EHPS GRADUATED RESPOMSE
STRONG FOUNDATIONS FOR ALL
A GRADUATED APPROACH TO SUPPORTING EAL, DISADVANTAGED AND SEND LEARNERS

Universal offer for all children

Access to the induction toolkit.

Inclusive Classroom Practice
- High expectations for all learners, avoiding deficit language or assumptions.
- High-quality, adaptive teaching that meets the needs of all learners including differentiation through task, support and outcome.
- Use of diagnostic assessment to identify gaps and adapt teaching in real time.
- Teaching **drives thought.**
- School values consistently modelled and reinforced.
- Classroom culture that builds confidence and the belief of brilliance and celebrates effort – instilling the power of: 'Yet'
- Supporting adults given clear direction to impact on learning
- Clear learning intentions, success criteria and feedback that supports progress and moves learning forwards.
- Retrieval practice and spaced repetition built into lessons and across the curriculum.
- Modelling, scaffolding and guided practice as part of everyday teaching.
- A broad and balanced curriculum designed for depth, ambition and relevance to pupils' lived experiences. Including a wide range of trips and enrichment opportunities built in.
- Assessment for Learning embedded throughout teaching — including formative assessment, responsive feedback and adaptive planning that identifies and addresses misconceptions early and reduces barriers.
- Embedded, predictable routines and clear/consistent expectations for learning behaviours
- Teachers model rich spoken language and encourage talk for learning.

In-Class Support including Language and Vocabulary Support
- Sentence stems and language scaffolds available for all learners.
- Explicit teaching of Tier 2 vocabulary and metacognitive strategies.
- An oracy strategy that focuses on oracy, vocabulary development and reading fluency inclusive of: Partner talk / talk scaffolds e.g. sentence stems to encourage structured speaking.

Environment
- Calm, organised classroom promoting focus and engagement.

Family
- Family is regularly informed of child's progress and attainment.
- Parents know how to contact staff and get information about the school.

Pastoral / Social & Emotional Support
- Classroom culture of belonging and respect.
- Consistent routines and expectations across the school.
- Opportunities for praise, recognition, and success for all learners.
- Whole-school PSHE and wellbeing focus, including emotional literacy.

Specific Assessment
- Termly progress tracking in core subjects.
- Teacher observation of listening, speaking, reading, writing.
- Ongoing formative assessment embedded in classroom practice.
- *Intervention will always complement, not replace, classroom learning.*

Universal Tier 1

EAL

Inclusive Classroom Practice
- Classroom teacher aware of first language and EAL strategies.
- Teacher takes responsibility for creating a classroom culture of belonging and building relationships.
- High-quality teaching that supports language development across the curriculum.
- Visual timetables with dual-language signs, labelled resources.
- Clear instruction with visuals, gestures and rephrasing to support understanding.
- Key vocabulary explicitly taught and displayed in duel language when necessary

In-Class Language and Vocabulary Support
- Pre-teaching of key topic vocabulary.
- Dual-language resources and glossaries used where appropriate.
- Peer support and structured talk partners.

Environment
- Multilingual displays representing pupils' home languages.
- Visual labels around the classroom and school.
- Safe, welcoming spaces that value linguistic diversity.
- Books in the library reflect cultural diversity.

Family
- Welcome meetings and translated communication where possible.
- Opportunities for parents/carers to share language and culture through school events.
- Clear communication channels with interpreters if / when needed.

Pastoral / Social & Emotional Support
- Induction and buddy systems in place for new arrivals.

DISADVANTAGED

Inclusive Classroom Practice
- A tracking system that ensures children deemed as disadvantaged have access to a range of educational experiences and trips e.g. sporting activities, 70 Things, 100 Reads.
- Careful consideration of a child's lived experience and adapt curriculum and teaching accordingly.
- Technology, literature and device loans where appropriate.

In-Class Support including Language and Vocabulary Support
- Mixed-attainment groupings with structured peer support.
- Focus on developing independence and resilience.

Environment
- Visual reminders of learning strategies and key knowledge.

Family
- Regular communication with parents about learning focus areas.
- Clear, jargon-free updates on progress and next steps.
- Provision of snacks and breakfast if required.

Pastoral / Social & Emotional Support
- Whole-school wellbeing systems (e.g. check-ins, assemblies, mentoring).

Specific Assessment
- Use of pupil voice and learning conversations to identify barriers.
- Triangulation of academic, pastoral and attendance data to inform planning.

SEND

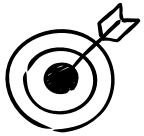
Inclusive Classroom Practice
- Scaffolding used to promote independence (e.g. chunked instructions, visuals).
- Application of the EEF 5-a-day principle for improving SEND outcomes: https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes
- Use of multi-sensory and inclusive teaching strategies.
- Regular retrieval and overlearning opportunities embedded.

In-Class Support
- Use of visual timetables, task management boards, and chunked instructions.
- TAs support learning through prompting, questioning and scaffolding (not doing for).
- Mixed-ability groupings and opportunities for peer modelling.

Environment
- Accessible resources and displays at child height.
- Reasonable adjustments in place (e.g., coloured overlays, seating position).

Family
- Early communication with parents to share observations and strengths.
- Accessible language when sharing strategies or next steps.

Pastoral / Social & Emotional Support

	• Regular check-ins with pastoral staff or class teacher. • School events, including assemblies and culture days, in place which celebrate diversity and provide an opportunity for children to share their cultures and heritages. **Specific Assessment** • Class teacher monitors progress and language development and assess whether futher language support is required.		• Check-ins and mentoring in place where necessary **Specific Assessment** • Use of pupil voice and learning conversations to identify barriers. • Triangulation of academic, pastoral and attendance data to inform planning. SEND RANGES 1-2
Targeted – Tier 2 **For children requiring additional or adapted support** 	Brilliance Passport **Inclusive Classroom Practice** • Tailored scaffolds for written/oral tasks (e.g. writing frames, sentence starters). • Targeted questioning and modelling to extend language use. • Smaller group work for speaking and listening practice. • Targeted support provided during lessons. • Pre-teaching key vocabulary before lessons • **In-Class Language and Vocabulary Support** • Vocabulary lists linked to current units of work sent home and practised in class e.g. as part of pre-learning. • Use of translation tools, technology or bilingual dictionaries to support understanding. • Focused small-group interventions for language development. **Environment** • Dedicated EAL resource area or folder with visual dictionaries, word mats and grammar supports. • Seating arrangements that promote communication with positive role models and peer-to-peer support. **Family** • Regular updates for parents/carers on progress and strategies to use at home. • Family learning workshops focused on supporting English at home. **Pastoral / Social & Emotional Support** • Access to peer-to-peer support via a language buddy. • Key adult or mentor assigned for regular check-ins. • Social skills or confidence-building groups where needed. • Monitoring of emotional wellbeing and cultural adjustment. **Specific Assessment** • Baseline assessment of English proficiency (using e.g. NASSEA or Bell Foundation framework). • Identify language demands of the curriculum and plan interventions accordingly. • Record and review impact of strategies in pupil progress meetings.	Brilliance Passport **Inclusive Classroom Practice** • Short-term intervention or booster sessions focused on identified gaps. • Additional pre- and post-teaching of key concepts. • Targeted questioning and increased feedback frequency. • Use of adaptive technology or manipulatives where beneficial. • Heightened focus on strong foundations in fundamentals skills in reading, writing, maths, and self-regulation. **In-Class Support** • Targeted adult support to prompt or scaffold learning (not complete it). • Structured talk partners or peer mentoring. • Access to small group teaching in maths and writing in Year 6 and phonics in Reception and Year 1 **Environment** • Adapted seating or resources to support focus and engagement. • Calm spaces for reflection or regulation when needed. • Visual supports or anchor charts for key skills and vocabulary. **Family** • Regular communication with parents on specific learning targets and strategies. • Parent workshops on supporting learning at home. • Provision of home-learning packs, reading resources or digital access. **Pastoral / Social & Emotional Support** • Key adult or mentor assigned for regular check-ins. • Access to nurture, confidence or social-skills groups. • Monitoring of attendance, punctuality and wellbeing indicators and then targeted pastoral support. **Specific Assessment** • Use of gap analysis tools (e.g. SW diagnostics, YARC, Wellcomm) to inform interventions. • Early identification of emerging gaps or barriers. • Pupil progress meetings focused on impact of support. • Termly evaluation of interventions — adapt or fade as appropriate.	Brilliance Passport **Inclusive Classroom Practice** • Targeted adaptations based on identified need (e.g., processing time, reduced workload, visual aids). • Small group or individualised interventions focused on closing specific gaps. • Explicit teaching of learning-to-learn strategies and metacognition. • Curriculum access supported through pre-teaching or overlearning. **In-Class Support** • Targeted adult support within lessons to reinforce and scaffold. • Visuals, task boards, or checklists for step-by-step independence. • Alternative methods of recording (voice note, typing, pictorial) in place. **Environment** • Adaptations made to classroom layout for accessibility (e.g., hearing, mobility, sensory). • Defined safe/quiet areas for emotional regulation or sensory needs. • Consistent structure to reduce anxiety and promote focus. **Family** • Regular contact with parents to review progress and strategies. • Shared learning goals between home and school. • Early Help Assessment or pastoral referral considered if wider family support is needed. **Pastoral / Social & Emotional Support** • Key adult or mentor assigned for regular check-ins. • Inclusion in social skills, friendship or nurture groups as appropriate. • Support from ELSA or pastoral team for self-esteem, confidence, and resilience. **Specific Assessment** • Use of school-based diagnostic tools (e.g., language screeners, phonological awareness, Boxall Profile). • SENCo coordinates review of progress and next steps. • Clear record of interventions and measurable outcomes. SEND RANGES 2-3
Specialist/Personalised – Tier 3 **For a few pupils requiring intensive support or with complex needs or multi-agency support** 	**Inclusive Classroom Practice** • Individualised support plans integrated into curriculum delivery - ILPs. • Collaboration with SEND and EAL specialists to adapt materials. • Use of targeted language programmes. **In-Class Language and Vocabulary Support** • One-to-one or small-group intervention focusing on language comprehension and use. • Support from EAL specialist or external bilingual assistant – this could be external. • Intensive focus on oral language before written tasks.	**Inclusive Classroom Practice** • Individualised learning plan integrated within class provision (ILP) – this may include a personalised timetable. • Highly structured teaching sequence with clear, achievable milestones. • Collaboration between class teacher, SENCo and intervention staff. • Explicit teaching of executive function and self-regulation skills. **In-Class Support** • One-to-one or very small group tutoring (e.g., via Recovery Premium or tutoring funding).	**Inclusive Classroom Practice** • Individualised learning plan (ILP) in place with small step targets reviewed termly. • Highly structured and individualised teaching sequence. • Curriculum modifications made in consultation with SENCo and external professionals. • Precision teaching or overlearning for gaps in knowledge **In-Class Support** • One-to-one or small-group intervention led or monitored by trained staff. • Specialist resources (e.g. communication aids, sensory tools, specialist IT).

	Environment • Structured and calm learning spaces to reduce language processing load. • Resources and displays personalised for individual learners. **Family** • Regular meetings with interpreters to discuss progress and next steps. • Home visits or multi-agency involvement where appropriate. • Tailored communication methods (translated plans, visual reports). **Pastoral / Social & Emotional Support** • Close collaboration with pastoral team, EAL coordinator and external agencies. • Cultural or trauma-informed support for refugee/asylum-seeking pupils. • Access to wellbeing interventions if required. **Specific Assessment** • Bespoke, structured language intervention sessions based on specialist advice. • Multi-agency assessment (e.g. Educational Psychologist, Speech and Language Therapist). • Use of diagnostic tools to distinguish between EAL and potential SEND. • Regular review and update of Individual Language or Learning Plan (ILP). • Adjustments to provision as needed.	• Targeted use of teaching assistant or specialist interventionist. • Precision teaching focused on core skills (e.g., phonics, number sense). • Daily 1:1 reading with a skilled member of staff. • Homework Support **Environment** • Structured and calm learning spaces to reduce processing load. • Predictable routines. • Personalised prompts, checklists or visual supports. **Family** • Multi-agency meetings (e.g. Early Help, Inclusion, Family Support) where needed. • Personalised home–school communication plan. • Practical family support for barriers such as attendance, uniform, or homework. **Pastoral / Social & Emotional Support** • Close collaboration between class teacher, pastoral team, and external professionals. • Individual wellbeing plan where emotional needs affect learning. • mentoring or external agency support as required. • Sustained transition support between phases or key life stages, ensuring continuity of care and progress. • Designated adult or champion who checks in weekly. • Development of cultural capital and enrichment opportunities to broaden experience and aspiration **Specific Assessment** • Regular reviews of attainment, progress and wellbeing outcomes. • Assessments from external professionals (e.g. Educational Psychologist, Inclusion Partner) if deemed necessary. • Evaluate and refine individual plans through the Assess–Plan–Do–Review cycle.	• Collaboration between teacher, SENCo and specialist support staff. • Risk assessments and healthcare plans where appropriate. **Environment** • Adapted or alternative provision within or outside the classroom (this could include a personalised timetable). • Individual workstations or sensory areas as needed. • Visual and sensory environment adjusted to reduce overload. **Family** • Family invited to all reviews and involved in creating or updating ILPs. • Liaison with external agencies (e.g. Educational Psychologist, Speech and Language, CAMHS). • Support for parents accessing SEND services or EHCP process. **Pastoral / Social & Emotional Support** • Personalised pastoral support, such as mentor or champion who checks in at least weekly. • Inclusion in bespoke wellbeing programmes or therapy-based interventions. • Regular review of attendance, wellbeing and engagement with SENCo and attendance lead. **Specific Assessment** • Specialist assessments by professionals (e.g. EP, SALT, OT). • Consideration of statutory assessment (EHCP) where progress remains limited despite targeted support. • Ongoing Assess–Plan–Do–Review cycle documented through provision mapping and SEN records. SEND RANGES 3+
			PROVISION SEND RANGES 4-5+
			For pupils working within SEND Ranges 4–5+, a designated provision will be implemented. This involves a personalised timetable that includes bespoke elements tailored to the pupil's individual needs. Support will be aligned with input from external specialists, such as Speech and Language Therapy (SaLT), Educational Psychology (EP), Occupational Therapy (OT), or JoGo Behaviour Support. At this stage, the class teacher and pastoral team will complete a formal handover to the SENDCo, ensuring that all relevant information, strategies, and assessment data are shared so that targeted, specialist provision can be maintained and reviewed effectively.