

Bromley Heath Infant School

Graduated Response

High Needs Support – A few children

- SEND Passport, support plans and regular High Needs Planning Meetings with SENCO
 - EHCP/Application for EHCP Needs Assessment
 - A range of external agencies involved (e.g. OT, SALT, EP)
 - Interventions personalised and planned around needs
- Individualised Planning/Curriculum and/or Timetable influenced by Pupil Voice and EHCP learning outcomes
 - 1:1 TA Support where required
 - Individual Provision Map
- Routine collaboration with parents between formal annual reviews

SEND Support – Some children

- SEND support plans as part of the Assess, Plan, Do, Review process
- On SEND register and provision map to ensure progress is monitored and tracked
- Some personalised planning (i.e. personalised planning for English and/or Maths)
- Personalised provision in place where appropriate, e.g. visual timetables, concentration stations, learning breaks, learning mats, resource boxes, SALT therapy, etc.
- Access to a group SEND interventions run by either the SEND support TA or SENCO
- Possible involvement of some external agencies (i.e. SALT, EP, CAMHs, Health Nurse)
 - SAFeh put into place where appropriate
 - 'Meet and Greet' before school where necessary

Additional Support – Many children

- Access to group interventions for one to two terms, for phonics, reading, maths, fine motor, Nessy, etc.
 - Discussion with SENCO at SEND Surgeries
- Work with in school support, such as the Reading Ranger for additional reading intervention or ELSA for support with emotional well being
- Additional resources in class used to make work accessible (e.g. Now and Next boards, Scaffolds, Spelling / phoneme, etc)
- Targeted Teacher Planning (i.e. Guided Groups, Differentiated Work, Planning for Gap-Filling, Check-ins, Feedback Facilitator Time)

Quality first teaching – All children

- Teacher awareness and understanding of learning needs of all students
 - Access to an inclusive and challenging curriculum which focusses upon Mastery
 - A PSHE curriculum which encompasses mental health and wellbeing
- A warm and welcoming classroom where resilience is encouraged and students are able to develop their own strengths
- Clear rules and expectations as part of the Better Behaviour Policy with a culture of respect and specific praise
 - Dyslexia friendly classroom strategies
 - Use of class visual timetables
- Well-trained and attuned staff, proactive in identifying and assessing additional needs with access to quality CPD
- Regular opportunities to demonstrate and check progress through formative and summative assessments
 - A culture of aspirational expectations for all pupils and unconditional positive regard for every child