



# Ladygrove's Graduated Response



## Step 1: Universal

- All children have the opportunity to give their views on our 'One Page Profile' (Appendix A).
- All children's progress is closely monitored.

## Step 2: SENDCO Discussion/Provision Map

- If your child's teacher feels that they would like to discuss your child's needs before targeted support is implemented, they will fill in a 'SENDCO discussion form' and share this with you.
- After discussion with the SENDCO, if your child's teacher feels that your child would benefit from targeted and individualised interventions, then they will create a provision map for your child (Appendix B) which outlines their targets and which interventions they are taking part in.
- The provision maps will be reviewed every term and shared with you in a provision map meeting.

## Step 3: Referrals

- If your child's teacher feels that your child would benefit from a referral to an external professional, they will then discuss this with the school SENDCO and yourselves.
- This may mean that an external professional comes into school, observes your child and gives advice, discusses targets and interventions.

## Referrals

- If your child has been seen by an external professional, they will be added to our SEND (Special Educational Needs and Disabilities) register (a list of children who are receiving SEND support). Making a referral to an external professional does not mean that your child will be diagnosed, it is just a request for advice. There are many different professionals that are available to support teachers in ensuring that they are providing the best interventions for your child. These are listed below.
- If your child is in Nursery, Reception or Year 1 a referral can be made to the Early Years Advisory Teachers (EYAT).
- If your child has communication and interaction needs, a referral can be made to Speech and Language Therapy (SALT).
- If your child has cognition and learning needs, a referral can be made to the Learning Support Advisory Teacher (LSAT).
- If your child has social, emotional and mental health difficulties then a referral can be made to the Educational Psychologist. A referral can also be made to 'BeeU' for an ADHD or ASD assessment. 'BEAM' is an emotional health and wellbeing charity who run drop-in sessions for free and no referral is needed. We also have three trained Emotional Literacy Support Assistants (ELSAs).
- If your child has sensory and/or physical needs a referral can be made to Occupational Therapy (OT) or the Sensory Inclusion Service (SIS).
- If your child has complex needs, then they can be referred to our Educational Psychologist (EP).

## Step 4: Funding

- If your child requires a considerable amount of support, resources and intervention a request can be made to the Inclusive School Forum (ISF). This request is for funding to support your child in school.
- Paperwork is filled out jointly with school and yourselves. This paperwork is then submitted a week before a 'panel' which is held on the first Tuesday of every month during term time. Staff will attend the panel to request the funding and a decision will be made by the panel within two weeks.

## Step 5: EHCP

- Not all children on the SEND register will require an EHCP (Education, Health and Care Plan). If your child does require an EHCP an EHCNA (Education, Health and Care Needs Assessment) will be requested by the SENDCO.
- The EHCNA will be a 20-week process in which your child's needs will be discussed at a 'Moving Forward Meeting' with external professionals and they will receive an assessment from an Educational Psychologist and your views will be gathered.
- A decision will be made about whether your child receives an EHCP or not. If your child does receive an EHCP, this is a legal document which describes their SEN. This will provide your child with additional support and funding and a choice about which school your child attends. The targets are reviewed annually with professionals and yourselves in an Annual Review (AR) meeting.

## Appendix A:



# One Page Profile

Name



### What is important to me

People:


Places:


Things:


### My aspirations and goals

Things I like and want to do more


When I grow up I want to be a...


Sometimes I worry about...


### What people like and admire about me

What my family like about me...


What my friends like about me...


What my teachers like about me...


### What helps me



### What doesn't help me



## Appendix B:



SEND Provision for:

Child's Name:      Year Group:      Academic Year:      Date put on the SEND Register:  
 SEND support      EHCP (Please highlight)

Area of Need:

Communication and interaction	
Cognition and learning	
Social, emotional and mental health difficulties	
Sensory and or physical	

What I find difficult:

Eg...

- Remembering what I have learnt/ words/ phonics
- Spelling
- Concentrating on my work
- Processing what you tell me
- Hearing you (important for children with glue ear)
- Moving around the classroom and school
- Hand control and letter formation making friends

What helps me to learn and access your teaching:

Eg.....

- Chunking my learning into small steps
- Wearing my glasses
- Having a coloured overlay/ coloured book
- Sitting with a barrier screen
- Having movement breaks

People who school have worked with school and me to make school more accessible to me:

- Learning Support Advisory Teacher – Ceri Hurst/ Jess Bussey
- Educational Psychologist – Dr Penny Whitlives
- Behaviour Support Advisor –
- Emotional Health and Wellbeing Panel
- Inclusive School Forum
- Sensory Team (vision/ hearing)
- Occupational Therapists

Things I want you to know about me:

- I live with my mum and brother.
- I like cars.
- I have a pet dog.

## Appendix B:

Term of Provision: Autumn

Provision map number: 1 of 3 (Academic Year 2022-2023)

Child's voice:

Parents/ Carer voice:

Provision:

SMART Target (Specific, Measurable, Achievable, Realistic, Time defined)	Specific: Expected Outcome	Specific: Intervention:	Measurable Data pre-intervention	Measurable Data post-intervention	Achievable/ Realistic: Person Leading Intervention	Time defined Frequency (how long session <u>and</u> <u>duration</u> of weeks):

Overall Impact:

## Useful Websites for Parents and Carers:

SEND Local Offer

<https://www.telfordsend.org.uk/site/index.php>

SENDIASS

<https://www.telfordsendiass.org.uk/>

PODS

<https://www.podstelford.org/>

BEAM

<https://www.childrenssociety.org.uk/information/young-people/well-being/services/beam-shropshire-telford-wrekin>

BeeU

<https://camhs.mpft.nhs.uk/beeU>

Miss Ellis (School SENDCO)

[bethany.ellislowe@taw.org.uk](mailto:bethany.ellislowe@taw.org.uk)