Bursley Academy



General School Population receiving Quality First Teaching

Reasonable adjustments

Graduated Response & SEND Support Pathway

Bursley Academy

Nurture, Inspire, Achieve

Children on **SEND Support** will be placed on the 'Monitoring register'. Written parental permission needs to be gained using the correct form.

In class -Intervention

If a staff member or parent has a concern that a child is falling behind or not making expected progress in their learning or development then an 'Initial concern' form is completed and additional intervention will be undertaken within class for a 6 week block and then reviewed.

This may be repeated up to 3 times and if progress has been made, needs will be addressed through quality first teaching in the classroom

SEND Support (SS)

The school or parent continues to be concerned about a child's progress then a meeting between SENDCO, Class teacher, parents and child will take place and the child will receive a termly Pupil Learning Plan (PLP) with SMART targets that will require additional support and Intervention this may take place outside of the class room, within a small group or 1:1.. These plans will be written and reviewed by the class teacher and parents in the first instants. This will be monitored by the SEND team.

SEND Support Plus (SS+)

External Agencies for SEND Support

There are many external agencies that can support the school and family in developing personalised intervention plans to meet the child's need. Advice and guidance can be gained from:

- Learning Support Service
- Behaviour Support
 Service
- Educational
 Psychologist
- School Nurse
- Autism Inclusion Team
- Speech and Language Service
- Child and Adolescent Mental Health Service (CAMHS)

Evidence gained from school's implementation of their graduated response is used to inform these agencies

Early Help Assessment Plan

Early Help Assessment – Multi
Agency Meeting may be used in
school to ensure clear
communication between the
specialists, parents and school
staff. A plan will be produced
and regularly reviewed to
support the child's progress.
This plan can be initiated by
any of the agencies involved
with the child and family.

on the 'SEND register'. Written parental permission needs to be gained using the correct form.

Children on **SEND Support Plus** will be placed

SEND Support Plus (SS+)

Additional Funding

School can apply to the Single Point of Access (SPA) to request short term additional educational needs funding (AEN) to support and deliver a more personalised curriculum

Education, Health and Care Plan (EHCP)

If the child is not making the progress, despite personalised support and interventions recommended by specialists then school or and parents can request an EHC Needs

Assessment

This involved an application stating all of the support and outcomes trialled by school.

There is clear
Staffordshire
guidance and
criteria used to
assess whether a
child is eligible to
receive such a
plan.



Class Teacher responsibility

QFT / In class intervention

SEND Support (although this is overseen by the SEND team it remains the responsibility of the class teacher to write plans and arrange meetings)

SEND Support plus (although this is overseen by the SEND team it remains the responsibility of the class teacher to write plans and arrange meetings)

SENDCO and SEND Team responsibility

EHCP/ Funded children

SEND Team is responsible for collating evidence, completing paperwork and arranging relevant meetings. This will be in conjunction with the class teacher / TA