

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

Identified Area of Need	<p style="text-align: center;"><u>Wave 1 Provision</u> <u>Quality First Teaching</u> <i>(Seek advice from phase leaders/Maths and English leaders)</i></p>	<p style="text-align: center;"><u>Wave 2 Provision</u> <u>Focussed Intervention</u> <i>(Seek advice from SENCo)</i></p>	<p style="text-align: center;"><u>Wave 3 Provision</u> <u>Direct 1:1 Intervention (may include higher needs funding)</u> <i>(Seek advice from SENCo and external professionals)</i></p>
<p>Cognition and Learning</p> <p><i>(Mild/Moderate/Severe learning difficulties Specific Learning Difficulties (e.g. Dyslexia))</i></p>	<ul style="list-style-type: none"> • Differentiated 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 	<ul style="list-style-type: none"> • 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. • Beat Dyslexia • Conquering Literacy Programme • Paired Reading • Alphabet arcs • Use of a TEACCH station approach to promote independence. • Focussed time on Individual Education Plan targets if on SEN register 	<ul style="list-style-type: none"> • 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 Education 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

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Significant use of ICT to support learning 	
<p>Communication and Interaction</p> <p>(S+L, Development Delay, ASD, Developmental Language Disorder)</p>	<ul style="list-style-type: none"> • Differentiated 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	<p>of child's expressive and receptive language</p> <ul style="list-style-type: none"> • Consistent instructional language used by adults in the classroom and repetitive language is promoted. • Whole class approaches advised by SALT/LASC 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. 	<ul style="list-style-type: none"> • Focussed time on Individual Education Plan targets if required • Significant use of ICT to support learning • Brain breaks when required 	<ul style="list-style-type: none"> • 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 • 1:1 input with school speech and language therapist
<p>Social, Emotional and Mental Health Difficulties (ADD, ADHD, Attachment Disorder)</p>	<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • Social skills groups • Team builder groups (BOSS Groups provided by BIT) • 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 	<ul style="list-style-type: none"> • 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

	<p>adapt pace, intensity and/or non-verbal aspects of teaching style/approach)</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 	<p>understanding of rules, rewards and sanctions</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) • A flexible timetable (as appropriate) within the context of an inclusive curriculum agreed with SLT (when required) • Sensory time/sensory diet/seedlings programme
<p><u>Physical</u></p>	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Access arrangements 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none">○ 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	<ul style="list-style-type: none">• Support with dressing/undressing/personal care• Reasonable adjustments for assessment tasks where required.	<ul style="list-style-type: none">• Risk assessment in place where required.
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