



SUMMERHILL INFANT SCHOOL



Inspiring, nurturing and supporting each child, every day to develop citizens for the future. Our School lays the foundation for a lifetime love of learning

GRADUATED RESPONSE

Document Summary

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On School Website?	Yes

Amendment History

Version	Amendment Date	Pg Num	Amendment Summary
3.0	November 2024	2	Differentiation replaced by adaptive planning Reference to out of step learners removed
3.0	November 2024	3	Interventions updated and reference to Bristol Ordinarily Available Provision added
3.0	November 2024	4	Deletion of reference to HNB funding
3.0	November 2024	4	Change in order to clarify EHCNA and EHCP
3.0	November 2024	5	Change in order to clarify EHCNA and EHCP and additional information regarding process and LA involvement
4.0	November 2025	3	Amended Support plan to Learning plan



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Signed _____ [Headmaster] December 2025

Signed _____ [Chair of Governors] December 2025

Acronyms explained:

SLT	Senior Leadership Team
LSA	Learning Support Assistant
ICT	Information, Computing, Technology
AfL	Assessment for Learning
CAMHS	Child and Adolescent Mental Health Support
EAL	English as an Additional Language
SENDCO	Special Education Needs Coordinator
EHCP	Educational Health Care Plan
CYP	Children & Young People

Aspiration – long term dreams and hopes for the future

Intervention – regular strategy or event to support learning

Outcome – benefits for the child

Provision – amount of support, programme

Short term targets – specific, measurable, achievable, realistic, timely

The following model illustrates the support we offer our children depending on their level of need. Pupil progress is monitored carefully within our school, and if children are making less than expected progress the level of intervention provided will be escalated accordingly.

Quality First teaching (what we offer everyone)

Quality teaching regularly monitored by SLT covering a range of subjects, whole class LSA support targeting focus children, adaptive planning, access to ICT for word processing



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support, dynamic intervention from the teacher/LSA to address any misconceptions on the same day, access to full curriculum, target reader, AfL, classroom behaviour strategies, discussions with previous settings/teachers, transitions to new schools, parent/carer discussions, EAL strategies, SENDCO advice, visual and kinaesthetic learning materials, visual timetable, individual copies of resources, adjusted adult language, targeted questioning, LSA appraisal and observations, SEND awareness training, pupil progress meetings, targets. Teachers using assess, plan, do, review to plan support for all children in their class.

School Support

Bristol Ordinarily Available Provision 2021 outlines the provision that the local area expects to be made available for children and young people (CYP) with special educational needs and/or disabilities (SEND) in all local mainstream schools and settings. This is referred to as setting-based SEND support or the school and setting based stages of the graduated response. Bristol is a needs led city: This means that any provision or support should be provided in line with the needs of the young person and is not dependent on any formal diagnosis.

Small group interventions: Phonics, social skills including friendship activities, daily readers, inference, targeted spellings, targeted Maths skills, targeted writing support, Colourful Semantics speech and language support including speaking and listening, motor skills, personalised behaviour strategies, ELSA, Zones of Regulation.

Teachers using assess, plan, do, review to plan support for all children in their class.

SENDCo co-ordinates support ensuring children receive intervention at an appropriate level in line with the graduated response and Bristol Ordinarily Available Provision models. SENDCo and class teacher meetings with parents.

School Support with External Agencies

Personalised learning, referrals or support from Bristol Autism Team, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Primary Mental Health Specialist (CAMHS), Mental Health Support Team, personalised behaviour strategies provided by behaviour support specialists, Play Therapist, Educational Psychology, annual reviews, provision maps, multi-agency meetings with parents, Learning Plans.



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EHCP 0-25

An education, health and care plan is for children and young people from birth to the age of 25 if they're in education or training who need more support than is available through special educational needs support.

It:

- is a legal document
- describes a child or young person's special educational, health and social care needs

Education Healthcare Needs Assessment

What an EHC needs assessment is

The EHC needs assessment:

- gathers information about the child or young person
- describes the child's or young person's needs
- can result in additional support and funding for the child or young person

School request the initial assessment after a meeting with parent/carers. The request may result in an EHC plan. The Local Authority then consider the request. If agreed by panel 1, any professional agency who has been involved with the child is asked by the Local Authority to contribute by completing an assessment and appropriate report. This may include the Educational psychologist, any other on-going agency input, medical disability with SEND. Documentation is then considered by the Local Authority and the decision whether to agree and Education Health Care Plan is made.

The whole process from initial referral to getting a decision about whether a child or young person will get an EHC plan should take no longer than 20 weeks.

Should the Local Authority not agree to the EHCP, parents have a right to appeal which will be fully supported by school.



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Reviewing EHC plans

EHC plans must be reviewed within 12 months of the date of issue.

The INCo must seek advice and information about the child or young person before the annual review meeting from:

- the child's parent or carer or the young person themselves
- a representative from the educational setting the child or young person goes to
- the child or young person's health service representative
- the child or young person's social care representative
- any other people relevant to the review