

## Bandon Hill Primary School

### SEND Approach

At Bandon Hill, we dare to dream. Our mission is to encourage daring, resilient, enquiring, ambitious and motivated pupils.

Our intention is for children with SEND to:

- Be at the heart of our school community
- Make excellent progress
- Thrive in mainstream
- Develop important life skills

### *Mission Statement*

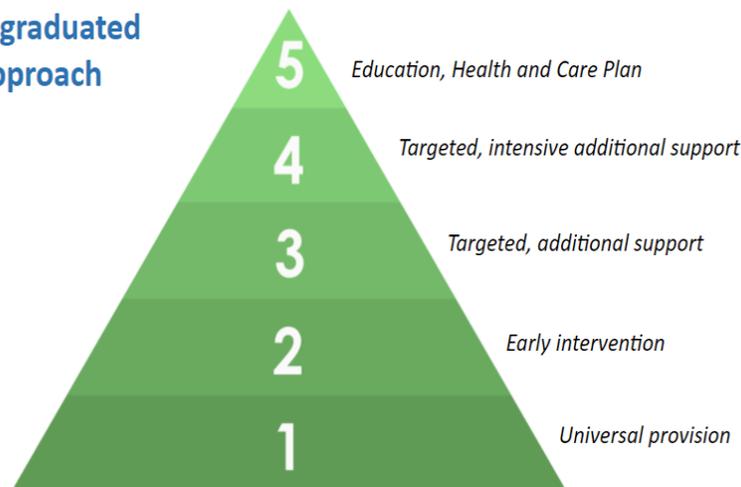
*To be an exceptional primary school where children develop a Daring, Resilient, Enquiring, Ambitious and Motivated approach to learning.*



### Our Graduated Response

At Bandon Hill School, we have a Graduated Approach to pupils' needs. All teachers receive training on what this looks like for pupils at Bandon Hill School and their roles and responsibilities in this process. The diagram below shows this process:

#### **A graduated approach**



The information below shows what is in place at the following stages and when Learning Plans (LPs) may be introduced as a monitoring tool for teachers (and parents), when potential barriers/ needs have been identified.

Stage	Provision Required	Support and Provision	Assessment, Recording and Monitoring System	Monitored by
5	Targeted/Specialist Intensive Support	In addition to stage 1 – 4: <ul style="list-style-type: none"> <li>- Individualised learning support plan</li> <li>- Multi-disciplinary approach</li> <li>- Possible Education Health Care Plan or possible Education Health Care Plan assessment</li> </ul>	Termly review meetings with student and family Where appropriate (EHCP) formal annual review meeting Individualised data e.g. against long-term outcomes SEN Register	SENCO Class / Subject teachers Teaching and Learning Lead Behaviour Lead SLT
4	Targeted Enhanced Support	In addition to stage 1 – 3: <ul style="list-style-type: none"> <li>- Pupil passport</li> <li>- Advice sought from other professionals</li> <li>- Evidence-based interventions to provide access and support e.g. counselling for SEMH</li> </ul>	SEN Register Pupil Passport SENCO monitoring provision	SENCO Class / Subject teachers Teaching and Learning Lead Behaviour Lead SLT
3	Targeted Additional Support	In addition to stage 1-2: <ul style="list-style-type: none"> <li>- Evidence-based interventions e.g. Read Write Inc, Direct Instruction, Nurture</li> </ul>	Progress data Internal multi-disciplinary meetings incl. 'monitoring' by SENCO Intervention records	Class/subject teachers Teaching and Learning Lead Behaviour Lead SLT SENCO
2	Early intervention support	In addition to stage 1: <ul style="list-style-type: none"> <li>- Individual or small group support in class</li> <li>- Targeted in class strategies e.g. seating plan, access to additional scaffolds</li> <li>- Pastoral support e.g. champions hour, specialist character offer</li> </ul>	DDIs Progress data Review meetings with leadership teams Internal multi-disciplinary meetings	Class/subject teachers Teaching and Learning Lead Behaviour Lead SLT
1	Universal provision	<ul style="list-style-type: none"> <li>- High quality teaching: GLT Teaching and Learning Principles</li> <li>- Whole school reading approaches/programmes</li> <li>- Homework</li> <li>- Pastoral offer e.g. character offer</li> <li>- Communication and literacy rich environments</li> <li>- Clear routines, transitions and expectations (disruption-free learning)</li> </ul>	DDIs Progress data Review meetings with leadership teams	Class teachers Teaching and Learning Lead Behaviour Lead SLT

The majority of pupils' needs will be met at stages 1 and 2, through high quality teaching approach and some additional intervention (gap filling) at stage 2. Through regular meetings with teachers, we track progress carefully and work our way through the graduated response as needed. There may be times where we need to jump stages, where significant needs are identified or the needs of a pupil change more quickly. Regular communication with parents and carers is key and working together is encouraged. We work to the model below:



### **Learning Plans (LPs)**

Teachers set long term outcomes and shorter term targets for pupils with SEND. Your child's class teacher will give you the learning plan. If you have any questions please speak to the class teacher. Teachers will review targets with you termly. If you are unable to attend the review please do contact the class teacher.

### **Pupil Passports**

Some children may require a pupil passport, rather than a learning plan. The Pupil Passport contains information about needs, strengths and strategies and will be created by the class teacher. A child may require a pupil passport if this information needs to be shared but they do not require specific long and short term targets. Pupil passports are shared with teaching assistants and other staff (including supply teachers) so everyone understand how best to meet

### **Coffee Mornings**

We have termly coffee mornings for parents and carers of children with SEND to share information and offer support.

More information about our **ELSA & Nurture** provision can be found on our school website [here](#)