

## Graduated Approach (Assess, Plan, Do, Review)

### Waves of Intervention

Area of need	<b>WAVE ONE</b> <b>(Universal Provision)</b> <b>Inclusive strategies for ALL learners</b> <b>embedded in QFT</b>	<b>WAVE TWO</b> <b>(Universal Provision)</b> <b>Inclusive strategies for ALL learners</b> <b>embedded in QFT</b> <b>WAVE TWO</b> <b>(in addition to universal provision)</b> <b>Targeted interventions and support</b> <b>for SOME learners</b>	<b>WAVE THREE</b> <b>(In addition to universal provision and</b> <b>targeted interventions)</b> <b>Specialist support for a FEW learners</b>
Cognition and Learning	<ul style="list-style-type: none"> <li>χ Quality first teaching and graduated approach throughout school</li> <li>χ Differentiated curriculum planning, activities, delivery &amp; outcomes</li> <li>χ Individual target setting for maths, reading and writing with a learning conference each term</li> <li>χ Learning objectives &amp; Success criteria clearly communicated</li> <li>χ Working walls and tool kits</li> <li>χ Use of ICT: whiteboards, iPads, laptops, alphasmarts.</li> <li>χ All teachers refer to a copy of 'Classroom Provision – Entitlement for All' for support and advice</li> <li>χ In-class targeted teacher support</li> <li>χ In-class Teaching assistant support within class teaching (small group or individual)</li> <li>χ Group guided reading with class teacher or teaching assistant</li> <li>χ Structured Phonics and SPAG programmes, mental maths daily booster session.</li> <li>χ Collaborative and self-assessment</li> <li>χ Learning style awareness- visual, auditory, kinaesthetic approach</li> <li>χ Improved provision of outdoor learning environment</li> </ul>	<ul style="list-style-type: none"> <li>χ In-class additional targeted teacher support</li> <li>χ In-class additional Teaching Assistant support within class teaching (small group or individual)</li> <li>χ In class additional Pupil premium teacher support.</li> <li>χ Pre-teaching of vocabulary and concepts</li> <li>χ Opportunities for over learning</li> <li>χ Additional intervention(s) discussed from data to address lack of progress/ barriers to learning</li> <li>χ Consultation with Maths Co-ordinator, English coordinator &amp; the Inclusion Manager to determine intervention / level needed</li> <li>χ Targets set for interventions and outcomes agreed with SLT, class teacher and teaching assistant providing intervention.</li> <li>χ Targets shared with child</li> <li>χ Additional use of visual and practical resources</li> <li>χ Impact of intervention measured</li> <li>χ If no further improvements/progress the concerns are noted by the class teacher on a 'Cause for Concern' form &amp; further progress</li> </ul>	<ul style="list-style-type: none"> <li>χ Child placed on the Special Needs register</li> <li>χ Parents informed of continuing needs and next steps for Special Needs support</li> <li>χ Assessments, advice and recommendations from outside agencies</li> <li>χ Advice &amp; support for the class teacher from the Inclusion Team</li> <li>χ Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time)</li> <li>χ Specialist teacher or Teaching Assistants (Specific Learning difficulties) interventions (one to one &amp; small group support) for reading, reading comprehension, spelling and maths</li> <li>χ Impact of intervention measured</li> <li>χ Review of provision with parents, class teacher, specialist teacher &amp; involved agencies at least termly</li> <li>χ Additional use of special needs visual and practical resources</li> <li>χ Involvement of Outside agencies: Pupil Referral Unit</li> <li>χ One to one provision by Special Needs teaching assistants for some pupils with a statement of special educational need/ EHCP or behavioural needs.</li> </ul>

	<ul style="list-style-type: none"> <li>χ Access to lunchtime clubs</li> <li>χ Homework Club</li> <li>χ Access to extra-curricular activities</li> <li>χ Educational trips and residential trips</li> <li>χ WOW events e.g. visiting theatre</li> <li>χ Whole school policies: <ul style="list-style-type: none"> <li>- Teaching &amp; learning</li> <li>- SEND policy</li> </ul> </li> <li>χ Half-termly Pupil Progress monitoring resulting from data analysis</li> <li>χ Reporting to parents at Parents Evenings</li> <li>χ Report to parents at the end of the academic year in July</li> </ul>	carefully monitored.	<ul style="list-style-type: none"> <li>χ Annual review for pupils with a statement of SEN/ Education Health &amp; Care Plan</li> <li>χ Views of child/ young person reflected in IPM</li> </ul>
Communication and interaction	<ul style="list-style-type: none"> <li>χ Differentiated curriculum planning, activities, delivery &amp; outcomes e.g. simplified language, key words on working wall and on spelling lists</li> <li>χ Structured school &amp; class routines</li> <li>χ Use of visuals/ICT to make learning more visual</li> <li>χ Talking partners</li> <li>χ Pot of Fairness to allow everyone opportunities to speak</li> <li>χ 'No hands up' approach to answering Questions.</li> <li>χ Language rich environment</li> <li>χ Calm classroom environment (Reggio Classroom approach)</li> </ul>	<ul style="list-style-type: none"> <li>χ Visual timetables</li> <li>χ Visual cues (listening cues)</li> <li>χ Early years Speech &amp; language programme for Reception (Language Link)</li> <li>χ PFS SALT therapist supporting specific year groups for 5 mornings every term through a universal approach.</li> <li>χ Social speaking Intervention groups</li> <li>χ Individual working station</li> <li>χ Support by training Language and Communication Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>χ Intervention groups by trained Language and Communication teaching assistants.</li> <li>χ 'Talkabout' programmes</li> <li>χ Maths vocabulary interventions</li> <li>χ PFS SALT therapist supporting specific pupils 1-1 and training Teaching Assistants for 5 mornings every term.</li> <li>χ Involvement of outside agencies: Speech &amp; Language therapy(SALT)</li> </ul>
Social, emotional and mental Health	<ul style="list-style-type: none"> <li>χ Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices</li> <li>χ Whole school rules, rewards &amp; consequences: warning' system, house points, class reward systems, raffle tickets (Lucky dip)</li> </ul>	<ul style="list-style-type: none"> <li>χ Individual reward charts</li> <li>χ Monitoring by Class Teacher</li> <li>χ Prompt and reminder cards</li> <li>χ Home/school diary</li> <li>χ Time out</li> </ul>	<ul style="list-style-type: none"> <li>χ Social, Emotional and Mental Health interventions led by 1 to 1 TA</li> <li>χ Mentor links 1-1 programme</li> <li>χ Buddy support</li> <li>χ Behaviour Support Service- advice, recommendations, work with parents/carers</li> </ul>

	<ul style="list-style-type: none"> <li>χ Clear, consistent whole school expectations and aspirations</li> <li>χ Time out to reflect on incidents</li> <li>χ Playtime behaviour recovery session.</li> <li>χ Calming room/areas are provided for children that require them (The Arc and The Pod)</li> <li>χ Character education and Christian Values lessons.</li> <li>χ Sports Teaching Assistant organises sporting activities and games at lunchtime</li> <li>χ Trained lunchtime supervisors</li> <li>χ Lunchtime monitors to encourage play</li> <li>χ Policies: Behaviour, Anti Bullying, Child Protection, e-Safety</li> <li>χ Bereavement support</li> <li>χ Chimp management training for staff</li> </ul>	<ul style="list-style-type: none"> <li>χ Individual working station</li> <li>χ Social skills programme</li> <li>χ Self-esteem programme</li> <li>χ Anger management programme</li> <li>χ Breakfast/Nurture Club</li> <li>χ Pod passes at SNMS</li> <li>χ Relax Kids, Music Therapy</li> </ul>	<ul style="list-style-type: none"> <li>χ Educational Psychologist-assessment, advice &amp; recommendations</li> <li>χ Child And Mental Health Service (CAMHS)-assessment, advice &amp; recommendations.</li> <li>χ Family Front Door support</li> </ul>
Sensory, physical and medical	<ul style="list-style-type: none"> <li>χ Staff are aware of needs/impairment / disability / medication or emergency treatment or procedures - Passport to Learning</li> <li>χ Whole staff training for emergency treatment e.g. EpiPen use</li> <li>χ Appropriately trained staff e.g. Paediatric first aider, First aider At work</li> <li>χ Administration of medicines procedures e.g. Consent forms filled in by parents</li> <li>χ Bathroom management facilities</li> <li>χ Accessible grounds and building e.g. slopes as alternative to stairs and visual impairment painted areas</li> <li>χ Risk assessments completed as appropriate e.g. off-site visits</li> </ul>	<ul style="list-style-type: none"> <li>χ Involvement of Sensory Support Service</li> <li>χ Advice/recommendations from school nursing team/ medical team/ sensory support team</li> <li>χ Health Care plan /Risk assessment in place</li> <li>χ Training for named staff for administration of medication. For example - insulin</li> <li>χ Staff follow recommendations from medical team</li> <li>χ Specialist pencils, pencil grips, lap tops, writing slopes, wrist support, weighted belts.</li> <li>χ Smart Moves, Write Dance, Pindoras Box Motor control programmes</li> </ul>	<ul style="list-style-type: none"> <li>χ Involvement of outside services for advice and recommendations: school nurse, GP, Paediatrician, occupational therapist, Hearing /Visual Impairment team et</li> </ul>
Transition to and from school	<ul style="list-style-type: none"> <li>χ Open day/evenings for prospective parents</li> <li>χ Reception staff to visit all nursery and playgroup</li> </ul>	<ul style="list-style-type: none"> <li>χ Additional visits to school on request</li> <li>χ Additional visits to High school</li> </ul>	<ul style="list-style-type: none"> <li>χ Transition books created</li> <li>χ Additional visits to the High school/Middle school and pre</li> </ul>

	<p>settings to meet children</p> <p>χ Reception children to make several visits in to school during the summer term</p> <p>χ Inclusion Manager to run weekly 'Stay and Play' sessions at PFS for the new Reception Intake.</p> <p>χ Information evening in July for new parents</p> <p>χ Home visit in September by Reception class teacher</p> <p>χ Transition visits at the end of summer term for all pupils moving up a year</p> <p>χ Visits from staff from feeder High schools and feeder first school staff</p> <p>Transition disco</p> <p>χ Visits to local feeder High school to participate in activities and intake days</p> <p>χ Head of Year/Form teacher and</p> <p>χ Exchange of data and school books</p> <p>χ Open evenings at High school for Year 7 children</p>	<p>accompanied by Vulnerable Learners Teaching Assistant</p> <p>χ Support to parents in liaising with High school to discuss concerns and provision</p> <p>χ More in-depth conversation with Head of Year 8 and SENco. SENco to attend meetings with class teacher</p> <p>χ Early identification/intervention of pupil need by Inclusion Team – meeting with preschool/first school/high school staff to discuss individual learners</p>	<p>χ Specific transitional activities can be arranged when required</p> <p>χ Support to parents in liaising with High school to discuss concerns and provision.</p> <p>χ Early identification/intervention of pupil need by Inclusion Team – meeting with preschool/first school/high school staff to discuss individual learners</p>
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