



# Inter-School Graduated Response Policy

School of Christ the King  
Hartcliffe Rd  
Bristol  
BS4 1HD

St Bernadette RC Primary  
Gladstone Road  
Bristol  
BS14 9LP

Holy Cross RC Primary School  
Dean Lane  
Bristol  
BS3 1DB

Please note, any reference to "School" refers to all of the schools above.  
This policy has been ratified by the Governing body of all 3 schools on the date noted below.

**Review Date:** Sept 2025

**Next Review Date:** Sept 2026

**Statutory policy - Annual Review**

**Source of policy:** TWS

**History :** 2015

## **Glossary**

|        |  |
|--------|--|
| SEND   | Special educational needs and disabilities |
| SENDCO | Special Education Needs Co Coordinator     |
| SLT    | Senior Leadership Team                     |
| LSA    | Learning Support Assistant                 |
| ICT    | Information, Computing Technology          |
| AFL    | Additional Funding for Learning            |
| EAL    | English as an Additional Language          |
| ELSA   | Emotional Learning Support Assistant       |
| EHCP   | Educational Health Care Plan               |

Aspiration – long term dreams and hopes for the future

Intervention – a regular strategy or event to support learning

Outcome – benefits for the child

Provision – amount of support, programme

Short term targets – specific, measurable, achievable, realistic, timely

The following model illustrates the support we offer our children depending on their level of need. Pupil progress is monitored carefully within our school, and if children are making less than expected progress, the level of intervention provided will be escalated accordingly.

### **Quality First teaching (what we offer everyone)**

Quality teaching regularly monitored by SLT covering a range of subjects, whole class LSA support targeting focus children, differentiation for out of step learners, access to ICT for word processing support, dynamic intervention from the teacher/LSA 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, EAL strategies, SENDCO advice, visual and kinaesthetic learning materials, visual timetable, individual copies of resources, adjusted adult

language, targeted questioning, LSA appraisal and observations, SEND awareness training, pupil progress meetings, targets. Teachers use plan support for all children in their class.

### **School Support**

Bristol Ordinarily Available Provision 2021 outlines the provision that the local area expects to be made available for children and young people (CYP) with special educational needs and/or disabilities (SEND) in all local mainstream schools and settings. This is referred to as setting-based SEND support or the school and setting based stages of the graduated response. Bristol is a needs-led city: This means that any provision or support should be provided in line with the needs of the young person and is not dependent on any formal diagnosis.

Small group interventions: Phonics, social skills, daily readers, inference, targeted spellings, targeted Maths skills, targeted writing support, Nessy, speech and language support, motor skills, personalised behaviour strategies, ELSA, Nurture group.

Additional interventions and support are recorded on One Page Profiles. Teachers use the cycle of the Graduated Approach, sometimes called 'Assess, Plan, Do, Review', to plan support for all children in their class.

SENDCO coordinates support, ensuring children receive intervention at an appropriate level in line with the graduated response model. SENDCO and class teacher meetings with parents.

### **School Support with External Agencies**

Personalised learning, Referrals or support from the Bristol Autism Team, Speech and Language Therapy, Physiotherapy, Occupational Therapy, personalised behaviour strategies provided by behaviour support specialists, Play Therapist, Educational Psychology, annual reviews, One Page Profiles, Individual provision maps, multi-agency meetings with parents, support for high needs block funding as in the Bristol Universal Descriptors.

### **EHCP Assessment**

Educational psychologist input, other ongoing agency input, and medical disability with SEND.

### **EHCP 0-25**

An education, health and care plan is for children and young people from birth to the age of 25 if they're in education or training, who need more support than is available through special educational needs support. It:

- Is a legal document
- Describes a child or young person's special educational, health and social care needs

We carry out an EHC needs assessment, which is processed by the Local Authority, and this may result in an EHC plan.

The whole process from initial referral to getting a decision about whether a child or young person will get an EHC plan should take no longer than 20 weeks.

## **What an EHC needs assessment is**

The EHC needs assessment:

- gathers information about the child or young person
- describes the child's or young person's needs
- can result in additional support and funding for the child or young person

## **Reviewing EHC plans**

EHC plans must be reviewed within 12 months of the date of issue. The SENDCo must seek advice and information about the child or young person before the annual review meeting from:

- the child's parent or carer, or the young person themselves
- a representative from the educational setting the child or young person goes to
- the child or young person's health service representative
- the child or young person's social care representative
- any other people relevant to the review