

Hull - The Graduated Approach

What is the Graduated Response?

Where a child/young person is identified as having Special Educational Needs, educational settings must take action to remove barriers to learning and put effective **special educational provision** in place. This is called SEN support and should take the form of a four-part cycle of Assess-Plan-Do-Review (APDR). This is known as the Graduated Response.

What the Law says – a definition of Special Educational Provision

[The Children and Families Act 2014 \(Section 3 Para 21 \(1\)\)](#)

SEN Provision is educational or training provision that is **additional to or different from** that generally made for others of the same age in mainstream schools, nurseries, and Post 16 institutions in England.

Using the Graduated Approach:

It draws on more detailed approaches, more frequent reviews and increasingly specialist expertise in successive cycles (APDR) in order to match interventions to the SEN of children and young people. (CoP Para 6.44). The graduated approach can encompass an array of strategies which are underpinned by a number of central principles:

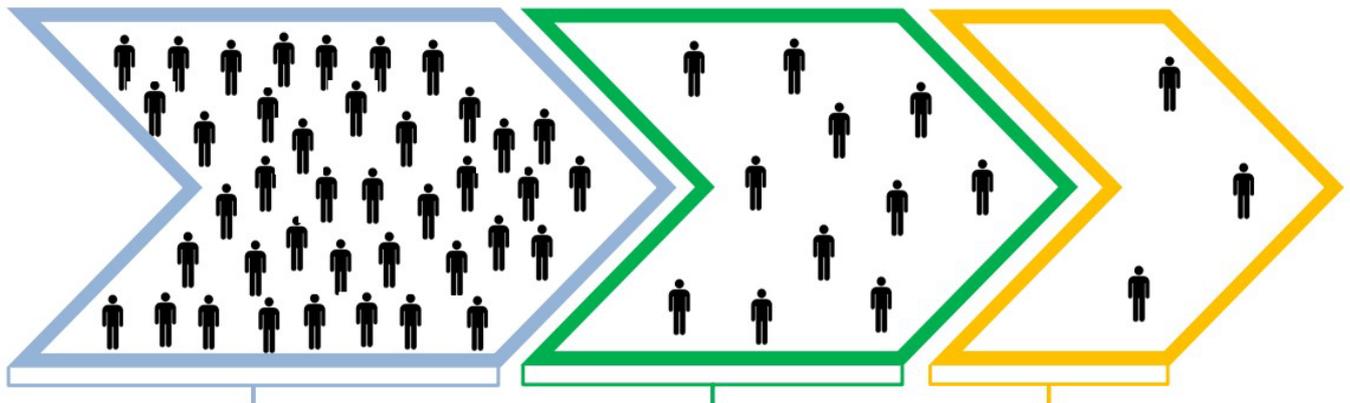
- All children/young people are entitled to high-quality everyday personalised teaching;
- All children/young people can learn and make progress;
- All teachers are teachers of SEND;
- An adapted curriculum is not SEND provision - adaptive learning opportunities should be given to all learners;
- Provision for a child/young person with SEND should match the nature of their needs;
- There should be regular recording of a child's / young person's SEND, of the planned outcomes, of the action that the setting is taking, and of impact of those actions and the outcomes achieved.

Using the Graduated Approach means recognising that there is a continuum of need and that needs are met through the addition of increasingly specialist interventions as the level of need increases.

In line with The SEND Code of Practice (January 2015), mainstream schools must designate a teacher to be responsible for co-ordinating SEN provision (the SEN Coordinator or SENCO) and must inform parents when they are making special educational provision for a child.

The SEND Graduated Response guidance is intended to be used as a tool for settings to help ensure children and young people across the city with Special Educational Needs reach their full potential. It sets out Local Authority expectations for the ways in which all schools and settings should meet the needs of children and young people with SEND.

SEN: A Graduated Response to meeting need



Universal provision

all schools, every classroom, every teacher and all children.

- A broad and balanced curriculum
 - differentiated for individual pupils
 - the first step in responding to pupils who have, or may have SEN
- High quality teaching with good lesson planning
 - suitable and ambitious targets for every child
 - monitoring the quality of teaching & learning to ensure it's appropriate is in all schools

Funding and expertise is in all schools for all this provision.

Targeted Provision

all schools, every classroom, every teacher, and some children.

- Universal provision and ...*
- School based plan that identifies needs, sets outcomes and specifies support
 - Professional advice may be required for some children
 - Children are likely to have barriers to learning - schools are responsible for removing these barriers through **assess, plan, do and review**
 - Support is **'additional to and different from'** the universal provision

Funding and expertise is in all schools for most of these children.

Specialist Provision

all schools, some classrooms, every teacher and very few children.

- Universal provision + targeted provision and ...*
- More specialist intervention and advice
 - Children may have long term complex needs and/or disabilities
 - The child may be supported through an EHCP
 - Provision may be in a special school
 - Some children may have complex health needs.

This provision may need additional local authority funding (top up funding)

A Whole School Approach

Effective leadership, together with robust policies in settings can help meet children's needs earlier and prevent some impacting significantly upon their progress. Quality First Teaching (QFT) will help the setting to meet the learning needs of all its children. Settings should not automatically assume that a child's/ young person's learning difficulties result solely or even mainly from problems within the child/young person or their environment. The setting's practice can make a difference. Regular and robust monitoring of outcomes for children/young people with SEND will support this reflective process.

What Is Quality First Teaching?

QFT originates in the then Department for Children, Schools and Families' guide to personalised learning published in 2008. The key characteristics are summarised as:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning

- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling, and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- an expectation that pupils will accept responsibility for their own learning and work independently.
- regular use of encouragement and authentic praise to engage and motivate pupils.

Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes adaptive teaching and learning, strategies to support SEN pupils' learning in class, on-going formative assessment, and many others.

Leaders are encouraged to be reflective of the policies, provision, and practices within their setting in relation to SEND. For this purpose, a **Whole School SEND Review** is always recommended. This enables leaders to undertake rigorous self-evaluation to identify strengths and areas for further development.

[SEND Review Guide](#)

[SEND Review Form](#)

[SEND on a Page Blank](#)

[SEND on a Page Example](#)

Reasonable Adjustments:

The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010 as a whole, there are three elements to the reasonable adjustments duty that relate to:

- Provisions, criteria and practices
- Auxiliary aids and services
- Physical features

The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities, and services that the school provides for pupils.

The Act also includes a duty on the school to provide reasonable 'Auxiliary Aids or Services' if they will alleviate a 'substantial disadvantage' that the pupil may be facing because of his or her disability. Examples of an auxiliary aid or service could be the provision of an interpreter or note-taker, producing documents in Braille, or the provision of assistive listening devices.

A school's duty to make reasonable adjustments is an anticipatory one owed to disabled pupils generally, and therefore schools need to think in advance about what disabled pupils might require and what adjustments might need to be made for them.

Other useful guides can provide an insight into reasonable adjustments:

- [AGN-Reasonable-Adjustments-Possible-at-School-Standard.pdf](#)
- <https://www.equalityhumanrights.com/sites/default/files/guidance-reasonable>
- [Reasonable adjustments | Nasen](#)
- [Reasonable adjustments for specific learning difficulties – secondary.](#)

QFT and Reasonable Adjustments- Strategies for all:

Classroom well organised and labelled (with symbols)
Plan by deciding what everyone can learn then 'work up'
Clear lesson structure with learning objectives presented orally and visually
Introduce new material in a multi-sensory way – show it, listen to it, look at it, hear it, say it, write it. I do/We do/You do approaches.
Instructions given in small chunks with visual cues and reinforced in writing or with visuals
Understanding checked by asking pupils to explain what they have to do
Understanding is demonstrated in a variety of ways
Range of groupings within the class/school
Activities and listening broken up with breaks for more kinaesthetic activities
Praise is specific and named
Memory supported by explicit demonstration and modelling of memory techniques
Classroom assistants planned for and used to maximise learning
Pupils are clear what is expected – use of 'WAGOLL' and/or visual strips
Use of concrete resources
Support for reading - reading rulers, coloured backgrounds or paper, use of whiteboard tools, use of electronic scanning pens and electronic dictionaries
Clear font
Visuals including timetables and timers
High challenge, high support with carefully thought-out scaffolds
Adaptive teaching taking into account the level/ outcome/pitch/pace and varied grouping
Use of a variety of visual stimuli to aid learning, understanding and memory - especially use of ICT to minimise or avoid the necessity for children/young people to copy from the board or a distance
Extra time for completion of written tasks or adjustment of expectations (dyslexic children/young people can write less or use a different format/ICT)
Visual representation to aid understanding, recall and planning together with the use of a range of recording methods, e.g., bullet points, story board, flow chart, scribed and oral/recorded
Whole school training, e.g., Autism Education Trust (AET) training programme
Clear boundaries and routines with explicit teaching of new rules and routines
Consistency within the classroom in terms of organisation, structure, routines, space, and place
Changes of routine explained and discussed with children with time to prepare for them and process

Regular environmental/sensory audit of the classroom and whole school with consideration of reasonable adjustments. To be considered in conjunction with uniform, behaviour, and other relevant policies
Access to equipment to support management of sensory needs i.e., wobble cushions/carpet squares, ear defenders, fiddlers, structured equipment for children/young people to lean against when sitting on the carpet
Anxiety management strategies e.g., use of emotions gauge
Whole school awareness and understanding of neurodiversity and its implications for the social and academic curriculum
Where needed positive communication/behaviour plans and risk assessments must be completed and shared with all staff and family
Additional access to ICT may be necessary to support access to curriculum
Support transitions e.g., from one school/teacher to another. This may include passports, a familiarisation book of photos of the new environment, a file of coping strategies/ equipment and social stories etc

Identifying SEND:

The SEND Code of Practice (2015) states that:

6.14 All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

What the Law says – a definition of Special Educational Needs (SEN)

The Children and Families Act 2014 (Section 3 Para 20)

- (1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- (2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely if no special educational provision were made).

(4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Four 'broad areas of need' are identified:

Communication and interaction

6.28 Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Social, emotional, and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Assess – Plan – Do – Review



The graduated approach follows a cycle of Assess-Plan-Do Review (APDR).

The cycle allows for support to be implemented and its impact reviewed in a timely manner, supporting an increase in provision if progress is not being secured.

Step	Purpose	Process	Suggested Paperwork
1	Identify needs	<i>Record and highlight areas of concern.</i>	1a. Highlight concerns to draw out area of need. Concerns Checklist 1b. Summary of discussions and concerns identified. Concerns Summary 1c (1) (2). My Profile / One Page profile created to outline support needs. My Profile One Page Profile
2	Assess	<i>Prioritises the area of need. Relevant assessments and reports should then support the identification of SMART desired outcomes.</i>	2a. Identify focus within the area of need. Indicators of need for each area: <ul style="list-style-type: none"> • Communication & Interaction • Cognition and Learning • SEMH • Sensory & Physical
3	Plan and Do	<i>This section highlights strategies/interventions to consider when planning provision.</i>	3a Refer to Provision documents and the 3 levels of support. Plan for in-school interventions. Intervention Provision 3b. Plan for staff CPD and environment considerations. Staff and Environment
4	Review	<i>Impact of provision must be evaluated, and the plan reviewed.</i>	4a. Review plan (<i>impact section of 3a</i>) and use of decision tree to end or continue/escalate cycle with outcomes as appropriate. Decision Tree <i>If progress is sufficient and no further cycles needed, a My Profile/One page Profile may be needed for ongoing recognition of universal strategies that are needed as key supports to overcome any barriers to learning (Step 1c).</i>

Summary of APDR Steps:

1. Assess Needs: Teacher and SENCO carry out a clear analysis of the child/young person's needs.

Educational establishments should take seriously any concerns raised by a parent/carer. These should be recorded and compared to the establishments' own assessment and information on how the child/young person is developing. (CoP 6.45) **Actions Required:**

- Gather parent/carer views and ideas of what works well, areas of concern for child/young person in context of family;
- Gather learners' views on their strengths, successes, areas of difficulty and ways to help;
- Collate information from other agencies including health and social care;
- Carry out relevant additional diagnostic assessments e.g., dyslexia assessments, BPVS, Boxall Profile, reading and spelling, non-verbal, with utilisation of CCET training;
- Consider feedback from assessment for learning;
- Use Early Help assessments if social, emotional, family aspects are a factor;
- Ensure that the Parent/carer/learner receives relevant information as support/intervention commences.

2. Plan:

Where it is decided to provide a child/young person with SEN support, the parents **must be formally notified**, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree, in consultation with the parent and the child/ young person, the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a clear date for review. (CoP 6.48)

[SEN Support Leaflet PDF](#)

Actions Required:

- Staff meet with parent carers and child/young person and outcomes for intervention are agreed with the child/young person and their parents/carers;
- Support plan written, reflecting all learner needs and expected outcomes against interventions. The support plan may gather together other plans such as a pastoral support plan, personalisation of learning.
- Review date set;
- Teacher's planning is appropriately informed by advice/guidance from specialist support agencies where relevant;
- A consistent approach is developed for the child/young person by all teachers and support staff;
- Professional development may be planned for individual staff to update skills and knowledge e.g., how to set up a 'circle of friends;'

- SENCO/Inclusion Leader coordinates appropriate provision and supports staff in creating One Page Profiles for individual support;
- Resource costs calculated: including financial costs, time commitment of staff, external services and reviewed **in light of the effectiveness of the spend of the SEND Notional budget (element 2- £6000).**

3. Do:

The class teacher should remain responsible for working with the child/young person on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or teacher, they should still retain responsibility for the child/young person. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. (CoP 6.52)

Actions Required:

- Quality First Teaching (QFT) is the first response to meeting learner needs; teachers and support staff make suitable adaptations to classroom practice and routinely draw on a range of inclusive strategies and approaches;
- Additional targeted support and individualised intervention dovetails with QFT; short term time frames are set for targeted support/interventions;
- In addition to/different from' provision is implemented where personalised support and individualised intervention is required;
- Targeted support/ intervention links to class learning where appropriate to ensure continuity, overlearning and application of skills;
- Support staff understand their role in supporting learning and in completion of tasks;
- Links with other agencies are maintained if appropriate;
- SENCO/Inclusion Leader seeks advice and specialist support from agencies as and when necessary.

4. Review:

The effectiveness of the support and the impact on progress should be reviewed in line with an agreed date. The support and interventions should be evaluated, along with the views of the child/young person and their parents/carers. The class teacher, working with the SENCO, should revise the support in light of the child/young person's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child/young person. Parents/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. (CoP 6.53 – 6.55).

Actions Required:

- Gather evidence from setting monitoring systems;

- Review meetings with parents/carers are scheduled on at least a termly basis and incorporate their reflections, aspirations, wishes and ideas;
- Learners' reflections, aspirations, wishes, and ideas reviewed alongside other information;
- All evidence helps to revisit, refine, refresh and revise what has worked well, what needs to continue and what needs to change.

Staff CPD and Environment

When planning appropriate provision consideration must be given to what staff training is required and what adaptations to the environment could be made.

Expected Progress considerations:

[The SEND Code of Practice 2015](#) states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions

If pupils are still attaining at a level significantly below age-related expectations and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to **Targeted Provision and the use of external support**.

Targeted provision will be appropriate to consider if pupils:

- Continue to make limited progress despite Universal provision including some focused intervention;
- Their engagement with individual activities continues to show a lack of organisation and purpose.

The parents/carers should always be involved in any decision to involve any external agencies such as outreach or specialists. The involvement of others, and what was discussed or agreed, should be recorded, and shared with the parents and teaching staff supporting the child in the same way as other SEN support. (CoP 6.58-6.59)

Together outcomes to be achieved through the support should be agreed, including a date by which progress will be reviewed.

SEN support should include the transitions between phases of education and preparation for adult life.

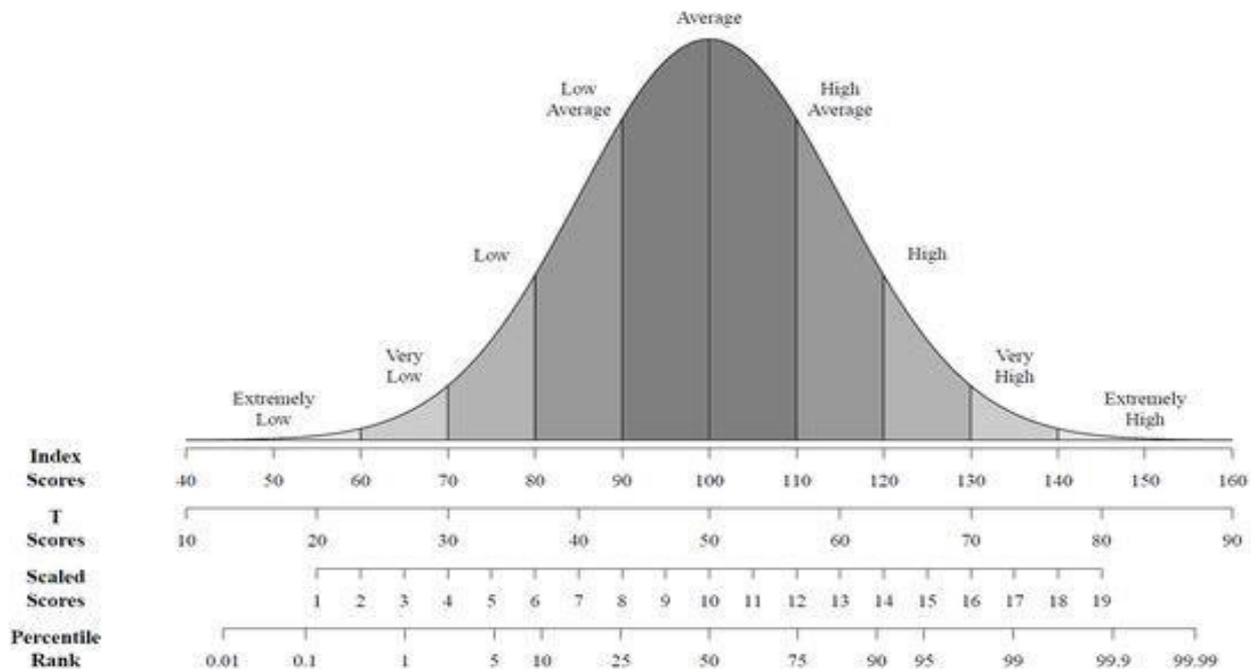
Class teachers, supported by the senior leadership team, should make regular assessments of progress for all children/young people. These should seek to identify children/young people making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

When reporting on attainment, it should be specific to outline how far behind a pupil may be working in relation to their age and stage but also in relation to their relative starting points. This then provides evidence to show if the gap is widening or being maintained at the same rate. Small steps progress should be evidenced, and an appropriate assessment tool should be used to track and monitor progress for pupils working below standard expectations.

The use of standardised scores and ranges as promoted by the CCET training, should be used where possible.

Standard Scores



Progress could also include progress in areas other than attainment – for instance where a child/young person needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. (CoP Para 6.17-6.18)

Beyond QFT and targeted support:

When the level of targeted support during the continuous spiral of APDR needs a longer term and possible permanent increase, this may lead you to consider that an EHC assessment is needed. Element 1 and 2 funding associated with SEN support is deemed not sufficient to meet the needs of the pupil.

Refer to **Specialist Provision** for pupils with more complex difficulties or disabilities across one or several areas of development. This may be indicated if pupils:

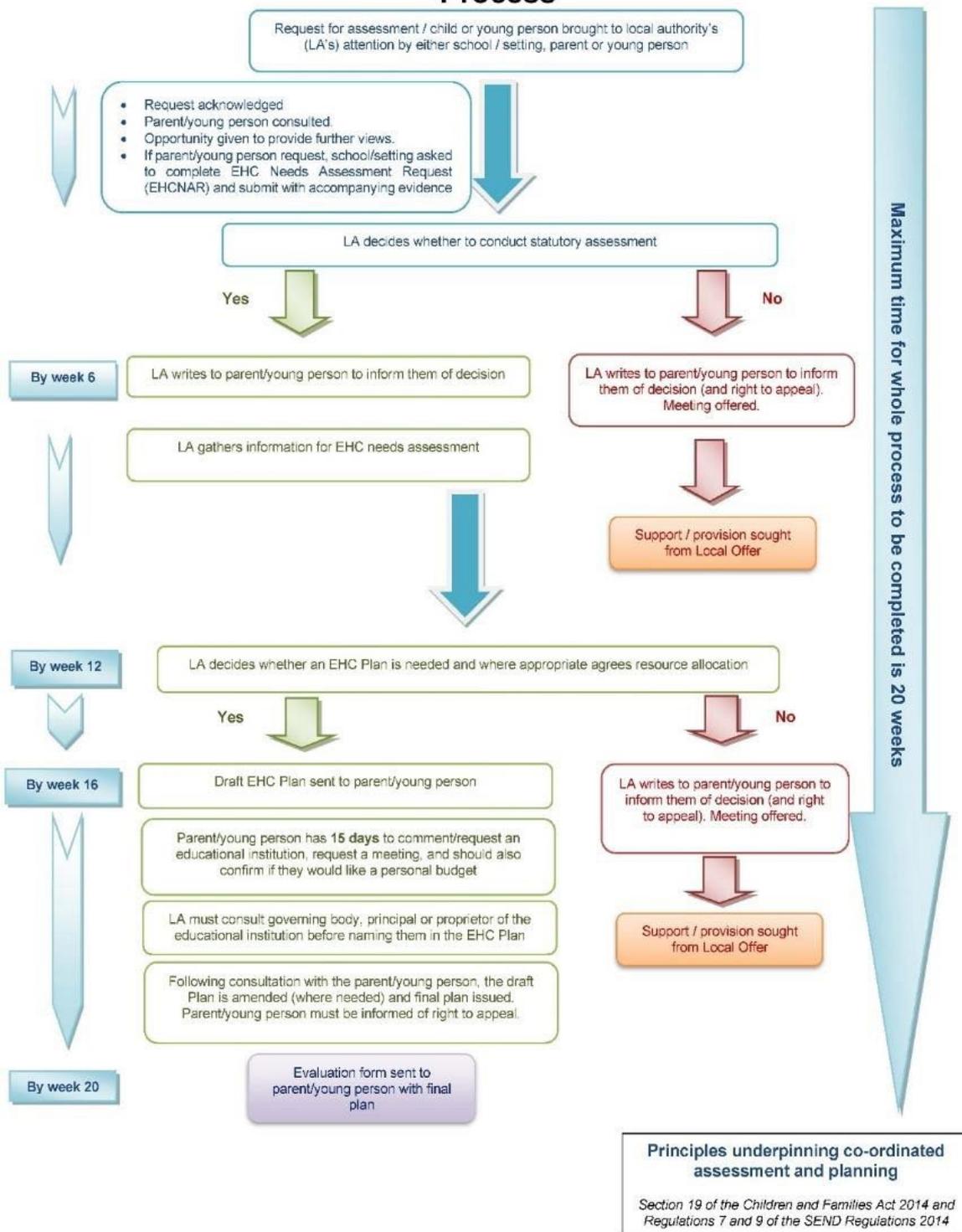
- Continue to make little or no progress despite **targeted intervention**
- Can only independently access small group activities where the activities are personally meaningful
- Need focused attention by adults in order to complete a short activity with step-by-step prompts
- Show memory and processing difficulties so that concepts and abstract ideas are not retained and need to be taught and rehearsed repeatedly
- Independent learning skills are not developed, and skills are not transferred
- Some pupils will develop avoidance strategies
- Some pupils may display behaviour presentations that may act as a barrier to learning

A **statutory assessment request (EHCNAR)** is a chance to:

- Reflect on the arrangements that the setting has made and judge whether the setting should or could have developed the graduated response more effectively.
- Look to secure additional support so that the setting can sustain the child/young person within school following a provision programme that stands out as being significantly different to what is available for other children with SEND in school.
- If an EHC plan is issued, it will provide very clear and prescriptive guidance about how settings must deploy their resources and support for the child/young person. The annual review will reflect on the extent to which the setting has properly delivered the provision and secured outcomes that have been drawn from professional advice.

Following submission of the request for assessment the statutory assessment pathway is followed.

The Education, Health and Care Assessment and Planning Process



Inclusion for the four broad areas of need guidance and Progressive Provision Levels

The descriptors indicate provision that the Local Authority expects schools to make for children/young people with regard to:

Communication and Interaction:

- Social, Communication and Interaction
- Speech, Language and Communication Needs (SLCN)

Cognition and Learning

Social, Emotional and Mental Health (SEMH)

Sensory and / or physical needs:

- Hearing Impairment (HI)
- Vision Impairment (VI)
- Physical Impairment

This guidance is intended to be indicative; they are not exhaustive lists. A child/young person may be experiencing difficulties in one area of significance or present with a range of needs that coexist together and create a more complex profile and provision needs. Where there are many 'Target interventions' needed to ensure the pupil has the correct supports and provision in place, then this may require additional resourcing and funding as a statutory assessment request is likely to be submitted to try to secure this extra support for such provision as needed.

Cognition & Learning

Universal

- Make sure you know the level of difficulty of any text you expect the pupil to read.
- Key words/vocabulary emphasised when speaking and displayed clearly.
- Pre-teaching of subject vocabulary
- Instructions broken down into manageable chunks and given in sequence.
- Teach sequencing as a skill e.g., sequencing stories, alphabet etc.
- Pupils encouraged to explain what they have to do to check understanding.
- Resources, equipment, homework diaries make use of consistent symbols and colour coding.
- Links to prior learning explicitly made.
- Key learning points reviewed at appropriate times during and at the end of lessons.
- Colour coded word walls in alphabetical order
- Alternative ways to demonstrate understanding e.g., diagrams, mind maps, use of voice recorders.
- Provide and teach the use of a range of writing frames to aid organisation.
- Alphabet strips stuck to desks.
- Key words and/or phoneme mats on desks
- Mark writing for content – encourage pupils to highlight one or two words themselves that may be incorrect to be looked at later.
- Use IT programmes and apps to reinforce and revise what has been taught.
- To support short term memory, have small whiteboards and pens available for notes, e.g., to try out spellings, record ideas.
- Range of coloured overlays/reading rulers available
- Coloured paper for worksheets and coloured background on smart board
- Texts which reflect interest and age range – good range of ‘hi-lo’ (high interest, low reading age) available
- Text presented clearly – uncluttered, use bullet points and clear font.
- Diagrams and pictures to add meaning alongside text.
- Close procedure exercises to vary writing tasks and demonstrate understanding.
- Collaborative and self-assessment
- Learning style awareness
- Learner groupings to support pupils with difficulties (paired recording with a fluent writer, dictation to a helper, groups where pupils take different responsibilities).
- Don't ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this.

Universal

- Additional time to complete tasks if necessary.
- Teach and model memory techniques. Reduce memory load.
- Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc.
- Mark starting point for each line with a green dot/paperclip etc as a visual cue.
- Minimise copying from the board – provide copies for pupil if necessary.
- Teach pupil how to use planners, task lists etc.
- Teach keyboard skills.
- Provide opportunities to revisit work or prior learning.
- Ask pupils to explain what they must do to clarify understanding.
- Appropriate exam access arrangements which are well established and a learner's normal way of working.
- Specific use of a computer reader/human reader /word processor (with or without spell check active).

**Targeted
(SEN
Support)**

- Delivery of evidenced based and impact interventions- time bound and quantifiable e.g.
- Phonics programme such as 'Sounds-Write', 'Beat Dyslexia', 'Read, Write Inc' catch up programme
- Fisher Family Trust 'Lightening Squad' – reading intervention approved by National Tutoring Programme (Yr. 1 – Yr5) Success for All Phonics - FFT
- 'Reading Recovery' programme
- Focussed support on spelling programmes
- Precision teaching
- What works
- EEF Interventions
- Will need additional professional support from skilled colleagues, e.g., SENCo, to aid curriculum modifications and develop strategies to address C&L needs.
- Planning may also consider advice from other professional support.
- Psychometric Testing to report on cognition and clear identification of areas of need (Use of CCET).
- Use appropriate assessment tool e.g., PIVATs, BSquared.
- Arrangements to support the use and delivery of approaches or materials for students with Specific Learning Difficulties (SpLD) which may include multi-sensory teaching strategies.
- Additional follow up lessons using range of resources and methods for core subject.
- Revision sessions to revise and consolidate what has been learned.

Specialist

- Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum. These will include conceptual understanding of everyday language and subject specific vocabulary; pace of delivery as advised by specialists.
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- Significant pre-learning and over learning of concepts and functions; and use of alternative recording methods.

Intensive daily opportunities with a teacher or an additional adult, **under the direction of the teacher** providing sustained targeted support on an individual/group basis working on the principles of:

- Direct instruction
 - Cumulative or over-learning
 - Practicing little and often
 - Emphasis on fluency as well as accuracy
 - Opportunities for application of skills
 - Engagement through interests and strengths
-
- Individual or small group work to develop memory skills using appropriate resources.
 -
 - Where appropriate an alternative curriculum to develop independence and life skills.

Please see the Progressive Provision Level Descriptors for guidance at this stage.

Communication & Interaction: SLCN

(to be considered in conjunction with the social Communication and interaction guidance)

Universal

Speech and Language

Speech

- Active listening work such as listening for sounds in specific environments, sound lotto games, group games such as Simon says to develop active listening skills.
- Structured phonological awareness skills teaching in small groups and generalise into classroom contexts.
- Verbal role-modelling – emphasise key words with the sounds the child needs help with. Do not correct the child – model the target sounds.

Language

- Structured school and class routines with visual supports.
- Labelling key objects and actions in everyday routines.
- Vocabulary lists – first 100 words
- Reinforcement of new vocabulary and concepts in a range of contexts using a multi-sensory approach.
- Categorising vocabulary areas (e.g., clothing, animals, food, toys, furniture, people etc)
- Pre-teaching key words that are part of learning areas and curriculum areas and word maps – what does it look like? Where would you find it? What does it feel like? What other items are like it?
- Verbal role-modelling to demonstrate and expand language structures or target vocabulary.
- Classification of words as tier 1, 2 and 3 (Beck et al., 2013). Use of tier 1/2 words to teach/pre-teach tier 3 words.
- Shared reading and targeted play/activities to develop and extend knowledge of tier 2 vocabulary – story bags, matching games / feely bags centred around listening, understanding, and speaking.
- Adapted curriculum planning, activities, role-play areas - delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists.
- Encourage Storytelling and narrative skills to build on sequencing and wh questions (Talking Frame)
- Encourage pupils to use strategies to organise ideas and information, e.g., mind maps, narrative frameworks (spoken and written), colour coding, use of bullet points. • Encourage adults to ‘think aloud’ when making predictions, inferences, hypotheses etc., so that pupils begin to understand the processes involved in linking new learning to existing information, speculating, problem solving etc.

Universal

- Use of visual prompts/ICT to make language learning more visual.
- Use ICT to support written language skills – particularly beneficial for redrafting or reordering work.
- Use key words that match the child's level of language – 1/2/3 key words, e.g.
 - 1WL – Amy...Coat on
 - 2WL – Amy...Coat on, Then Outside,
 - 3WL – Amy...Coat on, Then Outside, Then Choosing.

Note: Child's level of listening and understanding may vary to level of distraction and child's own self focus.

Early Communication

Activities to support:

- Attention and listening
- Turn taking
- Eye contact
- Imitation
- Play skills

Communication

- Use child's name first to gain active listening and engagement.
- Support spoken information with visual cues so the child can **see** the information as well as **hear** the information. Our children can also have sensory needs so are processing lots of other stimulus at the same time.
- Total communication approach
- Using objects, pictures, and gestures to support understanding of use of expressive communication.

Targeted (SEN Support)	<p>Speech and Language</p> <ul style="list-style-type: none"> • Speech and language programme/Intervention focusing on receptive or expressive language and/or sound production. • Work on targets as advised by Speech and Language Therapy Service. Interventions could include Colourful Semantics, Narrative Therapy. • Use quiet, limited distraction room and session to help a child discriminate a sound or listen/practise key language skills. Classrooms can be quite a distracting environment, especially when distinguishing between similar sounds, such as ‘p’ and ‘b’ • Activities focusing on the child’s level of language – 1/2/3 key words, e.g. <ul style="list-style-type: none"> ○ 1WL – Amy...Coat on ○ 2WL – Amy...Coat on, Then Outside, ○ 3WL – Amy...Coat on, Then Outside, then Choosing. <p>Note: Child’s level of listening and understanding may vary to level of distraction and child’s own self focus.</p> <ul style="list-style-type: none"> • Additional group work focusing on adapted activities to target specific areas of need. <p>Early Communication</p> <p>Specific and targeted activities as directed by specialists to support:</p> <ul style="list-style-type: none"> • Attention and listening • Turn taking • Eye contact • Imitation • Play skills <p>Total communication approach: Identified objects, signs, and symbols to support a therapy plan as identified by specialist.</p> <ul style="list-style-type: none"> • Motivate to Communicate – motivator boxes to provide daily opportunities for the child to communicate requests, choices, direction, comments, descriptions. Motivators will be identified from the SLT Motivator Checklist. Items often include sensory, cause and effect based items. Items that need adult help to operate. • Setting up a Communication Environment – planned spaces, places, and areas to enable a child to • communicate throughout the day as part of their day – items out of reach, items missing (sabotage), Bit by bit (adult has key items that are part of a sequence)
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Specialist

- An intensive, specialist speech and language curriculum should be provided with access to speech and language therapy from local NHS core services or from another commissioned provider
- Alternative mechanisms/Specific programmes to develop independent use of ICT, recording skills and communication through AAC (to support speech and language disordered pupils) as appropriate with trained staff

[Please see the Progressive Provision Level Descriptors for guidance at this stage.](#)

Communication & Interaction: Social Communication & Interaction

- Be specific. For example, ask “Did you enjoy your lunch?” and “Did you enjoy maths?” rather than “How was your day?.”
- Avoid using irony, sarcasm, figurative language, rhetorical questions, idioms, or exaggeration as language can often be taken literally. If you do use these, explain what you have said and be clear about what you really mean to say.
- Think of other ways to say and show ‘no’ – using language of actions you want the child to do instead, if items or actions are not available – explaining this in a visual way
- Use a ‘behaviour’ diary to work out if any actions are for interaction or communication breakdown reasons.

Expressive Communication

- Visual Communication – choice boards set up that are part of routines of the day to enhance communication opportunities.
- Provide choices at object, photo, symbol, or verbal level to help the child communicate to another person using specific words.
- Make the unspoken clear and teach in context. ‘When I do this face, it means this.’ Why do you think I am making this face? What do you think it means that you might need to do?’ (also, Social Interaction).

Social Interaction

- Follow the child’s lead with purpose to find out the child’s specific interests and to build on reciprocal interaction skills – joint attention, imitation, taking turns.
- Use their interests and hobbies to engage them (joining you)
- Social games – such as Ready Steady Go games that have an interest for the child at the end such as a tickle, popping a bubble, chasing, pop up rockets/wind up vehicle toys etc.
- Structured paired games with an adult.
- Set up paired play opportunities (child/child)
- Buddy systems
- Creative group times with adult support – open ended activities encourage your child to be in a group situation, with the adult scaffolding and guiding communication within the group.
- Provide a system for the child to request adult support to initiate or join in play or group interactions.
- Rhetorical practice
- Inclusive practices, such as peer rehearsal, to ensure everyone has a turn.

Sensory & Physical

- Consider sensory differences and supports available for individuals e.g., ear defenders due to noise sensitivity or fidget toy, wobble cushion to aid concentration and attention.
- Movement breaks including stretches and heavy work such as carrying items, especially after a sit-down learning task.
- Awareness of pupil's need a prompt to use the toilet.
- Consider pupil's position in the classroom, e.g., front of class and away from window to reduce distractions and limit visual stimulation.

<p>Targeted SEN Support</p>	<p>Includes programmes as advised by outreach services/specialists to work on Individual or small group support (either in class or as part of a withdrawal)</p> <p>Routines & Structure:</p> <ul style="list-style-type: none"> • Specific Workstation/space with recommendations from specialists • Use of a home-school diary to aid communication. • Positive behaviour plans in place. • Daily meet and greet with known member of staff. • Staff monitor and support students during unstructured times of the day. • Support movement around school during key transitions e.g., activity to activity, class to class, person to person, place to place. <p>Social Interaction</p> <ul style="list-style-type: none"> • Targeted intervention to work specifically on identified pupil skills on child's SLT Communication/Therapy Plan • Targeted and Increased levels of Intensive Interaction through the day. • Let's Play (child/adult first) • Attention Autism • Structured turn taking activities with adults and then peer/peer. Adults role model communication structures as part of the activity. • Generalisation of structured turn taking into other activities that are planned in the day. • S.H.A.R.E Framework used to structure interactions. • Social Groups – interest based or structured to build on peer interaction and communication skills. Groups such as Friends Groups, Lego Club, Talkabout. • Planned activities during unstructured/free time/lunch times/break times to encourage positive peer relationships in a scaffolded way. • Targeted visual systems for key interaction breakdowns or planned support – Social Stories and Comic Strip Conversations, or supporting social understanding – social stories, comic strip conversations. • Using consistent systems such as 'break' cards and use of alternative spaces to support regulation. (also, Sensory & Physical) • Teaching of emotions and management of emotions. e.g., Zones of Regulation. (also, Sensory & Physical)
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Social Communication-Social Understanding

- Individualised Visual Supports at child's symbolic level of understanding – increased number in the sequence and level of support. Visual supports can be: Object Cues, Objects of Reference, First/Then or Now/Then, Visual Timetable, Mini-schedules, Jobs lists, Waiting for, traffic lights for transitions
- Support specific and targeted communication breakdowns or positive planned support for social understanding – Social Stories and Comic Strip Conversations.

Note: The child will also have language-based targets to support understanding.

Expressive Communication

- Motivate to Communicate – motivator boxes to provide daily opportunities for the child to communicate requests, choices, direction, comments, descriptions. Motivators will be identified from the SLT Motivator Checklist. Items often include sensory, cause and effect-based items. Items that need adult help to operate.
- Setting up a Communication Environment – planned spaces, places, and areas to enable a child to communicate throughout the day as part of their day – items out of reach, items missing (sabotage), Bit by bit (adult has key items that are part of a sequence)
- Identifying child's social communication profile (SLT Social Reasons for Communication). Setting up and planning opportunities for social functions of language
- EP2C – Exchanging Pictures to Communicate
- Structured language scripting (Gestalt Language Processing)
- Paper based AAC – core boards, as part of structured session and generalised into everyday contexts. Communication opportunities to be planned and set up by key adults.
- Group Conversation sessions – structured and unstructured.

Sensory & Physical:

- Sensory accommodations to the environment
- Opportunities for sensory strategies planned in e.g., sensory circuits. Start with alerting tasks and finish with calming tasks
- Access to individual regulating strategies e.g., crunchy food, drinks bottle with a straw or chewable item. Visual prompt cards or verbal check ins to support access to these proactively and when required

Specialist**Routine & Structure:**

- Appropriately trained TA for enhanced ratio support.
- Considerable opportunities for individual or small group work within the classroom or on a withdrawal basis to address specific needs identified in partnership with specialist services.
- Individualised curriculum content to address some specific needs as advised in partnership with specific services. Where appropriate an alternative curriculum to develop independence, life skills and promote positive wellbeing.
- Specific approaches for individualised learning using approaches such as TEACCH for curriculum delivery and teaching methods.

Social Interaction:

- Intensive programmes within Communication Plans targeted at a developmentally appropriate level to develop communication and interaction e.g. Let's Play, Attention Autism, Intensive interaction, communication groups-friend's groups etc, EP2C delivered and supported by trained staff.
- Adult to facilitate interaction and communication with consideration of adaptation to the environment and available spaces to a more intensive or frequent level

Social Communication

- Daily support for increased individualised visual supports and receptive communication.
- Daily/weekly support for social thinking, social success/ appropriate social understanding (e.g., Social Stories, comic strips, Circles of Friends). This should be promoting teaching of life skills and preparation for adulthood.
- Specific programmes to develop independent use of communication through AAC as appropriate with trained staff, e.g., EP2C, LAMP
- Intense levels of individualised strategies, interventions, and differentiated curriculum to support child's overall social communication profile (examples of this are around sensory, learning, child's interactive style, flexible thinking skills, social / emotional regulation).

Sensory & Physical:

- Intensive sensory based accommodations and activities planned in e.g., sensory circuits with specific adult support to access and recognise signs of dysregulation. Access/ supervision to a designated quiet area with sensory items such as a body sock

[Please see the Progressive Provision Level Descriptors for guidance at this stage.](#)

Sensory and Physical	
Universal	<p>Visual</p> <ul style="list-style-type: none"> • Give as many first hand ‘real’ multi-sensory experiences as possible • Ensure correct seating in relation to board/whiteboard/Smartboard taking into account levels of vision in each eye • Try out difference paper/Smartboard colours to try to find best contrast • Consider lighting – natural and artificial – which is most comfortable? • Avoid shiny surfaces which may reflect light and cause dazzle • Take advice from specialist teams related to font style and size • Short spells of visual activity should be interspersed with less demanding activities • Eliminate inessential copying from the board • Where copying is required, ensure appropriate print size photocopy is available • Ensure range of writing materials is available so that pupil can choose most appropriate to maximise vision • Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board • Address the pupil by name to get their attention • Avoid standing in front of windows – your face becomes difficult to see • Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g., working together on a project <p>Hearing:</p> <ul style="list-style-type: none"> • Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good) • Gain pupil’s attention before important information is given • Keep background noise to a minimum • Slow down speech rate a little, but keep natural fluency • Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning • Allow more thinking and talking time • Model and teach careful listening along with signals when careful listening is required • Repeat contributions from other children – their voices may be softer and speech more unclear • Occasionally check that oral information/instructions have been understood

- Face the pupil when speaking
- Keep hands away from mouth
- Key words on board to focus introduction and conclusion
- Divide listening time into chunks
- Use visual symbols to support understanding

Physical:

- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?
- Ensure that left and right-handed pupils are not sitting next to each other with writing hands adjacent
- Seating should allow pupil to rest both feet flat on the floor – check chair heights
- Desk should be at elbow height
- Sloping desk provided if possible
- Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
- Seated where there are minimal distractions e.g., away from windows and doors
- Encourage oral presentations as an alternative to some written work
- Lined paper with spaces sufficiently wide to accommodate pupil's handwriting
- Mark starting point for each line with a green dot
- Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other
- Break down activities into small chunks with praise for completing each part
- Ensure range of different pen/pencil grips is available
- If copying from the board is absolutely necessary, use different colours for each line and leave a gap between lines
- Teach sequencing skills
- Cue cards may help the pupil to sequence a task e.g., 1. Clear your desk
2. Collect the equipment you need (with visual cues) 3, e.g., Put the date at the top of the page
- Equipment clearly labelled and kept in same place in class
- Teach pupil how to use planner, diary, lists to organise themselves as appropriate
- Allow additional time to complete tasks
- Where possible, allow the pupil alternatives to taking part in team games where he/she will be identified as 'letting the side down'
- Allow access to It for recording and the use laptops/tablets and teach keyboard skills (e.g., BBC 'Dance Mat' typing)

Targeted (SEN Support)	<p>Visual:</p> <ul style="list-style-type: none">• Equipment and resources as recommended by IPaSS• Enlarged copies of texts – size determined by pupil and IPaSS or ophthalmologist.• Access to audio books and associated equipment <p>Hearing:</p> <ul style="list-style-type: none">• Equipment and resources as recommended by IPaSS or Audiologist• A language programme may support language development for a pupil with a hearing impairment by offering a quiet small group. <p>Physical:</p> <ul style="list-style-type: none">• Equipment, resources, and programmes as recommended by the occupational or physiotherapy services• ‘Fine/Gross Motor Skills’ small group intervention programme• Small group or 1:1 handwriting activities (additional to usual provided for class) e.g., ‘Speed up’ or the ‘Teodorescu – Write from the Start’ programmes• Support and teaching of keyboard skills• Use of voice processor and associated teaching (at least 80% accuracy)• Specialist assessment and advice regarding mobility and curriculum access from IPaSS/ Health professionals• Modified planning for PE/outdoor play curriculum• Physiotherapy/ Occupational Therapy exercise programme to be done in school weekly
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Specialist**Visual:**

- Setting staff make substantial adaptations to all curriculum delivery and materials to facilitate access and inclusion.
- Requires significant adaptation and modification to all printed materials in order to access the curriculum
- Use of specialist software or equipment to increase access to the curriculum.
- Social / Life Skills teaching in small group/individual with specialist support
- Specialist teaching of tactile learning

Hearing:

- Setting staff make substantial adaptations to all curriculum delivery/presentations and materials to facilitate access and inclusion.
- Any additional language support (including pre and post teaching of language) should be under the direction of the Qualified Teacher of the Deaf
- Ongoing reinforcement of language and associated concepts used in lessons (subject based or language based and be able to demonstrate understanding)
- Adult support for note taking, transcription of videos, noting key words, specific language.
- Delivery of specialist curricula for Deaf pupils

- **Physical:**

- Highly individualised curriculum approach and planned opportunities to access specific individual programmes of support e.g., physiotherapy daily.
- Close supervision to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g., break times.
- Support to address self-care / self-regulation needs and use modified equipment.
- Specific equipment and support for recording.
- Appropriately trained staff for support for moving and handling.
- Appropriately trained staff for support for use of communication aids.

[Please see the Progressive Provision Banding Descriptors for guidance at this stage](#)

	SEMH
Universal	<ul style="list-style-type: none"> • A positive behaviour/relationship policy which is socially and emotionally adapted to meet the needs of all pupils and reviewed with staff at least annually • Graduated approach with effective use of Assess, Plan, Do, Review. • Ensure all staff comply with school policies which include whole system approaches such as: <ul style="list-style-type: none"> • Restorative approaches • Solution focussed approaches • Positive classroom management • Anti-bullying • Promoting good mental health • Developing a growth mindset • Character Education • Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence. • Emphasis on positive praise. • Give the pupil a classroom responsibility to raise self-esteem • Use of calming strategies to support distraction or promote self-regulation e.g., calming music, colouring, mindfulness activities. • Give breaks between tasks and give legitimate 'moving around' activities e.g., Brain Gym, wake up and shake up • Opportunity to access outdoor space whilst supervised to support with self-regulation. • Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary • Provide lots of opportunities for sensory based learning e.g., practical activities, experiential learning, multi-sensory resources • Use interactive strategies e.g., pupils have cards/whiteboards to hold up answers, come to the front to take a role. • Make expectations for behaviour explicit by giving clear targets, explanations and modelled consistently by all staff. • Where possible, create a quiet area both for working and as a 'quiet time/calm' zone • Use a visual timer to measure and extend time on task. • Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate) • Ensure that tools/equipment are easily accessible and available for use • Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks • Use pupil's name and ensure you have their attention before giving instructions • Chunk instructions and support with visual cues • Make use of different seating and grouping arrangements for different activities

- Personalise teaching where possible to reflect pupils' interests
- Communicate in a calm, clear manner
- Keep instructions, routines, and rules short, precise and positive
- Listen to the pupil, giving them an opportunity to explain their behaviours.
- Restorative approach with built in reflective time to provide post incident learning.
- Provide visual timetables, now and next and task lists – may need to be for a short period of time depending on the pupil
- Have a range of simple, accessible activities that the pupil enjoys using as 'calming' exercises
- Ensure groupings provide positive role models
- Transition from whole class work to independent or group work is taught clearly signalled and actively managed
- Systems to support regulation and awareness of emotions.
- Use of Emotional Wellbeing Pathway and Toolkit
- Working for/reward systems with clear structures, positive visual representation and instant recognition.
- Structured choices clearly presented
- Support at unstructured times with consideration of varied spaces and resources available e.g., games table at lunch
- The provision of planned opportunities for pupils to learn social and emotional skills and build resilience
- Effective links between pastoral support, personal and social education, SEN and the curriculum
- Adaptation of teaching and learning both academically and socially and emotionally
- Opportunities for repeated and overlearning.
- Break down tasks into small manageable chunks.
- Prior warning of change to routines and timetables.
- Opportunities to develop positive staff /child relationships
- Offering a child / young person opportunities to take on responsibilities e.g., class monitors, prefects, school council reps

Targeted (SEN Support)	<ul style="list-style-type: none"> • A range of additional intervention programmes - social skills, anger management, alternative curriculum arrangements • Pupil centred plan coproduced and reviewed with the pupil and parents/carer regularly. • Individual SEMH target setting and review process half termly. • Screened for SLCN, SpLD, MLD to ensure underlying needs are identified and addressed. • Opportunities for time tabled nurture groups and activities at key transition points, in order to build resilience. • Allocation of peer mentors, leaning / behaviour mentors - monitored and evaluated. • Opportunity to access sensory regulation spaces/activities. • Identification of a key person/advocate within the school who they can have regular contact within times of need • SEMH Screening tool to identify individual needs. • Regular targeted small group or individual support, making use of assessment tools (e.g., ELSA, Boxall, Thrive, etc.) to focus provision. • Sensitive use of additional adult to; <ul style="list-style-type: none"> – Promote participation and engagement. – Support learning behaviours by modelling and mediated learning – Ensure risk assessment is addressed in all learning environments. – Promote independence skills and develop social inclusion. • Use of advocacy to promote independence skills • SEMH Support Service/Outreach – advice & recommendations. • Access to alternative learning environments that supports de-escalation strategies e.g., personal desk, regulation station, identified agreed calming space. • Highly structured routines communicated with visual supports and prompts. • The school should consider the appropriateness of an Early Help Assessment for this learner as part of the graduated response
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Specialist

- A range of additional and different intervention / support programmes in liaison with external agency professionals.
- Specific intervention programmes in small groups e.g., social skills programme, Self-esteem programme, Anger management programme
- A personalised plan/ provision plan or pastoral support programme which may include one or more of the following; strategies and interventions to address social skills, promote confidence, and build self-esteem, well-being, resilience, mental health
- Access to a key member of school staff in the classroom with relevant training and/or experience who is emotionally available to the learner, able to remain attentive and to 'tune in' to their emotional and safety needs throughout the day
- Consider alternative curriculum pathways e.g., vocational studies or life skills.
- Therapeutic approaches to support change
- Counselling programmes delivered by trained counsellor or mentor
- Individual risk assessments to identify any dangers and inform when and how the learner needs extra support
- A personalised timetable which is introduced in partnership with the learner, parents/carers and staff, and which may include withdrawal from some activities/lessons and offsite opportunities that focus on developing the learner's resilience and ability to engage in learning.

[Please see the Progressive Provision Level Descriptors for guidance at this stage](#)