

*Discovering life in all its fullness. John 10:10b*

● *Hesed* ● *Hamdah* ● *Honesty* ● *Horizons* ●

## **Lindridge St Lawrence CE Primary School**



### **Our Graduated Response for working with Children with Special Educational Needs and Disabilities**

#### **Special Educational Needs and Disability (SEND) statement of intent:**

At Lindridge St Lawrence CE VA Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

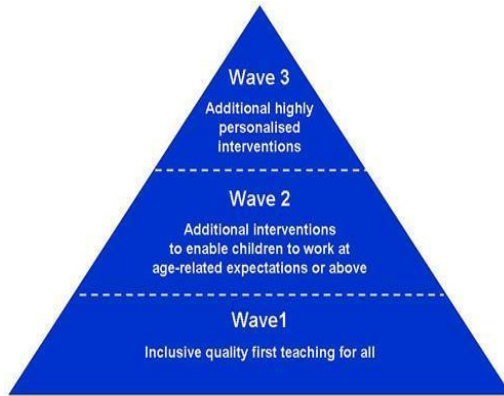
Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with special educational needs and it is therefore a whole school responsibility to ensure that these children's needs are addressed.

#### **What do we mean by 'Graduated Response'?**

In our school SEND policy we recognise that within the teaching and learning, ordinarily available to all pupils, is a wide range of strategies and support which can be used to personalise and accelerate the progress of individual pupils upon identification of a specific need. This may meet a short-term need of a child or group of children or be a longer term support provided to a pupil identified as having SEND.

This document is intended to give you more detailed information of the specific support available to meet needs. We aim to list as many skills, strategies and techniques as possible, but these are under frequent development to meet changing needs and in response to ongoing training. Therefore, this document will be reviewed and updated at least annually and published on our school website.

All children are individuals having different learning abilities, strengths and weaknesses. We recognise that the needs of the whole child must be met in order for adequate learning to take place. Special education provision is defined as provision that is additional to or different from that made generally for other young people of the same age.



**Wave 3:** Targeted individualised interventions for children who are working well below age-related expectations to fill gaps in their learning, remove barrier and accelerate progress

**Wave 2:** Additional time -limited provision, in the form of small-group intervention, to accelerate progress and enable children to work at age - related expectations.

**Wave 1:** Effective inclusion of all children in a daily, high quality teaching. This is an entitlement for all children.

Please [click here](#) for further information about Worcestershire Graduated Response or visit [www.worcestershire.gov.uk/graduatedresponse](http://www.worcestershire.gov.uk/graduatedresponse)

<b>Communication and Interaction Needs (based upon Worcestershire Children First Graduated Response)</b>			
<b>Area of Need</b>	<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>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>Differentiated curriculum planning, activities, delivery &amp; outcomes e.g., simplified</li> </ul>	<ul style="list-style-type: none"> <li>Visual timetables</li> <li>Visual cues</li> </ul>	<ul style="list-style-type: none"> <li>1:1 support or group intervention programme led by trained</li> </ul>

	<p>language, key words on working wall and on spelling lists</p> <ul style="list-style-type: none"> <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>• Teaching strategies to allow everyone opportunities to speak</li> <li>• 'No hands up' approach to answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Early years Speech and language programme for Reception</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>	<p>Language and Communication teaching assistant</p> <ul style="list-style-type: none"> <li>• Language programmes</li> <li>• Involvement of outside agencies: Speech &amp; Language therapy (SALT)</li> </ul>
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### Communication and Interaction Needs

Communication and Interaction Needs	
Category of need:	Strategies available
Transitions	Transitions Visual timetables in place in every classroom
Supporting verbal instructions	Task boards help to break down tasks into small steps. Instructions kept short & demonstrated visually. Pupil's name used to gain attention.
Working memory	New vocabulary linked to known vocab or picture cues. Mnemonics or acrostics given to aid recall. Learning steps broken down and each step recorded. Mind maps used to display information. Active learning promoted.
Language assessment	Language Link used to assess receptive language of YR/KS1 pupils.
Specific language areas	Language Link interventions used if need identified
Expressive language	Circle time talk and rhyming games used in YR. Time to talk intervention available: Develops social speaking and understanding skills in KS1. Socially Speaking intervention available: Social skills for KS2. Thinking time promoted when asking questions in every classroom.
Selective Mutism	SALT will offer support to progress this through 1:1 work.
Autism/Asperger/ADHD.	Local Authority umbrella pathway provides assessment for this area. Key rings or lists provided to help organisation. Classroom noise levels monitored. Background noise heaters off at key times. Alternative places to work offered to

maintain concentration. Visual timers used to promote pace. Seating set where role models help concentration. Clear expectations set: 3 sentences/ half a page by... Pace developed through time checks.

**Cognition and Learning Needs (based upon Worcestershire Children First Graduated Response)**

Area of Need	Wave one (Universal Provision) <b>Inclusive strategies for <u>ALL</u> learners embedded in QFT</b>	Wave two (in addition to universal provision) <b>Targeted intervention and support for <u>SOME</u> learners</b>	Wave three (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>• Individual target setting for maths, reading and writing with pupil conferencing each term</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, netbooks</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>• Structured Phonics programme</li> <li>• Collaborative and self-assessment</li> <li>• Improved provision of outdoor learning environment</li> <li>• Access to lunchtime clubs</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>• After-school club</li> <li>• Consultation with Maths Co-ordinator, Phonics 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> </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> </ul>

	<ul style="list-style-type: none"> <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:</li> <li>• Teaching &amp; learning</li> <li>• SEND Policy</li> <li>• Behaviour Policy</li> <li>• Attendance Policy</li> <li>• Pupil Progress monitoring</li> <li>• Reporting to parents at Parents Evenings</li> </ul>	<ul style="list-style-type: none"> <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 'Cause for Concern' form &amp; further progress carefully monitored</li> </ul>	<ul style="list-style-type: none"> <li>• Additional use of visual and practical resources</li> <li>• Use of adapted and/or specialist equipment</li> <li>• Involvement of Outside agencies</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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### Cognition and Learning Needs

Category of need:	Strategies available
Differentiation	Lesson planning details differentiation to ensure access to curriculum for all. Support and extension activities identified with clear objectives and success criteria. Range of approaches used in lessons (auditory, visual, kinaesthetic) Higher level thinking skills planned for. Range of groupings used purposefully: mixed, ability grouped, buddy etc. Resources clearly organised and freely available to pupils. Visual displays support learning and retention in classroom.
Reading	RW Inc phonics programme used in KS1. Children assessed termly on acquisition of sounds. Small group provision and catch-up opportunities offered. Pupil progress staff meeting used to identify, plan and review support. Class provision maps detail interventions. Extra reading time. Reading buddies, challenges, clubs, author visits, new books and displays promote interest.
Dyslexia	IWBs used with pastel screens to reduce glare. Colour code writing on IWB to help decipher. Black text avoided. Line trackers available. Copying from board avoided, sheets and stands provided on desk. Coloured exercise books available for pupils. Staff training on dyslexia by LST. SENDCo trained on Worcestershire pathway and has knowledge

	of a Dyslexia Decision Meeting. Keyrings or lists provided to help organisation. Laptops used for extended writing. Touch typing offered. Word banks, scaffold sheets used to assist writing process
Writing	Children assessed via teacher assessments, internal & external moderation. Pupil progress staff meeting used to identify, plan and review support. Extra writing intervention offered to develop writing stamina. Shared writing used to demonstrate good writing. Range of recording methods taught and offered: e.g. mind maps, ICT. Easi speak mics / talking tins used to support holding a sentence. Spelling mnemonics used. Look, cover, write, check taught. Roots identified. Words segmented. Fred talk promoted.
Handwriting	Interventions offered. Jimbo Fun used. Good sitting and pencil holding taught. Ensure writing arm on outside of shared table. Left-handed materials provided.
Numeracy	Children assessed using teacher assessments and NFER to evaluate progress. Pupil progress staff meeting used to identify, plan and review support. Models & images used to support concepts: bead strings, number lines etc. Mental maths skills: Maths minutes. Times tables: bingo, loop cards, ICT games. Key concepts taught (doubling, place value, models/images) Quick maths daily practise supports memorising of key facts. Links to practical contexts made. Maths symbols and key facts & vocabulary displayed. Teach estimate, calculate, check and RUCSAC to support reasoning & calculation.

<b>Social, Emotional and Mental Health (based upon Worcestershire Children First Graduated Response)</b>			
<b>Area of Need</b>	<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>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</li> <li>• Clear consistent whole school expectations and aspirations</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> </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> </ul>

	<ul style="list-style-type: none"> <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 Toolkits</li> <li>• Sports Teaching Assistant organises sporting activities and games at lunchtime</li> <li>• Trained lunchtime supervisors</li> <li>• Lunchtime leaders to encourage play</li> <li>• Policies: Behaviour, Anti Bullying, Child Protection, e-Safety</li> <li>• Bereavement support</li> <li>• Mindfulness training for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Anger management programme</li> <li>• Access 'Early Help' support or 'Reach for Wellbeing'</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologist - assessment, advice &amp; recommendations</li> <li>• Child and Mental Health Service (CAMHS) – assessment, advice &amp; recommendations</li> </ul>
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### Social, Emotional and Mental Health Difficulties

Category of need:	Strategies available
Attachment	Attachment CPD to all staff. Virtual School can support and work 1:1. Transitions & changes carefully planned for.
Challenging behaviour	Clear behaviour policy. Paul Dix. Positive strategies in place (house points, stickers, certificates) Playtime behaviour policy shared with children and staff regularly. Visual cues for listening, sitting etc. Personal Care Plans written to support specific children and ensure all staff aware of strategies used. Individual reward systems set up to target specific issues. Work challenge is appropriate to child and self-esteem not undermined. Calm, positive classroom climate maintained. Clear routines established. Confrontations avoided, positives emphasized. Behaviour support team and Family Support can work 1:1. Multi agency meetings called to share information and plan actions.
Anxiety or anger issues	Model making mistakes as being OK used.
Parenting needs	Early Intervention Family Support can support families. Family Support drop ins arranged.

Mental health	A referral can be made to CAMHS CAST where concerns meet their thresholds. Multi agency meetings called to share information and plan actions. Interventions available in school. Behaviour support team and Family Support can work 1:1.
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**Sensory and Physical Needs (based upon Worcestershire Children First Graduated Response)**

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 interventions and support for <u>SOME</u> learners</b>	<b>Wave three</b> (in addition to universal provision and targeted interventions) <b>Specialist support for a <u>FEW</u> learners</b>
<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>



### Sensory and Physical Needs

Category of need:	Strategies available
Hearing impairment	Advice sought from Hearing Impairment team. Regular visits to support any with hearing impairment and to check hearing levels. Classroom noise levels monitored, alternative working offered. Seating at front of class and appropriate arrangements for group work made. Ensure strongest ear faces teacher. Avoid speaking with light behind you. Understanding checked by repeating instructions given.
Visual impairment	Seat in front of IWB. Provide sheets in larger font. Give reminders about wearing glasses
Gross motor control	Smart Moves material. An assessment and intervention designed for identified pupils.
Contenance issues	Disabled toilet offers appropriate facilities for nappy changing or child to attend to own needs privately. The school nurse offers help and advice to school or parents.
Physical disability	Advice sought from Chadsgrove Outreach or Occupational Therapy. Specific equipment loaned or provided including writing slopes, chair slopes, weighted mats etc.

### We also adopt a graduated response to school transitions as detailed below:

Area of Need	Wave one (Universal Provision) <b>Inclusive strategies for <u>ALL</u> learners embedded in QFT</b>	Wave two (in addition to universal provision) <b>Targeted interventions and support for <u>SOME</u> learners</b>	Wave three (in addition to universal provision and targeted interventions) <b>Specialist support for a <u>FEW</u> learners</b>
<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 playgroups settings to meet children</li> <li>• Reception intake to make several visits in to school during the summer term</li> <li>• Information evening for new parents</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> </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> </ul>

	<ul style="list-style-type: none"> <li>• Home visit by Reception class teacher</li> <li>• Transition visits 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> <li>• Exchange of data</li> <li>• Open evenings at High School for Year 6 children</li> </ul>	<ul style="list-style-type: none"> <li>• More in-depth conversation with Head of Year 7</li> </ul>	<ul style="list-style-type: none"> <li>• Specific transitional activities arranged as appropriate</li> <li>• Support to parents in liaising with secondary school to discuss concerns and provision</li> </ul>
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**Relevant legislation**

Children and Families Act 2014  
 The Special Educational Needs and Disability Regulations 2014  
 Equality Act 2010  
 Special educational needs and disability code of practice:0 to 25 years  
 January 2015

**Glossary**

SEND: special educational need including medical need, or disability.  
 SENCo: special needs co-ordinator  
 EHCP: Education and Healthcare Plan  
 IPM: Individual Provision Map SALT: Speech & Language Therapy