

THE EVERYDAY GREAT JOB THAT WE DO

Quality First Teaching

- Teacher awareness and understanding of the learning needs of all students through high quality, personalised differentiated teaching.
- Access to a full and challenging curriculum monitored through rigorous leadership and teacher evaluation
- Effective implementation of TA's and in class support where required
- Embedded house/pastoral and extra curricular program
- Behaviour for Learning Strategies
- Assessment for learning/monitoring and communicating student progress
- Preparing students for adulthood - partnerships with post-16 providers to support transition planning

Teachers/SENCO Assess, Plan, Do, Review to implement support for all children in their class.

School Based Support

- Targeted support through faculty based intervention and assessment of student needs. This may include: tutoring and support, small group intervention (maths, Literacy, social skills)
- Dyslexia screening/ identification and teacher support
- Personalised behaviour strategies
- Access Arrangements
- Pen Portraits outlining individual learning strategies

ENHANCED SCHOOL BASED SUPPORT

- SENCO coordinates the commissioning of external support agencies- EPS, CAMHS, S&L, OT, Early Help
- Multi Agency Planning meetings (MAP) for the planning of support for individual students.

EHCP Assessment

- Education, Health, Care Plan (EHCP) assessment.
- An assessment request is made to the Local Authority who will determine whether a student is to be issued an EHCP.
- Assessments are carried out over a 20 week period.
- All phases of the graduated response need to be evidenced before a EHCP assessment.
- EPS and/or continued external agency support.

EHCP

- EHCP in place for students from 0-25 Yrs -within education for children with long term needs with constant need of coordinated services to meet their educational and health care needs.
- *Over a three year period all statements of educational needs will be transferred to EHCPs through Transfer Review Meetings.**

GLOSSARY

- CAMHS**- Child and Adolescent Mental Health Service
- EPS**- Educational Psychology Service
- OT**- Occupational Therapist
- SENCO**- Special Educational Needs Coordinator
- S&L**- Speech and Language Service

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO should assess whether the child has a significant learning difficulty. Low progress of a student does not necessarily indicate that a student has SEN.