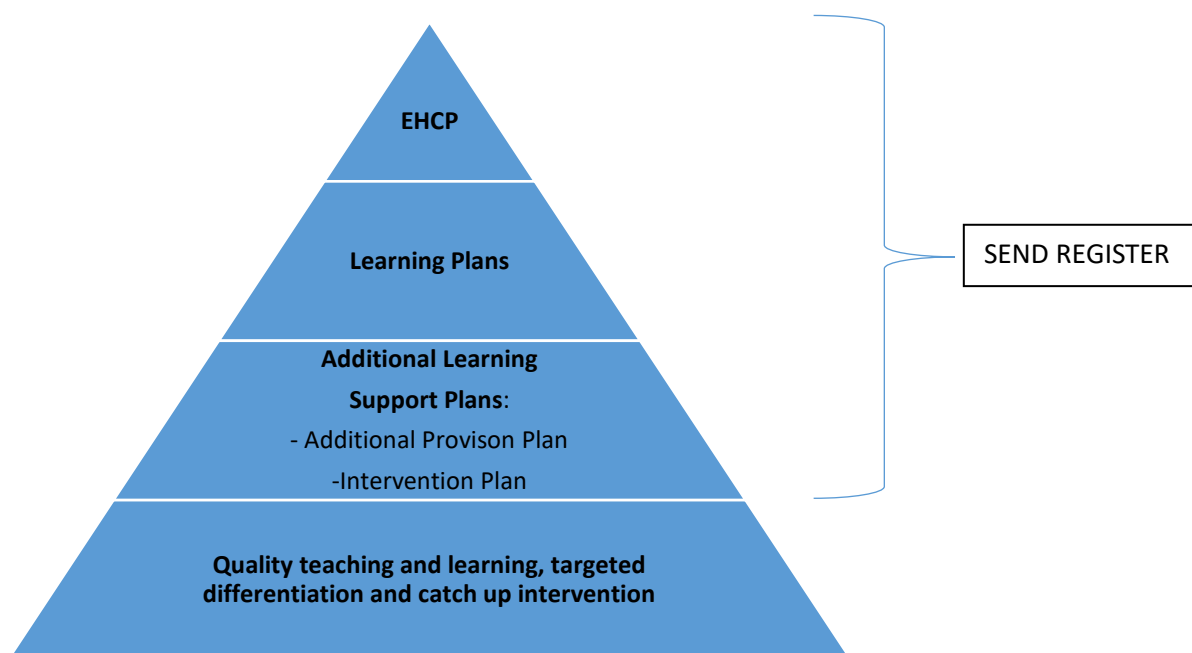


# St Anne's Catholic Primary School Graduated Approach to SEND

Headteacher/SENCO, SEND mentor/ Specialist SEND teacher

At St Anne's, we continue to develop and build on our very successful graduated approach to identify children who require additional learning support with their learning. The following pyramid explains our thinking:



At the base of the pyramid sits quality whole class teaching and learning, targeted differentiation and catch up intervention. Only children who have either an Education Health Care Plan, Learning Plan or receive Additional Learning Support will be recorded on the school's SEND register.

An 'Additional Learning Support Form' will be required as a starting point for identifying which aspect of a child's learning requires SEND support/assessment. The class teacher will complete this in collaboration with parents. For children who are identified as needing additional learning support, the SENCo will decide, after discussions with all parties, which is the most suitable course of action to meet the child's needs.

## EHCP

Educational Health Care Plans are a legal document. Children with an EHCP will have specific plans written for them depending on their individual needs.

## Learning Plans

If children are identified as requiring a learning plan they will have a significant area of need in any aspect of their learning. SEND specialists will assess the children using a suite of assessments and this information will be used to write a specific learning plans. Assessments will identify gaps in learning with structured intervention planned to support children to successfully close these gaps. Careful tracking will identify children's small steps of progress and this progress will be celebrated.

Learning plans will be reviewed termly. The summer term plans will pass onto the teacher for the autumn term to inform intervention at the beginning of the autumn term. This is key to a successful transition. Learning plans are a working document and once children have progressed and achieved their objectives, school will consider whether this is the most effective document to use.

### Additional Learning Support Plans

For children who are identified as needing additional learning support, teachers, parents and the SEND team will discuss the best options. Every term, parents will meet with the Headteacher and SEND mentor to discuss and celebrate the progress children have made. The graduated response model, 'Assess, Plan, Do, Review', will be applied for assessing and planning all interventions.

We have two layers of Additional Learning Support Plans; 'Intervention Plans' and 'Additional Provision Plans'. Discussions between the SEND team will decide the best approach to support each child through structured intervention.

### Intervention

Intervention will be delivered through two different models; 'structured intervention' and 'catch up intervention'

Structured intervention could be explained as an opportunity for children who have been identified as needing an Additional Learning Support Plan to receive additional support to 'close the gap' through small group work, 1:1 teaching or a teaching assistant led intervention. Children who are receiving structured intervention will be placed on our SEND register.

Catch up intervention could be explained as an opportunity for children who are slightly behind their peers to receive small group or 1:1 tuition with either the class teacher or the teaching assistant. This intervention will be based on decisions teachers make on a daily basis. Children who are receiving 'catch up' intervention will not be placed on the school's SEND register.

### Provision mapping

On a termly basis, the leadership team reviews the progress of all children on the SEND register for the purpose of provision mapping. Provision mapping is the term we use to describe how we plan to meet the needs of our learners with the resources we have available. Each child will have their own provision map providing a chronology of intervention.

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