



**SEN Policy Appendix 2**  
**Graduated Approach (Asses, Plan, Do, Review)**

<b>Area of Need</b>	<b>Universal Provision</b> <b>Inclusive strategies for ALL learners</b>	<b>Specific provision</b> <b>Targeted interventions and support for SOME learners</b>	<b>Specialist provision</b> <b>Specialist support for a FEW learners</b>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• Quality first teaching throughout the school</li> <li>• Differentiated curriculum planning</li> <li>• Working with practical equipment before moving to abstract thinking</li> <li>• Learning objective &amp; Success criteria clearly communicated</li> <li>• Working walls and tool kits</li> <li>• Visual aids and artefacts</li> <li>• Use of ICT (TimesTables RockStars)</li> <li>• In-class targeted teacher support</li> <li>• In-class teaching assistant support within class teaching (small group or individual)</li> <li>• Individual reading with class teacher or teaching assistant</li> <li>• Varied grouping, ability but also for providing good role models</li> <li>• Accelerated Reading in KS2 and KS1 when deemed appropriate</li> <li>• Collaborative, self- and peer-assessment</li> <li>• Improved provision of outdoor learning environment</li> <li>• Access to lunchtime clubs</li> <li>• Access to extra-curricular activities</li> <li>• Educational and residential trips</li> <li>• Pupil Progress monitoring</li> <li>• Reporting to parents at Parents Evenings</li> <li>• Written annual report</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>• Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning</li> <li>• Toe by Toe, Plus 1, Power of 2</li> <li>• Targets set for interventions and outcomes agreed with class teacher and teaching assistant providing intervention</li> <li>• Targets shared with child</li> <li>• Additional use of visual and practical resources</li> <li>• Additional use of ICT (DyslexiaGold)</li> <li>• Impact of intervention measured</li> <li>• If no further improvements/ progress the concerns are noted by the class teacher on a 'Cause for Concern' 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</li> <li>• Cognitive and memory skills intervention 1:1</li> <li>• Advice &amp; support for the class teacher from the SENDCo</li> <li>• School Support Plan is written with SMART targets (Specific, Measurable, Achievable, Realistic, Time)</li> <li>• 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 special needs visual and practical resources</li> <li>• Involvement of Outside agencies: SENDAT, Speech &amp; Language, DOT</li> <li>• One to one provision by Special Needs teaching assistants for some pupils with an EHCP or behavioural needs</li> <li>• Annual review for pupils with an EHCP</li> <li>• Views of families and child/young person reflected in SSP</li> <li>• Nurture Room Teaching and access</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 visuals/ICT to make learning more visual</li> <li>• Visual timetables</li> <li>• Talking/Learning partners</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables (individual)/now and next boards</li> <li>• Visual cues</li> <li>• Speech and Language skills interventions</li> <li>• Individual working station</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside agencies: SENDAT, Speech &amp; Language, CISS</li> <li>• Nurture Room Teaching and access</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Consistent, positive behaviour policy implemented throughout the school</li> <li>• Whole school rules, rewards &amp; consequences: Gold Certificates, Head teacher's award</li> <li>• Clear consistent whole school expectations and aspirations</li> <li>• Lunchtime clubs</li> <li>• Policies: Behaviour, Anti Bullying, Child Protection, e-Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Individual reward charts</li> <li>• Behaviour chart</li> <li>• Home/school diary</li> <li>• Time out</li> <li>• Individual working station</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Nurture Room Teaching and access</li> </ul>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Sensory and/or Physical Needs</b></p>	<ul style="list-style-type: none"> <li>• Staff are aware of needs/impairment/disability/medication or emergency treatment or procedures</li> <li>• Whole staff training for emergency treatment e.g, EpiPen use</li> <li>• Appropriately trained staff e.g., Paediatric first aider</li> <li>• Administration of medicines procedures e.g., Consent forms filled in by parents</li> <li>• Bathroom facilities</li> <li>• Accessible grounds and building e.g., slopes as alternative to stairs and a lift</li> <li>• Risk assessments completed as appropriate e.g., off-site visits</li> </ul>	<ul style="list-style-type: none"> <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.</li> <li>• Staff follow recommendations from medical team</li> <li>• Specialist pencils, pencil grips, laptops, table slopes</li> <li>• Handwriting support</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside services for advice and recommendations: School Nurse, GP, Occupational Therapist, Hearing/Visual Impairment Team, etc.</li> <li>• Nurture Room Teaching and access</li> </ul>
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