

# Wicklea Academy's Graduated Response

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

BUDs – Bristol universal descriptors



**EHCP**  
0-25

**EHCP**  
**Assessment**

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

**SEN Support with External Agencies**

Personalised learning, referrals or support from Bristol Autism Team, SALT, Physiotherapy team, OT, personalised behaviour strategies led by Play Therapist, Counselling, Ed Psych, specialist teachers/TAs, Claremont School, New Fosseway outreach, annual reviews, Learning Passports/Individual provision maps, multi agency meetings with parents, BUDs high needs support.

**SEN Support (see intervention file for complete intervention menu)**

Small group intervention (maths, phonics, social skills, stepping stones, language for learning, talking partners), Early Help, Better Reading Partners, daily reader, inference work, personalised behaviour strategies led by SENCO, meetings with parents, mentors, targeted spellings, Nessy (once/three times a week), signposting to parenting support, 1-1 pupil premium programmes, 1-1 speech and language support, Direct phonics, SENCO input 1-1 or target setting, Learning passports, training for teachers/TAs.

**Quality First Teaching (what we offer everyone)**

At least good teaching regularly monitored by SLT covering a range of subjects, whole class TA support targeting focus children, differentiation for out of step learners, access to ICT for word processing support, dynamic intervention from the teacher/TA to address any misconceptions on the same day, access to full curriculum, target reader, AfL, classroom behaviour strategies, discussions with previous settings/teachers, transitions to new schools, 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, pupil targets.

Over a three year period all statements of educational needs will be changed to EHCPs at transfer review meetings. This is a must for specialist provision. Combines IEP or learning passports and statement.

Children with long term needs with constant need of coordinated services

SENCO/Inclusion manager expertise used as part of the graduated response and to coordinate support. A range of assessments are used at all levels depending on the needs of the child

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

The everyday great job that we do