Todwick Primary School

Graduated Response

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| Category of need | **Universal**  *(quality first teaching and learning provision for all)* | **Targeted**  *(additional in school support)* | **Enhanced**  *(further support including that from outside agencies)* |
| Cognition and learning | -Build positive relationships with pupils offering support and reassurance when needed  -positive praise and feedback  -additional time for processing  -Talk partners  -Scaffolding (resources, questioning e.t.c)  -Immersive classrooms with working wall supports  -flexible groupings  -ensuring basics are secure before moving on  -appropriate seating  -buddy support/role models  -regular learning breaks  -reducing teacher talk  -Multi-sensory approach  -Respond where possible to student interest  -Model expectations and behaviour  -School behaviour policy and system  - Our 4 core values of kindness, resilience, honesty and respect underpinning all we do  -Positive phrasing when giving feedback  -supporting materials enabling full access to the curriculum  -Teaching methods that account for different learning styles  -Use of sensory toys and objects to be used for calming or sensory feedback  - reviewing learning regularly  -learning stops to address misconceptions  -learning breaks in class if necessary to aid concentration  -visual prompt cards  -Lunchtime play support (KIXX)  -resources readily available  -emotion coaching approach  -whole class visual timetable with ‘whoops card’  -quiet learning environment  - tidy learning space  - pencil grips  - promoting resilience and children to have high expectations of themselves  - promoting a readiness to learn e.g self-organisation  - well planned and sequenced curriculum  -pre planned, skilled questioning in lessons  -calming music in lessons when needed  - support from teacher / TA to address misconceptions  - small step instructions when needed  -regular staff training and support | - Little Wandle Rapid Catch Up  Little Wandle SEND programme  - Write From The Start  -Write Dance (FS2)  -Listening Leopard  - small group catch up programmes (writing, maths, spelling e.t.c)  -Birmingham toolkit assessment ladders (specific targets for support plans)  - cream workbooks  -coloured overlays  -Clicker8 programme  -writing supports on cream paper  -dyslexia aid app  -READ intervention  -voice recorders  -nessy | * EHCP with planned targets * Pupil’s curriculum is personalised and tailored towards individual needs * Activities focus on key skills and Social, Emotional, Behavioural outcomes throughout the school day.- Emotional Literacy skills embedded in curriculum * Multi-agency meetings with continual support from outside agencies e.g Specialist Inclusion Team, CAMHS, Education Psychologist, Aspire Outreach team, Early help e.t.c * Timetabled use of sensory room * Targeted support planned termly * 1:1 support from key adult in school |
| Communication and interaction | -Time to talk intervention  -Socially speaking intervention  -Speech and language targets  -Social skills programme (FS2)  -Social stories intervention  -personalised timetable  -comic strip conversations  - visual prompts and instructions  - explicit modelling of a social script  - support during unstructured times e.g break times, choosing time and lunchtimes.  - ABC chart  -changing use of language to support individual needs |
| Social, emotional and mental health | -Social stories intervention  -Boxall profile assessment and individualised support programmes based on this  -‘Circle of friends’ intervention  -ABC chart  -Individual reward system / behaviour plan  -Adapt curriculum to meet pupils’ needs  -ELSA intervention - building specific skills e.g resilience, managing anger (R.G)  -planned in sensory room time  -Lego Therapy  - Anxiety gremlin  -zones of regulation  -proud books |
| Physical and sensory | -brain breaks  -regular large movement breaks  -pencil grip  -standing desks  -writing slopes  -wobble cushions  -sensory toys  -planned in sensory room time  -adjustments to uniform  -adjustments to lunchtime arrangements  -coloured line guides  -bubble writing lines  - gross motor skills programme (KIXX Thursday pm) |