**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
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| **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
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| **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
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| **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
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