



Few – tier 4

Pupils receiving tier 4 support will have involvement from the SENDco as well as the pastoral care lead and will either have, or will typically be working towards an EHCP as part of the school graduated response– parents are informed and meet the class teacher and SENDco/ pastoral care lead regularly to discuss progress to objectives.

- External agencies contacted – PMHS / CAHMS / GP
- Educational psychologist

Some – tier 3

- SEND/ SEMH provision plan completed by class teacher, SENDCO and parents/carers and regular reviews
- External agencies contacted for support and advice
- Behaviour support advice/ observation
- School nurse referral
- Education Welfare Service contacted if attendance is affected by mental health
- Additional provision MELSA, ELSA, Lego Therapy

Tier 2

- ELSA/MELSA provision in school with ELSA/MELSA
- Lego therapy intervention
- Sensory circuits
- Meeting with parents/carers to discuss concerns and provision

Tier 1

- Mental Health embedded within PSHE curriculum and additional opportunities e.g. Anti-Bullying week
- Safety and well-being curriculum delivered through whole school, phase and class assembly's
- Policies support good mental health practice e.g. Equalities Policy, Anti-bullying.
- Zones of regulation
- Staff are trained to identify when children might have poor mental health, and how this might be an indication of a safeguarding concern
- School environment is welcoming, modern and well-equipped- This is consistent throughout
- Positive relations with children are formed quickly
- Positive relationships with parents and carers formed

Bridge Learning Campus SEND Graduated Approach

The SEND graduated approach is the system by which all schools should assess the needs of children, and then provide appropriate support. At BLC, as in all schools, the system should follow four stages, often referred to as a 'cycle': **Assess, Plan, Do, Review**.

This cycle should not be considered a single process. There may be more than one cycle at a time, each addressing different areas of need e.g. literacy, social skills, attention and/or behaviour. After the Review, a second or third cycle might start, each aiming to refine/ further develop or fade the support for the child in response to their needs and the progress being made by them.



What are the barriers to learning that the pupil is experiencing and in which subjects?	What are their strengths, interests, and aspirations?
What support do they need to access the curriculum?	How can the school's provision be improved to support this pupil to learn?

Assess

The class teacher, working with the SENDCO, discusses the child's needs and creates a baseline assessment by which progress will be measured. We will always include the child and parents as part of this process to ensure that as much information as possible is gathered and to ensure that everyone is clear what the needs are and how we will work to address these. Parents are consulted and asked to contribute to

any assessment via a meeting with the class teacher around what they see at home, what the child is telling them about their experience in school. The assessment should be reviewed regularly, with specific dates set for the next review. During the assessment the child's views are listened to: what do you struggle with, what is going well? What would help you?

Plan

A PLP of additional support is drawn up for the child using the schools 'PLP (appendix 1) or SEND support plan (Appendix 2). The teacher and parents should agree what progress they hope will be made (outcomes), and by what date (deadlines). This PLP is shared with pupils in an appropriate way.

Do

The child is given extra support, undertaken under the supervision of the class teacher.

Review

The frequency of review should be in-line with the level of additional support/ intervention given, it should be no longer than 4 monthly. This will enable most plans to be review at MALS/ SENDCO and at parents evenings with parents. The plan is reviewed with the pupil in an appropriate way – outcomes will be RAG rated / scored via Edukey.