

Bradworthy Primary Academy: SEND Organisation & Provision

Early Help

The term 'Early Help' is used to define a system which is made up of a wide range of professionals, community services and specific targeted services which can provide support to enable families to manage their needs. 'Early Help' is good practice, rather than a team of practitioners or a process to be completed.

Early Help is used to support families who are working with more than one agency simultaneously. There are criteria which identify families who can access additional services through the Early Help System.

The Early Help Assessment for Families is a framework which is used to document the planning, support and needs of family. It is completed in a Team Around the Family meeting, and all relevant parties are asked to contribute to the assessment. This helps everyone involved to identify strengths within a family, and needs which can be met, through available support, or referrals to other agencies.

EHCP (Statutory Plan)

Monitored through use of:

- Termly review and outcomes set by Specialist Advisors, SENDCo, Class Teacher, Parents and Pupils in partnership.
- Ongoing 'informal' reviews throughout term.
- A legal annual review of progress and provision, where recommendation for future are put to the SEN 0-25 team.
- Assessment and Progress Data monitored by SENDCo & Class Teacher.

SEN Support / Early Help

A pupil who is receiving SEN Support could be:

- Not making progress in the 'On-Alert' provision, despite provision being sustained and purposeful.
- Accessing provision which is '**different from and additional to**' the support which is universally on offer.
- Working with a specialist teacher or tutor, or receiving support from an outside agency.
- Identified as having a learning need or disability from one of the four main areas of need below:

**Communication & Interaction
Cognition & Learning
Social, Emotional & Mental Health Difficulties
Physical and/or Sensory Needs**

Quality First Teaching

'On-Alert' / Early Help / Academic Monitoring

A child could be on alert for a number of reasons, including:

- Not achieving targets set.
- Changes in circumstances – at home or school.
- Concerns regarding changes in SEMH
- A pupil with medical needs (non-SEN).
- Concerns around potential neurodivergence

Pupils who are identified as working below national expectations in more than one subject are monitored through Academic Monitoring – progress reviews are completed termly.

Quality First Teaching

All Pupils

Access to Quality First Teaching, subsidised access to subject specialist tuition and equipment.

Opportunities and Experiences provided to enhance the educational process for all pupils, subsidised wherever possible to ensure participation for all.

Whole School Ethos

All children supported, encouraged and given time to develop in their own way and at an appropriate pace.

The Early Years & Key Stage One

Developing readiness to learn, a creative mind, and a positive attitude towards learning experiences.

Years Three & Four

Consolidation of attitudes in previous years. Development of an understanding of personal strengths and weaknesses, and confidence and self-conviction to continue forward in educational journey.

Years Five and Six

Development of sense of wonder and awe of the world around us. Consolidating skills and knowledge to enable children to follow their own path, and the ability to apply these skills and knowledge independently.

Achieved By:

Creative approach to learning

Trips and visits to consolidate and stimulate children's learning

Provision of free access to specialist teachers and equipment

An environment in which trying and failing is embraced and celebrated

Subsidies and relevant provision to ensure all activities are accessible for all pupils on roll

Provision of opportunities for children to push and challenge themselves, both in and out of school

A focus on teaching and assessing the whole child

Quality First Teaching

Quality First Teaching

A pupil who has an Education, Health and Care Plan may have:

- Long term severe or complex needs.
- Education, Health and Social Care needs.
- Requirements for provision which cannot be reasonably provided from the funding released to schools to support pupils with SEND.
- Made little or no progress, despite a period of sustained, relevant and purposeful intervention while working at SEN Support or within a Early Help Plan.

Monitored through use of:

- School 'My Plan', or Early Help plan – based on need.
- Termly outcomes set by Class Teacher, SENDCo, Parents and Pupils in partnership.
- Ongoing 'informal' review throughout term (APDR).
- Formal review of plan 3 x per year
- Assessment & Progress Data monitored by SENDCo
- Provision linked to Targeted Support Framework & Ordinarily Available Provision

Interventions at this level could include more than one of the following:

- Toe by Toe / RWI Tutoring
- Power of 2 / Plus 1
- Doodle Maths
- Precision Teaching
- Social Skill Development
- 'Talking About School / Friends'

Monitored through use of:

- CPOMS – key notes / observations and involvement of any support are recorded within SEND categories.
- Pupils at the On Alert level of support are reviewed termly, and recommended levels of support set for the following term.

Interventions at this level could include:

- Literacy & Numeracy Group Support
- Pre-Teaching of Concepts / Skills
- Speech & Language Support Group
- Access to Mental Health Support Team
- Regular Reading

Quality First Teaching

Assessment based on academic and 'whole child' provision including mental and physical health.

Pupil 'voice' gathered throughout lessons and in termly reports.

Monitoring of progress and attainment by Class Teachers and Head teacher.



Children from these sections are placed on the 'Record of Need' (SEND Register) for the school.

