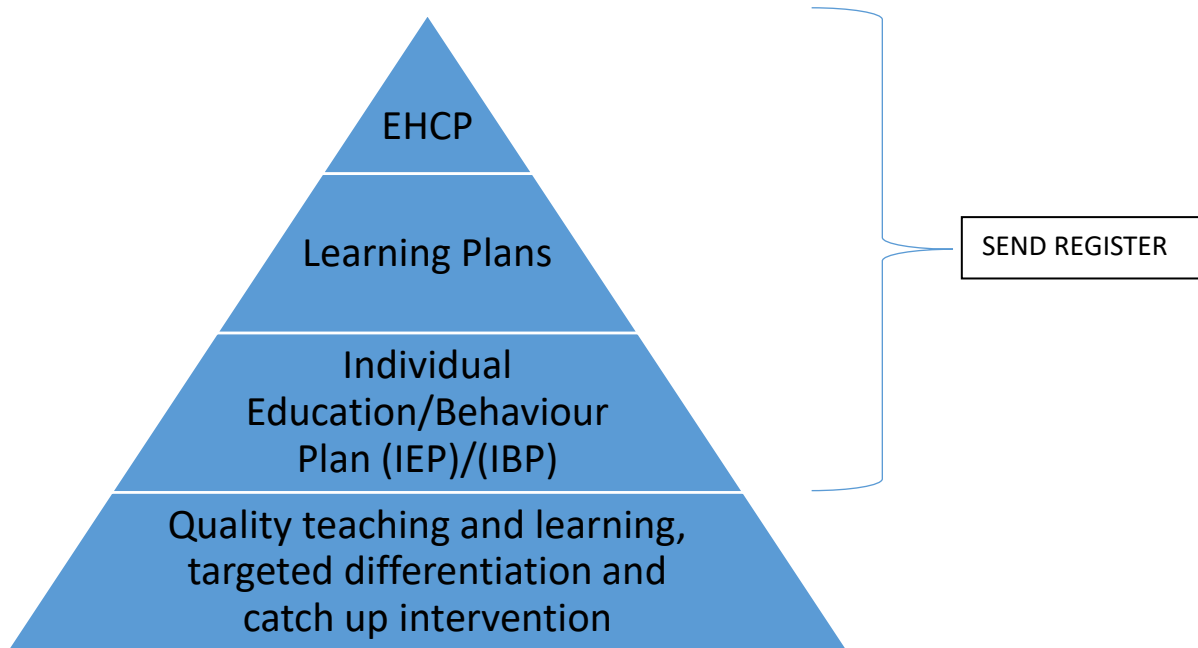


St Anne's Catholic Primary School Graduated Approach to SEND

Headteacher, SENCO, Specialist SEND teacher

At St Anne's, we continue to develop a graduated approach to identify children who require additional 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 EHCP, learning plan or IEP/IBP will be recorded on the SEND register.

An 'Expression of Concern' 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. For children who are identified as needing additional 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 'PIVATS 5' and this information will be used to write a specific learning plan. 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.

Individual Educational Plans/Individual Behaviour Plans

IEPs/IBPs will be written for children who are identified as being a set number of terms behind in any area of learning when analysing our tracking system. They will be reviewed in the second half of every term. Reviewing in the second half of the term enables time to assess the impact of intervention and also to aid transition from term to term and year group to year group. The format of IEPs/IBPs will be based on the 'Assess, Plan, Do, Review' model.

Intervention

Intervention needs to be understood as two different terms; 'structured intervention' and 'catch up intervention'

Structured intervention could be explained as an opportunity for children who have been identified as needing an IEP/IBP to receive additional support to 'close the gap' through small group work, 1:1 teaching or 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 and will not need an IEP.

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.