



**Graduated Approach (Asses – Plan – Do - Review)**

# **Ordinarily Available Provision for pupils with SEND**

**This document outlines the provision that we offer for all children at  
Sytchampton Endowed Primary School**

# Graduated Approach (Assess – Plan – Do - Review)



Area of Need	<b>WAVE ONE</b> (Universal Provision)  <b>Inclusive strategies for <u>ALL</u> learners embedded in QFT</b>	<b>WAVE TWO</b> (in addition to universal provision)  <b>Targeted intervention and support for <u>SOME</u> learners</b>	<b>WAVE THREE</b> (in addition to universal provision and targeted intervention)  <b>Specialist support for a <u>FEW</u> learners</b>
<b>Cognition &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Quality first teaching and graduated approach throughout school</li> <li>• Differentiated curriculum planning, activities, approaches &amp; outcomes</li> <li>• Learning objectives &amp; Success criteria clearly communicated</li> <li>• Working walls and practical tool kits</li> <li>• Use of ICT: whiteboards, iPads, laptops</li> <li>• In-class targeted teacher support</li> <li>• In-class Teaching Assistant support within class teaching (small group or individual)</li> <li>• Group guided reading with class teacher or teaching assistant</li> <li>• Read, Write Inc. structured Phonics programme</li> <li>• Collaborative and self-assessment</li> <li>• Learning style awareness – visual, auditory, kinaesthetic approach</li> <li>• Improved provision of outdoor learning environment</li> <li>• Access to lunchtime clubs</li> <li>• Access to extra-curricular activities</li> <li>• Educational trips and residential trips</li> <li>• WOW events e.g., visiting theatre</li> <li>• Whole school policies:                             <ul style="list-style-type: none"> <li>• Teaching &amp; learning</li> <li>• SEND Policy</li> <li>• Behaviour Policy</li> <li>• Attendance Policy</li> </ul> </li> <li>• Half-termly Pupil Progress monitoring</li> <li>• Reporting to parents at Parents Evenings March and July</li> </ul>	<ul style="list-style-type: none"> <li>• In-class additional targeted teacher support</li> <li>• In-class additional Teaching Assistant support within class teaching (small group or individual)</li> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Opportunities for over learning e.g. Precision Teaching</li> <li>• Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning</li> <li>• Maths after-school club</li> <li>• Consultation with Maths Co-ordinator, Read Write Inc. Co-ordinator, English Co-ordinator &amp; Pupil Premium Co-ordinator to determine intervention / level needed</li> <li>• Targets set for interventions and outcomes agreed with SLT, class teacher and Teaching Assistant providing intervention</li> <li>• Targets routinely shared and discussed with child</li> <li>• Additional use of visual and practical resources</li> <li>• Impact of intervention measured</li> <li>• If no further improvements/progress the concerns are noted by the class teacher on a 'Identification of Needs' form &amp; further progress carefully monitored</li> </ul>	<ul style="list-style-type: none"> <li>• Child placed on the Special Needs Register</li> <li>• Parents informed of continuing needs and next steps for Special Needs support</li> <li>• Assessments, advice and recommendations from outside agencies as appropriate</li> <li>• Advice &amp; support for the class teacher from the Special Educational Needs Co-ordinator (SENCo)</li> <li>• Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time)</li> <li>• Specialist teacher (Specific Learning difficulties) interventions (one to one &amp; small group support) for reading, reading comprehension, spelling and maths</li> <li>• Impact of intervention measured</li> <li>• Review of provision with parents, class teacher, specialist teacher &amp; involved agencies at least termly</li> <li>• Additional use of visual and practical resources</li> <li>• Use of adapted and/or specialist equipment</li> <li>• Involvement of Outside agencies: Pupil Referral Unit</li> <li>• One to one provision by Special Needs teaching assistants for some pupils with High Needs; EHCP or challenging behaviours</li> <li>• Annual review for pupils with an Education Health and Care Plan</li> <li>• Views of families and child/young person reflected in IPM</li> </ul>

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<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery &amp; outcomes e.g., simplified language, key words on working wall and on spelling lists</li> <li>• Structured school &amp; class routines</li> <li>• Use of visual prompts/ICT to make learning more visual</li> <li>• Talking Partners</li> <li>• Collaborative group work</li> <li>• Use of lolly sticks to allow everyone opportunities to speak</li> <li>• 'No hands up' approach to answering q's</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Visual cues</li> <li>• Language skills interventions for pupils</li> <li>• Social speaking intervention groups</li> <li>• Individual working station</li> <li>• Support by training Language and Communication Teaching Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 support or group intervention programme led by trained Language and Communication teaching assistant</li> <li>• Use of Black Sheep resources</li> <li>• Involvement of outside agencies: Speech &amp; Language therapy (SALT)</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices</li> <li>• Whole school rules, rewards &amp; consequences: warning' system, house points, class reward systems, Cake and Break rewards, raffle tickets (Lucky dip)</li> <li>• Clear consistent whole school expectations and aspirations</li> <li>• Time out to reflect on incidents</li> <li>• Playtime intervention by 1:1 support staff</li> <li>• Calming room/areas are provided for children that require them</li> <li>• Use of Emotional Wellbeing Pathway and Toolkit</li> <li>• Sports Teaching Assistant organises sporting activities and games at lunchtime</li> <li>• Trained lunchtime supervisors</li> <li>• KS2 Playground Play Leaders go on to KS1 at lunchtime</li> <li>• Lunchtime Sports crew to encourage play</li> <li>• Policies: Behaviour, Anti Bullying, Child Protection, e-Safety</li> <li>• Bereavement support</li> </ul>	<ul style="list-style-type: none"> <li>• Individual reward charts</li> <li>• Monitoring by Class Teacher</li> <li>• Prompt and reminder cards</li> <li>• Home/school diary</li> <li>• Time out areas</li> <li>• Individual working station</li> <li>• Social skills programme</li> <li>• Self-esteem programme</li> <li>• Anger management programme</li> <li>• Access 'Early Help' support or 'Reach for Wellbeing"</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour interventions led by 1:1 TA</li> <li>• Buddy support</li> <li>• Behaviour Support Service – advice, recommendations, work with parents/carers</li> <li>• Parenting Courses</li> <li>• Educational Psychologist - assessment, advice &amp; recommendations</li> <li>• Child and Mental Health Service (CAMHS) – assessment, advice &amp; recommendations</li> </ul>



- Mindfulness training for staff

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<b>Sensory/Physical/Medical</b>	<ul style="list-style-type: none"> <li>• Staff are aware of individual children’s needs/impairment/disability/medication or emergency treatment or procedures – <i>Passport to Learning</i></li> <li>• Whole staff training for emergency treatment e.g., EpiPen use</li> <li>• Appropriately trained staff e.g., Paediatric First Aider, First aider At work</li> <li>• Administration of medicines procedures e.g., Consent forms filled in by parents</li> <li>• Bathroom management facilities</li> <li>• Accessible grounds and building e.g. slopes as alternative to stairs and a lift (See “Accessibility Plan”)</li> <li>• Risk assessments completed as appropriate e.g. off-site visits</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of Sensory Support Service</li> <li>• Advice/recommendations from school nursing team/medical team/sensory support team</li> <li>• Health Care Plan/Risk Assessment in place</li> <li>• Training for named staff for administration of medication. For example – insulin</li> <li>• Staff follow recommendations from medical team</li> <li>• Specialist pencils, pencil grips, laptops, wrist supports, writing slopes, wobble cushion etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside services for advice and recommendations: School Nurse, GP, Paediatrician, Occupational Therapist, Physical Development Outreach, Hearing/Visual Impairment Team, etc.</li> <li>• Use of personalised, specialist equipment</li> <li>• Adaptations to classroom/school environment as required</li> </ul>
<b>Transition to and from school</b>	<ul style="list-style-type: none"> <li>• Open afternoon for prospective parents</li> <li>• Reception staff to visit all nursery and playgroup settings to meet children</li> <li>• Reception intake to make several visits in to school during the summer term</li> <li>• Information evening in July for new parents</li> <li>• Home visit in September by Reception class teacher</li> <li>• Transition visits at the end of summer term for all pupils moving up a year</li> <li>• Visits from staff from feeder secondary schools</li> <li>• Year 6 visits to local secondary schools to participate in activities and intake days</li> <li>• Head of Year/Form Teacher to attend meetings with class teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Additional visits to school on request</li> <li>• Additional visits to secondary school as deemed appropriate accompanied by Teacher/Teaching Assistant/Parent</li> <li>• Support to parents in liaising with secondary school to discuss concerns and provision</li> <li>• More in-depth conversation with Head of Year 7</li> </ul>	<ul style="list-style-type: none"> <li>• Tailored and personalised transition plans created for all pupils with SEND and other vulnerable learners</li> <li>• Personalised Transition Book created with child</li> <li>• Additional accompanied visits to secondary school as deemed appropriate</li> <li>• Specific transitional activities arranged as appropriate</li> <li>• Support to parents in liaising with secondary school to discuss concerns and provision</li> </ul>



	<ul style="list-style-type: none"><li>• Exchange of data</li><li>• Open evenings at High School for Year 6 children</li></ul>		
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