

# Graduated Response

Parental engagement

Parental Letter Informing of Wave 2

**Ordinarily Available Provision**

**Pastoral Teams**

Across the school is the expectation of 'Quality First' teaching, all class teachers provide inclusive, high-quality teaching for all children, differentiated to take account of individual learning needs such as diagnosis of dyslexia or ADHD/Autism with high expectations for them. This is supported by whole-school policies - ie, it is part of the planning and beliefs of the school as a whole.

Most children's needs can be met through high quality teaching and OAP. This may involve students having a strategy sheet to ensure their needs are catered for which is then distributed to all teaching staff.

**SEN Support Wave 1 (Short Term)**

**Pastoral Team & Teaching Staff**

Wave 1 is more targeted at pupils . If a child is not making appropriate progress despite some modifications to Wave 1 support they may need specific, time bound intervention to overcome their barriers to learning.

**SEN Support Wave 2 (K)**

**Pastoral Team & SEND Team**

Wave 2 On-going, specific support to address a child's SEN due to the child not making progress or significant needs. Students will be placed on the SEN register. Students may receive specialist support from outside agencies They will have an Assess Plan Do Review form (APDR form) managed by the SEND Team.

**Wave 3 EHCP (E)**

**SEND Team**

In the case of a very small number of students where there is still insufficient progress despite additional or different interventions and support being in place and reviewed over time the SEND Team with Parents may apply for an EHCP.

**ALL staff are responsible for delivering OAP. Teachers will adjust teaching to reflect needs within the classroom/**

**Teaching staff or pastoral staff may start to create APDR cycles.**

**Pastoral team to fill out **student of concern form** to ensure SEND team involvement. SEND team then coordinate APDR.**

**SENCO requests EHC Plan if needed.**



<b>OAP</b>	<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health Difficulties</u>	<u>Sensory and Physical</u>
<b><u>Provision and Intervention</u></b>	<p><b><u>Quality First Teaching:</u></b>            Appropriate Learning tasks            Differentiated-Curriculum/Work            Differentiated Delivery e.g. simplified language, slower lesson pace            Differentiated Outcome e.g. cartoon strip instead of written prose, use of iPads            Increased Visual Aids/modelling            Visual Timetables            Illustrated dictionaries/spellcheckers            Use of writing frames            Change in seating plans            Piggybacking off TA support in class            iPad Pass            Team Teach/Modelling            Access to pastoral homework clubs            Revision Classes            Informative Assessment of progress            Exam access arrangements            In class targeted teacher support            Key Words Wall/Mats            Afterschool revision sessions            Lunch time revision sessions            Allowance of extra time to complete tasks            Access to pastoral homework clubs</p>	<p><b><u>Quality First Teaching:</u></b>  <b>All of previous and:</b>            Appropriate Learning tasks            Flexible teaching arrangements            Structured school and class routines            Increased visual aids/Modelling            Visual time tables            Use of symbols            Change in seating plans            Environmental Clues e.g. location signs/colours            Access to the Den</p>	<p><b><u>Quality First Teaching:</u></b>  <b>All of previous and:</b>            Motivation – ensure success &amp; appropriate Learning tasks            Whole School and class reward system            Whole school/class rules            Whole school policy for behaviour            Use of praise and reward            Signals for sound level/change of activity            Positive feedback/non-verbal/            Access to pastoral homework clubs            Risk Assessment for self-harming</p>	<p><b><u>Quality First Teaching:</u></b>  <b>All of previous and:</b>            Flexible teaching arrangements i.e. impaired pupil to be available to move at will to access lesson            Teacher/Staff awareness of impairment i.e. not covering mouth when talking to a deaf child/light implications for visually impaired and lip readers            Availability of resources i.e. writing slopes, iPads, oversized text or coloured paper            Enlarged worksheets/text books            Change in seating plans            Modified resources            Timetabling of classrooms            Improved accessibility of school buildings            Access lifts            Moving and handling training            Toilet Pass</p>
<b><u>Assessment and Monitoring</u></b>	CATs (YR 7) Reading age tests – all years Monitoring of data capture Lesson Observations Learning Walks Strategy Sheets			

<b>WAVE 1 &amp; 2</b>	<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health Difficulties</u>	<u>Sensory and Physical</u>
<b><u>Provision and Intervention</u></b>	<u>Interventions at OAP and:</u> <b>All of previous and:</b> Small group work in lesson Individualised differentiation in lessons Support in lessons from a teaching assistant Multi-sensory approach in lessons Use of iPad Apps Exam access arrangements Breakfast Literacy and Maths English+ instead of MFL Nurture Maths, English & Science groups Reduced timetables	<u>Interventions at OAP and:</u> <b>All of previous and:</b> Pastoral intervention groups (Anger groups) Exit card/time out strategies Positive Report Planning and provision for transition and further education WCCYM Friendship Group support for social skills ELSA Interventions	<u>Interventions at OAP and:</u> <b>All of previous and:</b> Break time/lunch time support in the Den Additional tutor group support—staff mentor allocated Early Help Assessment—YPW/FW Counselling 1:1 WCCYM Support Planning and provision for transition and further education	<u>Interventions at OAP and:</u> <b>All of previous and:</b> Adapted equipment for use in classroom Timetabling of rooms and access Exit pass/leave lesson early for transition Keys for lifts/pupil use of lifts Additional fine motor skills practice In class support for supporting access and safety Planning and provision for transition and further education
<b><u>Assessment and Monitoring</u></b>	CATs (YR 7) Access Reading age tests – all years Spelling age tests – all years Whole School Data Capture Monitoring of data capture Lesson Observations Learning assessments Learning Walks SENCo Observations Strategy Sheets			

<b>WAVE 3</b>	<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health Difficulties</u>	<u>Sensory and Physical</u>
<b><u>Provision and Intervention</u></b>	<b><u>Interventions at Wave 1 and 2 and:</u></b> Close teaching assistant support Additional planning and arrangements for transition i.e. from primary school Additional planning and arrangements for option choices (reduced/guided option choices) Individual arrangements for assessments and tests Referral to specialist services inc EP Alternative accreditations i.e, ASDAN, AQA Awards Reduced/individualised timetable KS3/KS4/Centre Place Withdrawal groups for English & Maths IDL Reading Program	<b><u>Interventions at Wave 1 and 2 and:</u></b> Referral and work with SALT Referral to specialist services inc SALT, OT Advice from EP Social skills withdrawal groups Dog Therapy Centre/KS3 Lunch Clubs	<b><u>Interventions at wave 1 and 2 and:</u></b> Small group work with ELSA Exit/Time out/Calm area strategies Referral to specialist services inc CAMHS Small group or one to one social skills Working with Social Care Placement at Alternative Provision KS3/KS4/Centre Place Dog Therapy Zones of Regulation Intervention	<b><u>Interventions at wave 1 and 2 and:</u></b> Support from advisory services i.e. sensory support, physiotherapy, occupational therapy Use of modified equipment Support with physiotherapy in school 1 to 1 physiotherapy programme Enlargement and adaptation of materials and learning resources 1 to 1 SALT /OT Provision of specialist equipment Individual support in class during appropriate subjects i.e. Science, PE Occupational Therapy Programme Use of appropriate resources i.e. radio aids and mic Advice from EP/specialist service
<b><u>Assessment and Monitoring</u></b>	CATs (YR 7) Access Reading age tests – all years Spelling age tests – all years Whole School Data Capture Monitoring of data capture Lesson Observations Learning assessments Learning Walks SENCo Observations Strategy Sheets Annual Reviews End of intervention monitoring			