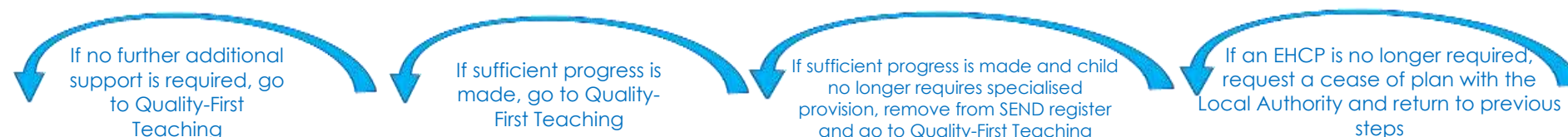
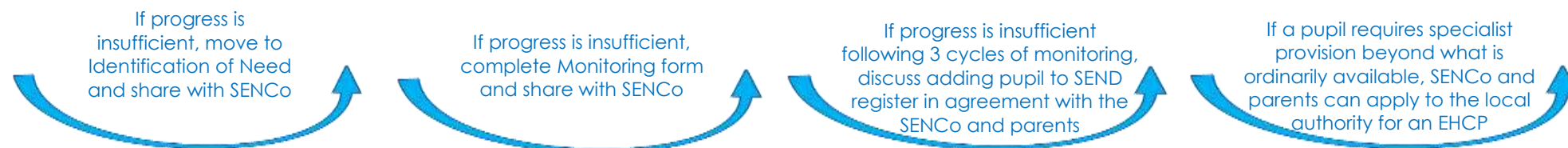


What does The Graduated Response look like at Clifton-upon-Teme?



Quality-First Teaching (Teacher)	Identification of Need (Teacher and concern shared with SENCO and parents)	Monitoring (Teacher, SENCo, parents)	Specialist assessment and intervention - SEN Support (Teacher, SENCo, parents and outside agencies)	Specialist assessment and intervention - EHCP (Teacher, SENCO, parents, outside agencies, Local Authority)
Assess: Teachers use universal assessment data to identify if a pupil is not making expected progress.	Assess: Teacher identifies pupils in need of support beyond universal, class-based strategies, gathers baseline data, completes 'identification of need document' and shares these with the SENCo.	Assess: Teacher gathers baseline relating to the child's specific needs. SENCo will observe pupil. Assessment data placed on Assess Plan Do Review Monitoring form and shared with SENCo.	Assess: Teacher gathers baseline data from classroom assessment, intervention baselines and outside agency reports. These are added to the child's Individual Education Plan (IEP) and shared with SENCo.	Assess: Teacher reviews current provision against the Section F requirements of the child's EHCP. These may include classroom assessment, observation, intervention baselines and outside agency reports. SENCo will observe pupil termly.
Plan: Teacher plans quality-first teaching and learning including adaptive teaching, scaffolding and support resources to meet the needs of pupils.	Plan: Teacher plans small-group and individual interventions which target specific areas of needs. These are recorded on a class profile.	Plan: Teacher and parents agree targets and actions. These may include tailored interventions and resources.	Plan: Teacher and parents agree targets and actions beyond universal provision. These may include approaches, interventions, resources, and outside agency support. SENCo has oversight of these.	Plan: Teachers and parents discuss how Section F requirements are being met and to agree specific targets and actions for the term. These may include approaches, interventions, resources, and outside agency support. SENCo reviews these.
Do: Teacher implements planned teaching strategies and adaptations.	Do: Relevant staff implement planned interventions across a half-term.	Do: Relevant staff implement APDR plan across half a term.	Do: Relevant staff Implement IEP actions across a term.	Do: Relevant staff Implement Section F and IEP actions across a term.
Review: Teacher gathers new assessment data to evaluate whether progress has been made.	Review: Teacher reviews intervention data which is fed back to the SENCo and used to plan any further interventions required.	Review: Teacher discusses outcomes with SENCo. Teacher meets with parents to decide whether to cease the plan, complete another cycle (up to 3 times) or add pupil to the SEND register.	Review: Teacher meets with parents to review targets and set new targets for the following term. These targets work towards the child's long-term targets. Teacher and parents work with SENCo to decide if an Educational Health and Needs Assessment is to be requested and compile this.	Review: Teacher meets termly with parents to review targets and provision and set new targets for the following term. SENCo meets with parents and outside agencies annually to review EHCP plan.



Note: Some pupils may move straight to Wave 3a or 3b based on the level of their needs

Available Support

Cognition and Learning

If your child presents with challenges in relation to **Cognition and Learning**, support will be discussed and agreed based on their specific presentation and situation. It may include:

- Academic support resources available to them in the classroom e.g. phonics mats, writing frames, task management boards
- Additional support and group activities during lessons to target specific skills
- Specific academic interventions run in groups or 1:1 to target a specific skill e.g. Precision Teaching, Numicon, Spelling Group, Word Aware. These will usually be time-bound interventions with specific targets
- Referral to outside agencies such as Learning Support Team or Speech and Language if progress is not being made, further support is required or a specific diagnosis is being explored

Communication and Interaction

If your child presents with challenges in relation to **Communication and Interaction**, support will be discussed and agreed based on their specific presentation and situation. It may include:

- Communication-friendly classroom approach strategies such as visual, use of Signalong signs, song signifiers, routine boards, labels and communication boards
- Adult support, modelling and structured play support to model and practice communication and interaction skills
- Speech and Language Screening Tools
- Use of social skill approaches to support the development of social interaction skills including social stories, shared scripts and comic-strip conversations
- Specific group interventions or 1:1 intervention to target a specific skill e.g. phonological awareness, listening and attention, turn-taking, sharing, sound production, rhyme. These will usually be time-bound interventions with specific targets
- Referral to outside agencies such as Speech and Language or the Complex Communication Needs Team if progress is not being made, further support is required or a specific diagnosis is being explored

Social, Emotional and Mental Health

If your child presents with challenges in relation to **Social, Emotional and Mental Health**, support will be discussed and agreed based on their specific presentation and situation. It may include:

- In-class modelling, check-ins and support
- Access to regulation resources and areas in the classroom
- Explicit teaching or emotional regulation, social skills and self-help strategies, supported by classroom staff
- Individual adaptations as required and in collaboration with child and family e.g. changes to break time, access to a quiet space, alternative entry to school
- Specific group or 1:1 intervention to support SEMH skills including, but not limited to, social skills, self-esteem, self-awareness, turn-taking, social awareness, managing worry, self-regulation and therapeutic toolkit. These will usually be time-bound interventions with specific targets
- Access to a series of focussed sessions with our in-school Emotional Literacy Support Assistant (ELSA). These will usually be time-bound interventions with specific targets
- Referral to outside agencies such as Behaviour Support Team, Complex Communication Needs Team, Melo, CAMHS, Redgate Mentoring or Mentor Link if progress is not being made, further support is required or a specific diagnosis is being explored

Physical and Sensory Needs

If your child presents with challenges in relation to **Physical and Sensory needs**, support will be discussed and agreed based on their specific presentation and situation. It may include:

- Physical support adaptations and resources in class e.g. adjusted seating position to face the board/avoid lights etc, adapted resources, adapted seating, wedge cushions, standing desk, pencil grip, writing slope, yoga ball etc.
- A Sensory audit to be completed with the child to identify specific needs and adaptations that can support.
- Access to a low-sensory stimulus work space or calm space
- Physical or sensory breaks during longer periods of learning
- Access to specific group or 1:1 physical intervention including Dough Disco, handwriting, fine/gross motor skills or Smart Moves. These will usually be time-bound interventions with specific targets
- Referral to outside agencies such as Occupational Therapy or Physiotherapy if progress is not being made, further support is required or a specific diagnosis is being explored