

Name:

Stage:

Date:

The Graduated Approach	(Wave 1) <u>Quality First Teaching &amp; Monitoring</u> Initial Concerns Form Date:  1.Assess-Plan-Do-Review Date: 2. Assess – Plan – Do – Review Date:	(Wave 2) <u>Quality First Teaching + Profile/Passport completed with parents</u> Profile/Passport completed with parents Date:  1.Assess-Plan-Do-Review Date: 2. Assess –Plan–Do–Review Date:	(Wave 3) <u>Quality First Teaching + Profile/Passport + Support Plan + SEN register</u> STAR (Short Term Additional Resources Application) Date: Support Plan Date:  1.Assess-Plan-Do-Review Date: 2. Assess –Plan–Do–Review Date:	<u>Complex/Specialist</u>  Application for COSA (Consideration of Statutory Assessment) Date:  SEN Support Plan  (E) EHCP Date:	<u>Gifted and Talented Wave 1 or 2</u>
Cognition and Learning	Differentiated curriculum, planning, activities, delivery and resources Increased visual aids and modelling Visual timetable Writing frames/ additional scaffolding Illustrated dictionary iPad/laptop T/TA/LSA support during class activities Focussed group work with T/TA/LSA e.g. guided reading/writing Individual reading with an adult RWI groups Numicon Opportunities for discussion Organised classroom and calm working environment Working walls and relevant displays Dyslexia friendly - colour, contrast, font, translucent reading strips	CLIC/First Class at Maths Groups RWI- Additional Phonics- Pinny Time Get Writing RWI In class support TA. Individual reading with TA x2 week. High frequency word games. Multi-sensory spelling practice groups IT Kit (EYFS)	Intense focused literacy support groups 1x weekly. Additional phonics training Additional individual reading. 1:1 Tuition x1 hour a week. Paired reading Peer tutoring .	Access to SEN resources and advisory teachers.  1:1 Speech and Language.	Differentiated tasks Planning for higher level objectives Additional individual reading support Leadership roles Open ended questioning/ tasks/ investigations CLIC Maths Peer support roles Mastery curriculum

	<p>Clear learning objective shared and referred back to frequently</p> <p>High quality questioning - not asking for hands up for a response</p> <p>Metacognition focus - learning about learning</p> <p>Encouraging independence, resilience and perseverance in learning activities.</p>				
<b>Communication and Interaction</b>	<p>Differentiated curriculum e.g simplified language, repeated instructions, visual aids</p> <p>Visual timetable and symbols</p> <p>Structured routines</p> <p>Seating to suit need</p> <p>Apply 'Rules for Talk'</p> <p>Adults model clear speech</p> <p>Calm, quiet, organised learning environment</p>	<p>Talkboost (EYFS)</p> <p>NELI</p> <p>In class support from LSA/TA with some focus on supporting speech and language.</p> <p>IT Kit(EYFS)</p>	<p>Pearson Dyslexia Screening</p> <p>Northumberland Literacy Screening</p> <p>Speech and language support</p> <p>Clicker 7 (Nov 18)</p>	<p>Speech and Language support</p> <p>Makaton</p> <p>Visual organiser</p> <p>ICT – individual i-pad e.g. Clicker</p>	<p>Opportunities to lead focussed group work</p> <p>Opportunities to support younger pupils and peers</p> <p>Leadership roles</p>
<b>Emotional, Behavioural and Social</b>	<p>Whole school behaviour policy</p> <p>Whole school/ class rules</p> <p>Rewards and sanctions</p> <p>Circle time</p> <p>Active schools agenda</p> <p>Jigsaw PSHE curriculum, activities and resources</p> <p>School Thrive mentor</p> <p>Staff ensure a safe and secure environment</p> <p>Structured routines</p> <p>Visual timetables</p>	<p>Small group circle time</p> <p>Group reward system</p> <p>Support for unstructured activities</p> <p>IT Kit (EYFS)</p>	<p>School Thrive mentor</p> <p>Individual reward system</p> <p>Peer mentoring</p> <p>Solution focused therapy</p> <p>'Speech Bubbles' activities to support social understanding.</p> <p>Social Stories.</p>	<p>Anger Management training.</p> <p>Social skills training.</p> <p>Access to support</p> <p>Behaviour SLA</p> <p>Support from EP.</p> <p>1:1 LSA</p> <p>1:1</p> <p>Therapeutic Play</p>	<p>Opportunities to support younger pupils and peers</p> <p>Peer mentoring</p> <p>Protector Pal training</p>
<b>Sensory and Physical</b>	<p>Active learning</p> <p>Outdoor learning</p>	Teoderescu	Teoderescu/Motor skills programme for	1:1 support in class and PE.	Extra curricular sport

	<p>Flexible teaching arrangements Staff aware of need Medical support Dough gym Use of pencil grips Modified recording support e.g. books/worksheets</p>	<p>Additional handwriting practice. Access to equipment, eg sloping boards, pencil grips. ITKit (EYFS)</p>	<p>small group or individuals.</p>	<p>Physiotherapy programme. Access to ICT Occupational therapist programme. Speech therapist programme.</p>	<p>Further differentiation Leading sports activities and play ground games</p>
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