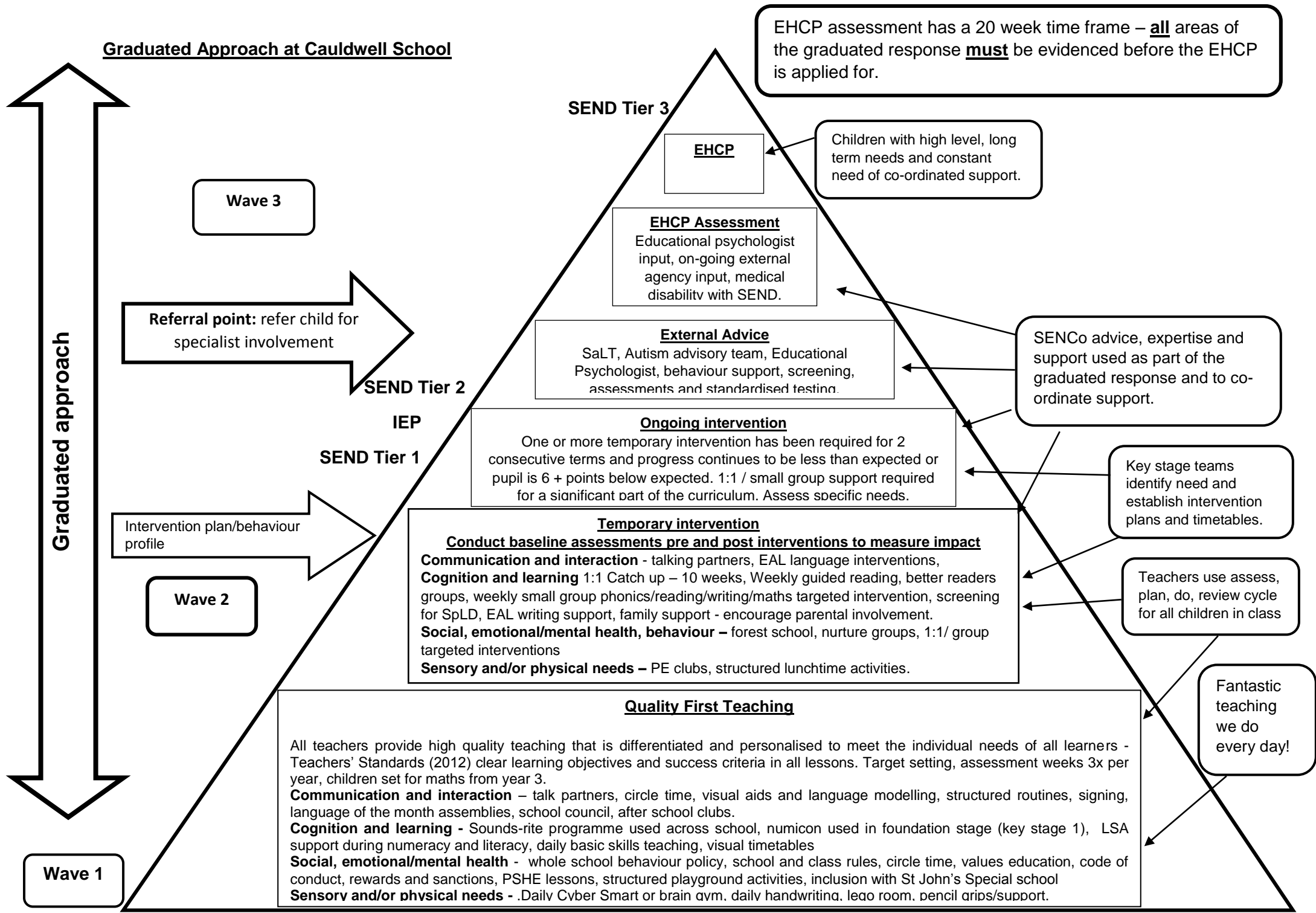


Graduated Approach at Cauldwell School



EHCP assessment has a 20 week time frame – all areas of the graduated response must be evidenced before the EHCP is applied for.

Children with high level, long term needs and constant need of co-ordinated support.

EHCP Assessment
Educational psychologist input, on-going external agency input, medical disability with SEND.

External Advice
SaLT, Autism advisory team, Educational Psychologist, behaviour support, screening, assessments and standardised testing.

SENCo advice, expertise and support used as part of the graduated response and to co-ordinate support.

Ongoing intervention
One or more temporary intervention has been required for 2 consecutive terms and progress continues to be less than expected or pupil is 6+ points below expected. 1:1 / small group support required for a significant part of the curriculum. Assess specific needs.

Key stage teams identify need and establish intervention plans and timetables.

Intervention plan/behaviour profile

Temporary intervention
Conduct baseline assessments pre and post interventions to measure impact
Communication and interaction - talking partners, EAL language interventions,
Cognition and learning 1:1 Catch up – 10 weeks, Weekly guided reading, better readers groups, weekly small group phonics/reading/writing/maths targeted intervention, screening for SpLD, EAL writing support, family support - encourage parental involvement.
Social, emotional/mental health, behaviour – forest school, nurture groups, 1:1/ group targeted interventions
Sensory and/or physical needs – PE clubs, structured lunchtime activities.

Teachers use assess, plan, do, review cycle for all children in class

Wave 1

Wave 2

Wave 3

Fantastic teaching we do every day!

Quality First Teaching
All teachers provide high quality teaching that is differentiated and personalised to meet the individual needs of all learners - Teachers' Standards (2012) clear learning objectives and success criteria in all lessons. Target setting, assessment weeks 3x per year, children set for maths from year 3.
Communication and interaction – talk partners, circle time, visual aids and language modelling, structured routines, signing, language of the month assemblies, school council, after school clubs.
Cognition and learning - Sounds-rite programme used across school, numicon used in foundation stage (key stage 1), LSA support during numeracy and literacy, daily basic skills teaching, visual timetables
Social, emotional/mental health - whole school behaviour policy, school and class rules, circle time, values education, code of conduct, rewards and sanctions, PSHE lessons, structured playground activities, inclusion with St John's Special school
Sensory and/or physical needs - Daily Cyber Smart or brain gym. daily handwriting, lego room, pencil grips/support.

Referral point: refer child for specialist involvement

SEND Tier 2
IEP
SEND Tier 1