with SENDCO and monitored due to concerns over progress, emotional regulation or accessibility to the curriculum. Child placed on SEND register with consent from parents/carers. Child is receiving above QFT offer.

Identification of specific need or barrier within the 4 areas of need

Targeted monitoring identifying strengths, barriers and outcomes supported through a Specialist Support Pan (SSP)

SSP reviewed termly and targets evaluated. Pupil voice and parent views gathered.

Continued SENDCO involvement through observations, support, and monitoring

Involvement of external professionals e.g Educational Psychologist, Autism Outreach Team, Speech and Language Therapists, Healthy Heads Mental Health Support Workers, Language and Learning Team etc to support provision and ensure strategies are in place to meet specific needs

Home/school strategies signposted and shared with parents

Evidence based interventions in place and reviews regularly for impact

Access and signposting to additional support including; Daisy Chain, The Rainbow Guide, Family Support Worker, Healthy Heads etc

Enhanced transitions through primary school and when transitioning settings at all stages of need

Additional learning time if required

Adaptations made to learning environment and daily provision inclusive of sensory breaks, resources and adaptive teaching and learning strategies

EHCP

SEND Support Plus

Consideration and possible request for Education Health and Care Plan (EHCP) if a child 'has special educational ends and will need additional support over and above the usual support arrangements available at their setting'

EHCP planning meeting with SENDCO and staff

EHCP needs request meeting with staff and parents to discuss plans and reasons behind EHCP application,

Individualised and targeted planning/provision towards key outcomes within EHCP.

Targeted plan identifying strengths, barriers and outcomes reviewed termly

Continued SENDCO involvement (observation, support, monitoring)

Home/school strategies signposted and shared with parents

Evidence based interventions in place and reviews regularly for impact

Access and signposting to additional support including; Daisy Chain, The Rainbow Guide, Family Support Worker, Healthy Heads etc

Involvement of external professionals e.g Educational Psychologist, Autism Outreach Team, Speech and Language Therapists, Healthy Heads Mental Health Support Workers, Language and Learning Team etc and outcomes reviewed

Annual review involving all professionals involved with the child