

St Michael's CE (A) Primary School – GRADUATED RESPONSE



Wave 1 Quality first teaching – daily high-level differentiated teaching delivered by class teacher for all pupils.	Wave 2 Short term targeted intervention for children who are not progressing with wave 1 teaching.	Wave 3 Long term support with personalised provision for children needing intensive support.
Cognition and learning Cognition is the pupil's learning skills. It is their ability to process information, reason, remember and relate.		
• Differentiated curriculum planning (varied and creative curriculum, worksheets and activities) • Modelling of skills • High expectations • 1:1 and group reading • Different learning styles are adopted • Next steps in marking • All children's progress and attainment are assessed and tracked throughout the year • Extra time for processing by allowing more time to respond to answers. • Time to talk through ideas before responding • Teaching Assistants in every class • Opportunities for speaking and listening • Purple pens for editing • Peer and self-assessment • Continuous assessment for learning • Use of interactive whiteboards • Range of ICT embedded in lessons • In class resources - class dictionaries, thesaurus, 100 square, dienes, sound chart, Numicon. • Fluent in 5 • Clear learning outcomes shared with the children • Clear steps to success for the learning outcome • Prior knowledge discussed at the start of every lesson • Use of talking partners in class • Engaging display boards and working walls	• 1 to 1 phonics • Pre teaching (new vocabulary/new concepts/text) • Overlearning (Maths/English etc interventions/ Targeted guided reading/spelling/maths groups, personalised to need) • Precision teaching • Reading fluency intervention <u>In class intervention</u> • Mastering number • In class TA offering 1:1 support/groups to identified children • Targeted 20% 1-1 readers • Paired Reading • Task boards to break down tasks into manageable chunks • Targeted questions	• 1:1 support session • (1:1) support in core and foundation subjects • Individual workstation • Sensory circuits Support from outside agencies that can offer support and guidance for individual needs: • School nurse • SNEYS involvement • Outreach involvement • Educational psychologist

St Michael's CE (A) Primary School – GRADUATED RESPONSE

• Homework • Parent and carer workshops with handouts • Parents evening • School trips topic based/ Visitors to school for enrichment		
Communication and interaction Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.		
• Modelled speech/language • Modelled Interaction • Targeted questioning • Whole class circle time • Key words/word banks • Drama and role play activities • Sequencing activities • Additional processing time • Simplified Language • Opportunities for individual, pair, group or whole class working • Regular communication through informal and formal meetings e.g. parent's evening • Class and special assemblies • Visual timetables • Opportunities for speaking and listening • Verbal feedback for next steps • Range of ICT embedded in lessons • Use of talking partners in class • Daily focused phonics sessions • Access to a school library • School productions • Assemblies/ praise assemblies • Topic days/ enrichment • WellComm	• Speech and language intervention. • 1 to 1 phonics • Lego therapy • Precision teaching • Colourful semantics • Socially speaking • Elklan • Nurture group (social skills & self-esteem) <u>In class intervention</u> • WellComm intervention • Pre teaching vocabulary • Chunking information	• 1:1 support sessions • In class TA offering 1:1 support to identified children • CAML assessment • Individual visual timetables • Individual visual communication system • Targeted work from Speech and Language therapy • Workstations • Communication book We have a good connection with outside agencies that can offer support and guidance for individual needs: ➤ School nurse ➤ SNEYS involvement ➤ Outreach involvement ➤ Educational psychologist ➤ SALT (Speech and Language Therapy)

St Michael's CE (A) Primary School – GRADUATED RESPONSE

• story time sessions • Home/school reading (books to share with parents - changed weekly)		
Social, emotion and mental health Young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.		
• Visual timetables to support organisation, reduce anxiety and keep children focused. • In-class support from adults to provide support and promote independence where possible. • Home visits and nursery visits • Behaviour policy with an emphasis on encouraging positive behaviour • High expectations of behaviour • Environment of praise and encouragement • House point • Weekly praise assembly • Pupils with key roles around school • E-safety termly lessons • Story time sessions • School & class rules • PSHE planned lessons • Whole school assemblies • Class circle time • Talking partners • Class visual timetable • Raffle tickets and prizes system • Timers & stress relievers • Emotional/social resources • certificates • Fiddle objects • Lunch time regulation club	• Transition programmes • Sensory room • GRASP friendship /Circle of Friends / Buddies/ Friendship groups • Lego therapy • Drawing and talking • Play therapy • Additional support at playtime (break time and lunchtime clubs) • Socially speaking <u>In class intervention</u> • Social stories • Time out cards • Mindfulness activities/clubs • Individual reward system & behaviour logs • Transition support • Getting it right: Positive steps to support behaviour and emotional wellbeing in schools. • EWO	• Home communication books • Individual workstation • Individual social stories to teach specific social skills • Sensory boxes • Wishes and feelings We have a good connection with outside agencies that can offer support and guidance for individual needs: ➤ School nurse ➤ Pastoral support ➤ SNEYS involvement ➤ Outreach involvement ➤ Educational psychologist ➤ Access to CAHMS (child and adolescent mental health services) ➤ Strengthening families ➤ Inspire ➤ Catch 22 – anger and emotions ➤ Base 25 ➤ Inclusion key worker (1-1 support) ➤ Black country women's aid ➤ Counselling

St Michael's CE (A) Primary School – GRADUATED RESPONSE

Sensory and physical		
There is a wide range of sensory and physical difficulties that affect young people across the ability range. Young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.		
• Seated to be able to see the board/hear the teacher. • Large font • Multi-sensory approach to teaching • Regular time-tabled handwriting practice as a whole class • Fine motor activities and gross motor activities in provision • Use of Ipads/Laptops • Well planned seating and furniture • Easy access to resources • Visual prompts used in class • Outdoor learning opportunities across the school • Visual timetables • Regular PE slots • Key pictures and words on lanyards of key staff • Actions for words/ Visuals for words. • Variety of playground equipment available at playtimes • Year 2 – Bike ability • Disabled toilet • Disabled car park space located at the front of school • Ramp onto main playground • Movement breaks • Differentiated curriculum planning • Adaptions to the classroom (when appropriate) • Fine motor skill activities such as: peg boards, putty, cutting etc.	• Fine and gross motor groups interventions (cool kids and cool characters) • Sensory circuits interventions <u>In class intervention</u> • Range of resources available to support groups of children: pencil grips, bigger pencils and push down scissors • Environmental checklist. • Use of specialist equipment • Pencil grips • Coloured overlays • Lap weights • Sloping boards for desks • Adapted cutlery • Fidget items	• Range of resources available to support individual needs: ear defenders, fiddle toys, wobble cushions • Sensory circuits/breaks • Individual workstation • Social stories • Comic Strip Conversations • Individual support with self-care where appropriate We have a good connection with outside agencies that can offer support and guidance for individual needs: ➤ School nurse ➤ Pastoral support ➤ SNEYS involvement ➤ Outreach involvement ➤ Educational psychologist ➤ OT (occupational therapist) ➤ Physiotherapy ➤ Hearing Impairment Team ➤ Paediatricians at Gem Centre.

St Michael’s CE (A) Primary School – GRADUATED RESPONSE

• Classrooms have age-appropriate furniture and environments • Visual prompts, pictures and ICT used appropriately to aid learning • High quality resources are readily available, organised to enable independence • Seating plans or group tables are used • Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning		
--	--	--