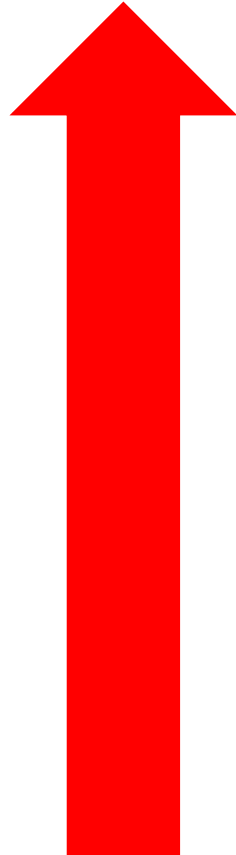


The ICA Graduated Response to SEND



EHCP

An initial assessment and application is carried out after all phases of the graduated response have been completed. Salford LA decide whether to issue a plan. Annual reviews and external agency involvement occur each year to monitor progress on the set outcomes.

SEND support with External Agencies

Involvement of further professionals such as CAMHS, Speech and Language Therapists, The ACE team, Educational Psychologists or the Learning Support Service. The response at this stage becomes fully co-operative with the involved agencies. Further investigations, assessments and interventions may occur to develop the students' needs and ensure they are making progress. Although ICA makes the referrals here, due to demand, there may be some wait on appointments available. Parents/guardians are to be fully involved in all meetings.

SEND support

Responses at this stage may include; TA support in lessons, a One Page Profile to outline specific learning needs for the student and small group interventions. Emotional support via the school safeguarding or pastoral team may be required. These interventions are implemented and directed by the SEND department. Further observations and diagnostic testing will be conducted by the SEND team to measure progress. Access Arrangements are applied for to support with all examinations.

First Quality Teaching for every student at ICA

All teachers are aware of students' individual needs, how to support this need and their reading/spelling score. All teachers plan and differentiate their lessons and homework to meet these needs. The SEND department, CAL's and SLT regularly monitor and observe lessons to ensure teaching is good or better. Resources, assessments and teacher feedback are examples of strategies that are implemented to ensure all students make progress. Interventions and pastoral support can be put into place to support students and referrals are made to the SEND team.