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**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. |
| **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) |  |