# 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 |