**Queen’s Park Primary School: Graduated Response to Early Identification of Need**

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| **Identified Area of Need** | **Wave 1 Provision**  **Quality First Teaching**  *(Seek advice from phase leaders/Maths and English leaders)* | **Wave 2 Provision**  **Focussed Intervention**  *(Seek advice from SENCo)* | **Wave 3 Provision**  **Direct 1:1 Intervention (may include higher needs funding)**  (Seek advice from SENCo and external professionals) |
| **Cognition and Learning**  *(Mild/Moderate/*  *Severe learning difficulties*  *Specific Learning Difficulties (e.g. Dyslexia)* | * Adaptive teaching – targeted at the level which the child can access * Use of visual aids/concrete materials * Use of a visual timetable in classroom * Simple verbal instructions, sequenced into first and next * Use of visual instruction cards to set expectations * Specific environmental adaptations made (multi-sensory environment to support learning) * Promotion of independent learning * Specific links made with previous lesson and the real world * Consideration made to Learning Environment (e.g. colours used on the IWB background/photocopy worksheets on coloured paper) Access to coloured strips for children who need them. * Teaching that provides opportunities for revision and repetition as well as consolidation of skills * Promote opportunities to access information other than just reading a text. * ICT software used to develop skills where appropriate * Promotion of the development of fluent handwriting to support learners * Small group support where required. | * 1:1 or small group “mop up” intervention where required. * Additional 1:1 reader/successful reader * Language and communication skills interventions as advised by speech and language (including word mapping) * Develop attention and listening skills – instructional activities/memory games * Use of pre learning intervention * Opportunities to revisit learning/consolidate learning * Access to Nessy/Reading Plus etc. * Paired Reading * Alphabet arcs * Use of a TEACCH station approach to promote independence. * Focussed time on Individual Provision Plan targets if on SEN register * Significant use of ICT to support learning | * One to one support within the classroom where needed * Modified Curriculum/use of B Squared introduced on advice from a professional to ensure that the child can access the curriculum. * Individualised Provision Plan time allocated throughout the week * Transition support when required * Individualised interventions advised by external professionals * Use of a reward chart that is individualised to the child * Use of an individualised work station |
| **Communication and Interaction**  *(S+L, Development Delay, ASD, Developmental Language Disorder)* | * Adaptive teaching with grouping that provides children with the opportunity for peer social interaction * Use of visual aids to support communication * Use of a visual timetable in classroom * Simple verbal instructions, sequenced into first and next * Use of visual instruction cards to set expectations * Specific environmental adaptations made (multi-sensory environment to support learning) * Peer support promoted during break times (may include support on the playground from an adult) * Opportunities planned into the curriculum to support development of child’s expressive and receptive language * Consistent instructional language used by adults in the classroom and repetitive language is promoted. * Whole class approaches advised by SALT/Tessa Autism adopted in the classroom * Use of concrete objects to support learning * Use of Makaton/PECS in the classroom (if appropriate or required) * TEACCH approach embedded throughout school * Promotion of independent learning * Small group support as and when required. | * Specific SLCN (e.g. vocabulary comprehension and inference, use of language, sentence structures, the speech sound system, sequencing and active listening skills) in line with advice from a SALT. * Word mapping intervention to promote use of a varied language. * Use of blank level questions to complete understanding interventions * Social skills groups/nurture * Use of role play in small groups to promote positive communication and interaction * Use of social stories/comic strips * Focussed time on Individual Provision Plan targets if required * Significant use of ICT to support learning * Brain breaks when required | * One to one support within the classroom to access the curriculum where required * Completion of a specific SLCN in line with advice on an individual’s report for SALT. * PECS direct teaching in line with SALT advice * Modified Curriculum introduced on advice from a professional to ensure that the child can access the curriculum. * Sensory time/sensory diet * Chill Time cards/individualised anger management charts * Use of a reward chart that is individualised to the child * Use of a home school communication book or dojo for communication if necessary * Transition support when required |
| **Social, Emotional and Mental Health Difficulties**  *(ADD, ADHD, Attachment Disorder)* | * Grouping arrangements or additional support in the classroom are used flexibly to promote behavioural progress * Frequent changes by teachers to support positive behaviour and learning following whole school graduated approach * Use of peer support in the classroom and on the playground * Adaptations to teaching delivery to accommodate child/young person’s needs (e.g. shorter teacher input, multisensory learning/delivery, adapt pace, intensity and/or non-verbal aspects of teaching style/approach) * Adaptations to tasks to increase concentration and motivation * Use of supported group work within the classroom * Clear, consistent use of the school behaviour policy. * Rules & routines specifically taught with reminders and prompts   • Opportunities to improve social skills, interaction and self-esteem   * Use of emotion coaching * Trauma informed approach to supporting all children. * Graduated response to behaviour fully implemented. | * Social skills groups * Team builder groups (BOSS Groups provided by Tessa Behaviour) * Pastoral support group/nurture group * Emotional Management interventions * Delivery of group intervention programmes set by professionals (e.g. Ed Psych/CAMHS) * Small group and within class support to teach/reinforce understanding of rules, rewards and sanctions * Opportunities for periods of withdrawal to smaller groups. This might include self directed/individual time-out * Focussed time on Individual Education Plan targets * Use of brain breaks where required. * Use of a reward chart that is individualised to the child * Use of restorative approaches to conflict resolution | * On-going analysis and recording of behaviours to provide baseline(s) to include: - functional analysis of behaviour (ABC tools) - use of assessment tools that consider developmental issues (e.g. Boxall Profile) * Use of social stories/comic strip conversations on a 1:1 level following an incident * 1:1 pastoral support * Counselling with school counsellor * Chill Time cards/individualised anger management charts * Use of a home school communication book if required * Use of an individual work station if required * Delivery of counselling programme delivered by professionals (CAMHS, Mental Health Support Team or school play therapist) * A flexible timetable (as appropriate) within the context of an inclusive curriculum agreed with SLT (when required) * Sensory time/sensory diet/seedlings programme |
| **Physical** | * Organised classroom with flexible grouping/seating arrangements to promote independent learning * Provision aimed to ensure child is fully integrated into school community * Modification of classroom organisation and routine where required. * Reasonable adjustments considered to the environment   + Access arrangements   + Consideration to timetabling and location of rooms   + Access to specialist equipment where required   + Classroom organisation which takes into account of social relationships * Educational visits and extracurricular activities planned to involve child * Additional support during unstructured periods if required. * Pace of teaching takes account of impact of physical difficulty | * Planned small group or individual work as necessary linked to tiredness or health condition – timetabled breaks where required. * Alternative methods of recording as advised by specialist staff * Curriculum differentiation where required (e.g. PE) * Support with dressing/undressing/personal care * Reasonable adjustments for assessment tasks where required. * Seedlings programme * INSYNC programme | * Personal care plans and toileting plans as required * 1:1 support for some unstructured times of the day as required. * Health care plan implemented where required. * 1:1 plan for targeted support based on recommendations from OT/Physiotherapy * Risk assessment in place where required. * Personalised sensory diet from OT |