

## Graduated Response 2018

### **FOCUS ON PREVENTION AND EARLY INTERVENTION**

School/Classroom-wide systems for all children and differentiation  
Quality First Teaching  
Teacher awareness and understanding of learning needs of all children  
Access to an inclusive and challenging curriculum focused on Mastery  
PSHE curriculum focusing on core values, mental health and wellbeing  
A warm and welcoming classroom where resilience is encouraged, and children challenge themselves  
Clear and consistent application of Behaviour & Discipline policy with a culture of reward, success and praise  
Dyslexia friendly classroom strategies and use of class visual timetables  
Well-trained teachers, proactive in identifying and assessing additional needs with access to quality CPD  
Regular opportunities to demonstrate and check progress through formative and summative assessments  
Access to a varied range of high-quality extra-curricular activities  
A culture of aspirational expectations and unconditional positive regard for every child

### **FOCUS ON SMALL GROUP AND INDIVIDUAL NEED**

Systems for children with at-risk behaviour and more specialised, additional within-school support  
Discussion at SEN Surgeries and access to class/team group interventions  
Involvement of SENCo and SLT during PPMs and focus groups identified and barriers  
Catch Up programmes for Numeracy, Literacy and reading  
Support during unstructured times (i.e. Social Skills/Nurture, time with teacher, personalised reward system)  
Support from Family Link Worker  
Additional resources in class used to make work accessible (e.g. Scaffolds, Learning Mats, Self-regulation)  
Targeted Teaching (i.e. guided groups, differentiation, Keep Up Catch Up, Check-ins, Responding to Feedback Time)  
SALT Surgeries and Screening  
Pupil and Parent Voice used to identify potential barriers and areas of strength  
Home/School Book

### **PERSONALISED SUPPORT/SEN SUPPORT**

Pupil Passport reviewed and amended in collaboration with parent/carer and child  
Some personalised planning (i.e. for English and/or Maths)  
Access to group SEN Interventions run by TAs or Family Link Workers  
Possible involvement of external agencies (e.g. SALT, EP, CAMHs, Health Nurse)  
SAFeh in place, as appropriate  
'Meet and Greet' before school, if required  
SENCo observations and strategies shared  
Modified Curriculum/Timetable (e.g. Planned Breaks, Nurture Room access, etc.)  
Personalised Resources (e.g. individual visual timetable, Busy Box, etc.)

### **HIGH NEEDS SUPPORT**

Pupil Passport and EHCP/High Needs  
Planning Meeting with SENCo EHCP/Application for EHCP Needs Assessment  
A range of external agencies involved (e.g. OT, SALT, EP)  
Interventions personalised and planned around needs  
Individualised Planning/Curriculum and/or Timetable influenced by Pupil Voice  
1:1 TA Support, if required  
Individual provision map  
Routine collaboration with parents between formal annual reviews