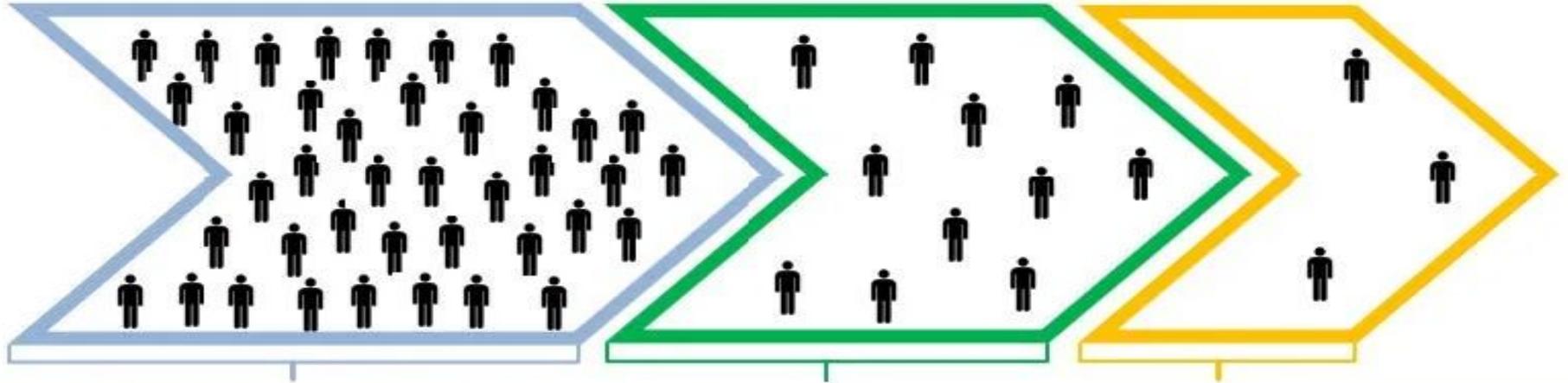


BCCS

Graduated Response Offer

SEN: A Graduated Response to meeting need



Universal provision

*all schools, every classroom, every teacher
and all children.*

Targeted Provision

*all schools, every classroom, every teacher,
and some children.*

Specialist Provision

*all schools, some classrooms, every teacher
and very few children.*

Wave 1

Universal Offer:
Quality First Teaching

What happens at this stage?

Class/subject teachers and Pastoral Leads should use the below checklists to address any concerns they have, using the Assess, Plan, Do, Review framework.

If there are no visible improvements from strategies implemented in the classroom, an email must be sent to HoA of SEND and Head of YEAR to seek advice

. Involved professionals: Class / subject teacher or tutor, Heads of Year/Department and support staff

Wave 2 A and B (A Pastoral with SEND input B SEND LED)

Targeted Support:
Early intervention

What happens at this stage?

If there is no improvement following consultation and advice from SEND TEAM / Pastoral Lead to teacher / Pastoral worker, a structured planning conversation will take place with the child's family where one or more of the targeted support interventions will be agreed to support the pupil.

Involved professionals: As Wave 1, with SEND HoA HoY / PSL with family

Several Rounds of this support may be offered in different forms - if unsuccessful a SEND ref is completed to move the students to Monitoring for a final round of support in this Wave lead by SEND.

Wave 3 ON SEND REGISTER A-C

Specialist Provision:
Bespoke planning

What happens at this stage?

If there are no further improvements following agreed targeted support at Wave 2 (a or b), then specialists may be commissioned as part of a SEND Team around the Child for enhanced support and intervention.

At this stage the student is fully on the SEND register accessing Additional and Different provisions.

They will have a student passport

Students can access three stages of Wave 3 before a EHCP is considered

Involved professionals: As previous, with external professionals and SEND Team around the Child (including Local Authority)

BCCS STAFF VERSION

SEND Graduated Response and Provision Cycle

	Progress UP when required >	Progress UP when required >	Progress UP when required >	
	led by teacher and HoD / pastoral team		Led by SEND team and communicated to teaching and pastoral staff	
	Wave 1 Inclusive High-Quality Teaching (Teacher)	Wave 2a In-class targeted support (Teacher and concern shared)	Wave 2b Additional targeted support (SENCO involvement)	Wave 3 Specialist assessment and intervention (SENCO and teachers)
ASSESS	Assess: Teacher of pastoral leads uses universal assessment data (BAP) to identify if the pupil is not making expected progress. Whole year group testing scores, KS2 SAT scores, end of unit assessment grades, end of year assessments or mocks	Assess: Teacher send Wave 1 unsuccessful email here to stakeholders (family, learner, Tutor and Head of Year, PP lead? DT? and SENDCo) to seek advice This is the first assess, plan, do, review cycle on provision tracker.	Assess: Complete SEND referral HERE to SEND TEAM including details of Wave 1 and 2a support given. SENDCo triages referral and allocates to Head of Area- Head of Area informs parents of next steps / of escalation via email here HoA allocated and conduct in class observation of students within a week.	Assess: HoA speaks with SENDCo and refers to specialist assess and screens for relevant area(s) of need (other HoA may need screen at this point).
PLAN	Plan: Teacher or HoY uses inclusive high quality wave 1 strategies from the broad offer to design appropriate in-class intervention in discussion with the learner and informs the family via email here SEE LINKS FOR STRATEGIES: BCCS Teacher Toolkit . BCCS OAP DOC	Plan: After SENDCo / HoY / PSL advice the Teacher develops increased inclusive high quality teaching strategies from the BCC_BCCS OAP DOC . SENDCo / Pastoral Team add WAVE 2a intervention to provision tracker Evidence = email and tracker.	Plan: HoA creates SEND folder for student X. Observe student in class, conducts stakeholder voice (learner, family, key teacher(s), support staff, external professionals) after which PROVISIONAL PASSPORT CREATED , Student added to M, and 6 week Intervention plan including additional and different support (above OAP) created by HOA added on tracker and shared with relevant staff and family via email here	Plan: Student added to SEN register. Head of Area communicates this to parents, student and pastoral team. Ho develops a full IEP (independent education plan) with stakeholders (learner, family, key teacher(s), support staff, external professionals) based on recommended strategies an added to tracker. Passport update and published (linked to Arbor) and shared with all relevant staff. New 6 week intervention plan is created and shared with relevant staff (LSAs HoY PSL)
DO	Do: Teacher implements planned interventions over a 6-week period and records outcomes	Do: Teacher implements planned interventions over a 6-week period.	Do: Relevant staff implement planned interventions over a 6-week period.	Do: Relevant staff implement planned interventions over a 6-week period.
REVIEW	Review: Teacher gathers data to evaluate whether progress has been made and shares this with the family via email here .(either Wave 1 success or Wave 1 unsuccessful email)	Review: Teacher gathers new data to evaluate progress and feed back to family, learner, pastoral team and SENCO via Wave a success email here . If wave is unsuccessful complete SEND REFERRAL HERE and case is picked up by SEND Team Evidence - Email Chain	Review: HoA, evaluates progress and decides if the learner has SEND and needs to be added to the register.	Review: HoA and SENDCo if needed meet stakeholders to evaluate progress and decide if an EHCP is required once the are 3 cycles of assess, plan, do, review (Wave 3 round 1-3) , a range of in-house data, evidence and external recommendations.

<If progress is made move to wave 1

<If progress is made move to wave 2a

< If progress is made move to wave 2b

Waves Communication Interaction

1	2	3
<ul style="list-style-type: none">● Curriculum map for all subjects to prepare for upcoming topic changes● Signature strategies for Quality First Teaching (explicit instruction, direct language, dual coding,)● Structured school and class routines● Differentiated adapted planning/resources● Increased visual aids and use of symbols● Visual timetables● Clear, unambiguous language● Key vocabulary taught in lessons● Additional use of ICT to support the curriculum● Facing child when giving chunked instructions● Vocabulary sheets / signposting / callouts● Mind mapping new concepts● Repeating questions back to pupil● Thinking time● Step-by-step instructions written down(now nxt)● Differentiation strategies to scaffold thinking: sentence starters, writing frames, etc.	<ul style="list-style-type: none">● Lesson resources shared with TA in advance to adapt the lesson to specific individual needs and so LSA can prepare for changes in content● Social skills intervention● Social stories interventions● Anime CLub invite● Girls CLub invite● Board Game CLub invite● Dungeons and dragon club invite● Emotional Literacy Support (ELSA) group sessions● Ear defenders● Small lunch room (low sensory input)● Library lunch card● Time out for sensory break (high wave 2 only)● Flexible transitions (early entry early exit first to lunch que)● Planned check in pastoral or LSA● Speech link screening at 2b	<ul style="list-style-type: none">● Passport● Speech and Language planned programme with SALT / Assistant SALT or SALT specialist in school● NHS Speech Assessment (pupils in with an EHC plan / Wave 3c): Assessment of pupils, direct work with school staff, delivering whole school training, organising interventions, in class observations● Bristol Autism Team: Direct work with school staff, delivering specific training, in class observations of pupil● Educational Psychologist: In school observations, direct work with pupils, supporting school staff,● Check in timetable● Hive time planned in● Assistive technology● X3 review meeting with SEND lead● Allocated send lead and key worker● Parents evening SEND meetings● EAA as needed / assessed

Waves SEMH

1	2	3
<ul style="list-style-type: none">• Zones of regulation• Signature strategies for teaching• Consistent application of behaviour policy: routines, sanctions, rewards, etc.• Class teacher / tutor / PSL monitoring• PSHE curriculum• Attendance monitored by HoY and if necessary, support from the Education Welfare Officer (EWO)• Pastoral involvement: training • Positive and negative phone calls home• Restorative conversations• Parent meetings• Seating plan consideration• Extra check ins• Immediate targeted praise	<ul style="list-style-type: none">• Quiet space lunch times• Individual pastoral support plan• Personalised timetable to start to include Hive time if needed• Time out card considered on highest level of wave 2• ELSA group work• Art Club invite• Reward chart or meetings• Weekly emails home• Check in with Pastoral team• Counselling referral• PMHS referral• IncluEd referrals• Outreach (North Star)	<ul style="list-style-type: none">• Pupil passport• Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training• Early help: Supporting the family and young person, directing to other support• Mental health team referrals PMHS / CAMHS• supporting school staff• risk assessing pupils,• Safety plans for pupils• SEMH LSA Check in timetable• Hive Time or check ins• Modified Timetables• Temporary reduced timetables• EAA (REST BREAKS SMALL ROOM)

Waves Cognition and Learning

1	2 (M)	3 (K)
<ul style="list-style-type: none">● Curriculum maps available for all subjects● BCCS Teacher Toolkit● Differentiation strategies: mind map opportunities, sentence starters, writing frames.● Strategic seating plans● Direction of LSA support● Dyslexic friendly slides● Dual Coding● Repeating and chunking instructions● Providing thinking time● Regular assessment & tracking of pupil progress● Use of a range of resources to support (concrete objects, images, sequencing, etc.)● Minimal copying from the board● Use of different and varying learning styles● Stimulating & supportive learning environment● Memory Aids● Dyslexic friendly strategies to support learning (e.g. coloured overlay, easier to access font)● High quality modelling and use of good examples to aid memory and support expectations● English is planned around the use of high, quality texts to develop a real love of reading● High quality 'on the spot feedback' and corrective teaching to ensure all children make progress● Circulation and Check ins	<ul style="list-style-type: none">● Teacher targeted interventions● 6 week IEPS● Pupil passport if on wave 2B● Guided Reading groups (with LSA or through sixth form mentoring programme)● EAL interventions - Flash Academy● Support teacher training in specific interventions and strategies.● Assistive technology to support recording and learning.● Invite to homework support club● Targeted circulation check in	<ul style="list-style-type: none">● Occupational Therapist: In school Observations, OT programme, supporting school staff via Sirona referral● Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training● 1:1 Specialist teaching intervention● Bristol Tuition if funded● EAA considered and in place by KS4● Touch Type Read Spell Intervention programme● Homework Support Club● Pupil passport● Options support meetings● SEND meeting at parents eve● Allocated SEND Lead runs 3x reviews a year● One to one literacy sessions with dys specialist tutor● Year 7 / 8 small group boost group● Assistive technology support intervention● Time in Hive booked for sessions● EAA

1	2	3
<ul style="list-style-type: none"> ● Signature Strategies for teaching SEE LINKED DOC ● Presentation expectations (handwriting and book layout) in all lessons ● PE to incorporate gross and fine motor skills practice in curriculum ● Natural light where possible ● Tidy, quiet classrooms that allow ease of movement ● Visual, auditory and kinaesthetic methods of learning ● Real life sensory experiences built into planning and the curriculum ● Regulation stations easily available • Sensory supports available ● Classrooms evaluated through sensory checklists ● STUDENT PASSPORT (earlier than other areas to flag for equality and planning) 	<ul style="list-style-type: none"> ● Care and accessibility plans written, parents in agreement and have own copy, and all necessary staff informed ● Ear defenders and other sensory supports provided ● Necessary consideration given to any physical apparatus/equipment necessary to aid learning / movement/ independence ● Writing slope (A) ● Fiddle toys/sensory box ● Coloured overlays ● Hearing aid support ● Change of font size ● Pen/pencil grips available ● Wobble cushions ● Assistive Technology / Voice dictate ● Meetings with health professionals as required 	<ul style="list-style-type: none"> ● Visual Impairment / Hearing Impairment team input: 1:1 direct work supporting school staff, delivering training ● Support from nursing team ● Occupational Therapist: In school observations, OT programme, supporting school staff ● Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training ● Physio linked support ● Stretch and Move - Drop down Physio And occupational health sessions ● One to one Support sessions / check ins ● LSA support as required ● Trip support as required ● Sensory Circuits invite ● EAA