# Graduated Approach (Asses, Plan, Do, Review)

# Ordinarily Available Provision for pupils with SEND

## This document outlines the provision that we offer for all children at ………………………………………..School

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| **Area of Need** | **Wave one**(Universal Provision)**Inclusive strategies for ALL learners embedded in QFT** | **Wave two**(in addition to universal provision)**Targeted intervention and support for SOME learners** | **Wave three**(in addition to universal provision and targeted intervention)**Specialist support for a FEW learners** |
| **Communication and Interaction** | * Differentiated curriculum planning, activities, delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists
* Structured school & class routines
* Use of visual prompts/ICT to make learning more visual
* Talking Partners
* Collaborative group work
* Pot of Fairness to allow everyone opportunities to speak
* ‘No hands up’ approach to answering questions
 | * Visual timetables
* Visual cues
* Early years Speech and language programme for Reception (Language Link)
* Language skills interventions for pupils
* Social speaking intervention groups
* Individual working station
* Support by training Language and Communication Teaching Assistant
 | * 1:1 support or group intervention programme led by trained Language and Communication teaching assistant
* ‘Talkabout’ programmes
* ‘Language for Thinking’ programmes
* Use of Black Sheep resources
* Involvement of outside agencies: Speech & Language therapy (SALT)
 |
| **Cognition & Learning** | * Quality first teaching and graduated approach throughout school
* Differentiated curriculum planning, activities, approaches & outcomes
* Individual target setting for maths, reading and writing with pupil conferencing each term
* Learning objectives & Success criteria clearly communicated
 | * In-class additional targeted teacher support
* In-class additional Teaching Assistant support within class teaching (small group or individual)
* Pre-teaching of vocabulary and concepts
* Opportunities for over learning e.g. Precision Teaching
 | * Child placed on the Special Needs Register
* Parents informed of continuing needs and next steps for Special Needs support
* Assessments, advice and recommendations from outside agencies as appropriate
* Advice & support for the class teacher from the Special Educational Needs Co-ordinator (SENCo)
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| **Cognition & Learning (cont)** | * Working walls and practical tool kits
* Use of ICT: whiteboards, iPads, laptops, netbooks
* In-class targeted teacher support
* In-class Teaching Assistant support within class teaching (small group or individual)
* Group guided reading with class teacher or teaching assistant
* Read, Write Inc. structured Phonics programme
* Collaborative and self-assessment
* Learning style awareness – visual, auditory, kinaesthetic approach
* Improved provision of outdoor learning environment
* Access to lunchtime clubs
* Access to extra-curricular activities
* Educational trips and residential trips
* WOW events e.g., visiting theatre
* Whole school policies:
* Teaching & learning
* SEND Policy
* Behaviour Policy
* Attendance Policy
* Half-termly Pupil Progress monitoring
* Reporting to parents at Parents Evenings March and July
 | * Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning
* Maths after-school club
* Consultation with Maths Co-ordinator, Read Write Inc. Co-ordinator, English Co-ordinator & Pupil Premium Co-ordinator to determine intervention / level needed
* Targets set for interventions and outcomes agreed with SLT, class teacher and Teaching Assistant providing intervention
* Targets routinely shared and discussed with child
* Additional use of visual and practical resources
* Impact of intervention measured
* If no further improvements/progress the concerns are noted by the class teacher on a ‘Cause for Concern’ form & further progress carefully monitored
 | * Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time)
* Specialist teacher (Specific Learning difficulties) interventions (one to one & small group support) for reading, reading comprehension, spelling and maths
* Impact of intervention measured
* Review of provision with parents, class teacher, specialist teacher & involved agencies at least termly
* Additional use of visual and practical resources
* Use of adapted and/or specialist equipment
* Involvement of Outside agencies: Pupil Referral Unit
* One to one provision by Special Needs teaching assistants for some pupils with High Needs; EHCP or challenging behaviours
* Annual review for pupils with an Education Health and Care Plan
* Views of families and child/young person reflected in IPM
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| **Social, Emotional and Mental Health** | * Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices
* Whole school rules, rewards & consequences: warning’ system, house points, class reward systems, Cake and Break rewards, raffle tickets (Lucky dip)
* Clear consistent whole school expectations and aspirations
* Time out to reflect on incidents
* Playtime intervention by 1:1 support staff
* Calming room/areas are provided for children that require them
* Use of Emotional Wellbeing Pathway and Toolkit
* Sports Teaching Assistant organises sporting activities and games at lunchtime
* Trained lunchtime supervisors
* KS2 Playground Play Leaders go on to KS1 at lunchtime
* Lunchtime Sports crew to encourage play
* Policies: Behaviour, Anti Bullying, Child Protection, e-Safety
* Bereavement support
* Mindfulness training for staff
 | * Individual reward charts
* Monitoring by Class Teacher
* Prompt and reminder cards
* Home/school diary
* Time out areas
* Individual working station
* Social skills programme
* Self-esteem programme
* Anger management programme
* Access ‘Early Help’ support or ‘Reach for Wellbeing”
 | * Behaviour interventions led by 1:1 TA
* Buddy support
* Behaviour Support Service – advice, recommendations, work with parents/carers
* Parenting Courses
* Educational Psychologist - assessment, advice & recommendations
* Child and Mental Health Service (CAMHS) – assessment, advice & recommendations
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| **Sensory/****Physical/****Medical** | * Staff are aware of individual children’s needs/impairment/disability/medication or emergency treatment or procedures – *Passport to Learning*
* Whole staff training for emergency treatment e.g., EpiPen use
* Appropriately trained staff e.g., Paediatric First Aider, First aider At work
* Administration of medicines procedures e.g., Consent forms filled in by parents
* Bathroom management facilities
* Accessible grounds and building e.g. slopes as alternative to stairs and a lift (See “Accessibility Plan”)
* Risk assessments completed as appropriate e.g. off-site visits
 | * Involvement of Sensory Support Service
* Advice/recommendations from school nursing team/medical team/sensory support team
* Health Care Plan/Risk Assessment in place
* Training for named staff for administration of medication. For example – insulin
* Staff follow recommendations from medical team
* Specialist pencils, pencil grips, laptops, wrist supports, writing slopes, wobble cushion etc.
 | * Involvement of outside services for advice and recommendations: School Nurse, GP, Paediatrician, Occupational Therapist, Physical Development Outreach, Hearing/Visual Impairment Team, etc.
* Use of personalised, specialist equipment
* Adaptations to classroom/school environment as required
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| **Transition to and from school** | * Open afternoon for prospective parents
* Reception staff to visit all nursery and playgroup settings to meet children
* Reception intake to make several visits in to school during the summer term
* Information evening in July for new parents
* Home visit in September by Reception class teacher
* Transition visits at the end of summer term for all pupils moving up a year
* Visits from staff from feeder secondary schools
* Year 6 visits to local secondary schools to participate in activities and intake days
* Head of Year/Form Teacher to attend meetings with class teacher
* Exchange of data
* Open evenings at High School for Year 6 children
 | * Additional visits to school on request
* Additional visits to secondary school as deemed appropriate accompanied by Teacher/Teaching Assistant/Parent
* Support to parents in liaising with secondary school to discuss concerns and provision
* More in-depth conversation with Head of Year 7
 | * Tailored and personalised transition plans created for all pupils with SEND and other vulnerable learners
* Personalised Transition Book created with child
* Additional accompanied visits to secondary school as deemed appropriate
* Specific transitional activities arranged as appropriate
* Support to parents in liaising with secondary school to discuss concerns and provision
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