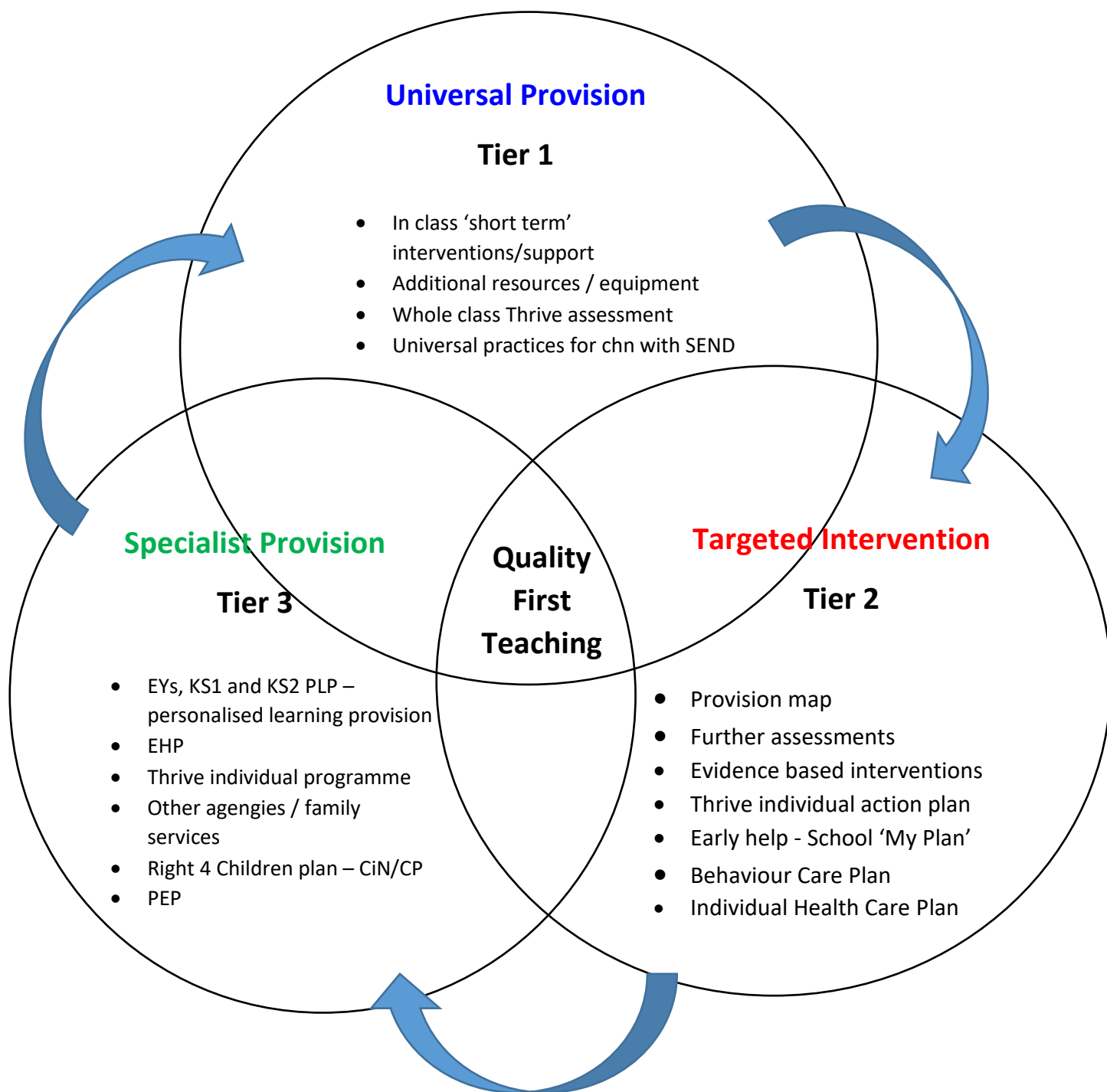




Whipton Barton Federation

Graduated response and school offer for SEND

Our vision is to build a strong partnership between parents, school and the child, with a consistent school procedure for how we inform, involve and engage parents to best involve them and their child in the graduated response.





Whipton Barton Federation Graduates Response and school offer for SEND

Tier 1

T1 level of support is provided through the 'universal' provision. These children are NOT on the SEND register.

Termly assessment review cycle:

- Teaching staff track rate of progress and impact on attainment.
- SLT monitor impact on pupil outcomes.
- Parents are informed through the school's procedures - parent's evenings each term.

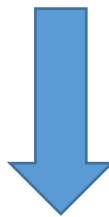


Tier 2

T2 level support is provided through pupil Provision Maps – some children may have a Behaviour Care plan, Health Care plan, and/or School 'My Plan'.

Termly assessment review cycle:

- The SENDco manages the school's 'Graduated Response' (Assess - Plan - Do – Review) and monitors the impact of 'Tier 2' provision maps on progress and attainment.
- Provision maps are shared with parents each term.
- Parents are involved in the review cycle and attend the termly reviews.
- School family support worker – works to a school 'My Plan' with parents.



Tier 3

T3 level of support is provided through specific pupil provision maps, an EHCP and/or Right for Children plan – some children will have a PEP or Social care plan:

- Staff work with other agencies and the SENDco to plan the T3 provision maps and specialist teaching.
- The school secures a 'joined up approach' involving parents and other agencies to agree the individual timetables, any alternative provision and timescale for the review cycle.
- Parents are fully involved in the EHCP and Right for chn review process and the SLT monitors the impact on the personal outcomes for each child.



Whipton Barton Federation

Personalised Learning Provision (PLP) for T3 children

Early Years	<p>AIM</p> <p>To provide the communication enabling environment that has been recommended to support several children on the caseload of the Communication and Interaction team.</p> <p>A simple clear visual timetable is in place, the “First and then” boards and approach are embedded in practice, staff use reduced, chunked language consistently and all children are given good preparation for change.</p> <p>The staff have just started to use the “Attention Autism” techniques, which can be carried out daily within the small group environment. Storytelling and rhymes/activities can be presented at a developmentally appropriate level leading to maximum pupil attention and participation. The use of general visual cues, for example the “not available” symbols are used effectively to support the children’s understanding.</p> <p>One of the advantages of the small group provision is that all children are supported by all members of staff and appropriate intervention is delivered throughout the session by all of the adults.</p> <p>All members of staff are able to offer consistent strategies both inside and outside the classroom supporting the child to generalise newly learnt skills.</p> <p>The group gives staff opportunities to scaffold interactions throughout the day so that skills can be practiced and consolidated.</p>
KS1	COMING SOON
KS2	COMING SOON