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
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| 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) |