

Our Graduated Response

As a special school, our graduated response is not a route to an EHCP assessment. It builds layers of support around each pupil's EHCP, and every level is reviewed through a continuous Assess, Plan, Do, Review cycle.

Support increases with need →



Each level across the four areas of need

Level	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and physical
LEVEL 1 Universal	- Total communication: speech, Makaton, symbols - Visual timetables, Now and Next boards - Word Aware, BLANK level questioning	- Small classes and adaptive teaching - Read Write Inc, Maths Mastery, Thinking School - Tracking against the Fountains Continuum	- Zones of Regulation and GRIT lessons - PSHE taught as a core subject - Emotion Coaching and the Thrive approach	- Classroom sensory areas - Outdoor sensory integration - Sensory room - Forest School, PE and the MUGA
LEVEL 2 Targeted	- Thrive and social skills groups - Attention Autism - Supported social times/ interactions at break and lunch	- Literacy and numeracy interventions - Phonics and pre-phonics groups - Specialist subject teaching teams	- Group Thrive sessions - Forest School as an SEL intervention	- Gross and fine motor programmes - Rebound Therapy 'Wake Up, Shake Up' sessions - Group sensory diet
LEVEL 3 Enhanced	- AAC, PECS and objects of reference - Communication books - Intensive Interaction	- Personalised Learning Profiles - Individual timetables where required 1:1 phonics and curriculum support	- Individual behaviour support plans 1:1 Thrive practitioner 1:1 Nurture 1:1 Drawing and Talking 1:1 Key Worker Check-in 1:1 bespoke RISE provision	- Individual sensory diets from sensory assessments - TacPac - Switch-operated and adaptive equipment
LEVEL 4 Specialist	- Speech and Language Therapy (NHS and Conscious Therapies) - Adult speech therapy referrals at transition	- Educational Psychologist - Community Learning Disability Team	- Mental Health Support Team - CAMHS - Esteem FASST family and student support	- Occupational Therapy (Children's Choice) - NHS physiotherapy, VI and HI support - On-site NHS nursing team

Provision taken from our Meeting the Needs document and SEND Information Report. Every pupil has an EHCP; the levels describe increasing intensity of support.

How we know the support is working

1 Assess

- Every pupil's EHCP sets out needs and provision
- Baselines such as RCADS for social and emotional needs
- SALT, OT and sensory assessments
- Thrive Online
- Tracking against the Fountains Continuum

2 Plan

- Focused learning planning to support progress towards EHCP outcomes
- Individual targets on Evidence for Learning and Arbor
- Transition Plans from Year 9
- Preparation for Adulthood/ transition planning

3 Do

- Targets taught in daily Focused Learning sessions
- Therapy strategies built into daily teaching by trained staff
- In house interventions such as Thrive, Nurture, RISE, Drawing and Talking and Rebound
- FASST team interventions
- SALT/ OT support

4 Review

- Progress recorded on Arbor every term
- Outcomes reviewed annually at the EHCP review
- Overseen by the Deputy Head/SENCo and SLT
- Work moderated with local special and Esteem MAT schools

Pupil voice

- Views gathered for every EHCP review, attending where appropriate
- Progress evenings
- Student Council, Eco and Online Safety committees
- Careers meetings at key transition points
- Student voice captured on safeguarding and curriculum

Parent voice

- Home-school diaries where appropriate
- Progress evenings and the EHCP review
- Contact with staff at any time
- Information events with the Family Support Team
- Parent/ Carer surveys
- Parental engagement through events

Preparation for adulthood

- Independent careers advice
- My Futures and employability
- Work experience, enterprise projects and travel training
- Life skills across the curriculum
- Post-16 Work experience through school enterprise and beyond, including extended placements.