



**Graduated Response**

**Oldbury Park** **Primary School**

**2022-23**

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| **Effective Teaching and Learning – Stage 1** **For all learners** - Quality First Teaching -What should be ordinarily available in the classroom |
| **Teaching and Learning** | **Systems, Policy and Staff development** | **Pastoral and Medical** | **Environmental** |
| * Effective teaching which is well matched to need.
* Consideration given to supportive pairings, mixed ability, ability grouping.
* Additional adult support within sessions.
* Access to intervention sessions to fill known gaps – detailed through the schools provision mapping system.
* Effective transition arrangements in place.
* Precision teaching to meet individual targets
* Personalised, intensive, small group programmes (tracking back to fill gaps)
* Pre-teaching is used.
* Word mats/banks, specific equipment (laptop use), work station barrier etc
* Visual / physical concrete aids to support learning i.e. number lines, 100sq, alphabet strip, dictionaries etc.
* Visual supports (Communicate in Print/signing) used. Including a whole class visual timetable in every class.
* Visual timers e.g. sand timers, IWB stop clock.
* Range of methods for recording work across subjects e.g. oral, pictorial, drama, mind map, ICT, talking postcards etc.
* Clear rules, reward systems and hierarchy of sanctions.
* Alternative playtime/lunch time arrangements e.g. playground games established.
* Positive reinforcement e.g. Recognition Board, Class DoJO, visual clues, active listening/catch me cards
* Assessment and support programmes from external agencies e.g. LST, BST, SaLT, OT, Physio) – short term
 | * Regular staff training to develop understanding around specific need.
* Bespoke training given in specific areas – e.g. bathroom management.
* Access to support from the SENCO.
* Staff skilled in adjusting resources or the environment accordingly, e.g. background colour on IWB.
* Planning which demonstrates access arrangements, support & extension.
* School policies which reflect the needs of the children within the school.
* Systems in place to ensure enhanced, effective communication between parents and staff, e.g. Seesaw, communication logs.
* Curriculum design in place with clear sequence to learning so that skills are built upon.
* Use of CRST learning cycle in classrooms to support lesson structures.
* Promotion of oracy through learning cycles.
 | * Additional adult support within sessions.
* Use of Comic Strip Conversations/Social Stories to support behaviour management/anxiety/anger issues.
* Access to group or 1:1 Thrive support
* Pace of sessions/curriculum or timetable is flexible for some students, including the use of ‘Now and Then’ board when appropriate.
* Peer support and mentoring.
* Opportunities for periods of respite using withdrawal to smaller groups, other classes for periods of time.
* Peer support systems may be established and developed for unstructured times, e.g. Circle of Friends, Discussion Groups, buddying systems.
* Access to a counsellor.
* Access to quiet areas, ‘time out’ zones
* Support with transition to other settings, e.g. transition booklet, Friends For Life Program.

**Medical*** Facilities in school to address personal care, dietary, toileting, mobility and medical needs.
* School to facilitate full access to areas of the curriculum for students with limited mobility needs (e.g. Forest School)
* Reasonable adjustments to reflect medication/dietary/toileting and other health needs.
* Staff arrangements made to take responsibility for any regular medical intervention (IHCP)
 | * Availability of clearly labelled resources, easily accessible for independence of pupils.
* Labels to be age appropriate and in a dyslexic friendly font.
* Use of an age appropriate visual timetable.
* Writing slopes, pencil grips, left-handed equipment, word banks etc. to be available for pupils with specific needs.
* Communication Friendly Environment Audit using SLCN / CCN Pathway.
* Dyslexia Friendly Environment and adaptations made.
* ASC friendly environment – e.g. not overly cluttered and use of appropriate colours to suit the needs of the pupils
* Access to quiet areas, ‘time out’ zones
* Modifications made to the school environment, e.g. workstation introduced.
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| **SEN Support 1 – Stage 2****Additional Offer****For some learners** – what would be needed in addition to QFT in addition to what is ordinarily available (Stage 1) |
| **Teaching and Learning** | **Staff development** | **Pastoral and Medical** | **Environmental** |
| * Individualised Intervention programmes planned within an Individual Provision Map, shared with parents.
* Assessment and support programmes from external agencies e.g. LST, BST, SaLT, OT, Physio) – Longer term
* Use of social stories to support social communication skills.
* Increased access to ICT for recording e.g. Laptop, IPAD.
 | * Bespoke staff training.
* Regular updates with external professionals as required.
 | * Use of pupil passports
* Personalised visual timetable
* Pastoral Support Plan (PSP)
* Access to 1:1 Thrive support
* An enhanced level of pastoral care/support to compliment the established pastoral care available. E.g. peer mentor/daily 1:1 dialogue with an adult/flexible playtime arrangements
* Personalised risk assessments and or PEEP.

**Medical*** Alternative communication system e.g. cochlear implants
 | * Modifications made to the school environment, e.g. Use of designated areas in the classroom.
* Modifications made to the school environment to suit access arrangements.
* Specific areas used as for

 de-escalation or ‘safe spaces.’  |
| **SEN Support 2 – Stage 3****Additional Offer Cont…****For few learners** – Who may have additional resources or where evidence may be needed for an EHCPNA, in addition to stages 1 and 2 |
| **Teaching and Learning** | **Staff development** | **Pastoral and Medical** | **Environmental** |
| * Significant adult support to access the curriculum (1:1 or small group)
* Significant adaptations needed to the curriculum to meet need
* Using wider curriculum opportunities to ensure success and to support self-esteem
* Alternative communication system e.g. use of PECS, signing, Braile, Transmitter used for cochlear implants etc.
* Split placement with Specialist Provision
* Flexible on-site provision
 | * Bespoke staff training.
* Regular updates with external professionals as required.
 | * Alternative SME provision e.g. PRU
* Access to alternative provision whilst continuing on school role (Short stay facility/What makes you different makes you beautiful.)

**Medical*** Alternative communication system e.g. use of PECS, signing, Braile, Transmitter used for cochlear implants etc.
* 1:1 support to support physical needs (Toileting, access arrangements, dressing for PE, self-care)
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