



### A Graduated Approach

The [SEN Code of Practice 2015](#) defines a ‘Graduated Approach’ as: “a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.” (SEND CoP Glossary of Terms)

**Definitions:**

**Whole class** - The effective inclusion of all children in a quality first teaching.

**Small group interventions** - Small-group intervention (Additional Literacy and maths support inc booster classes) for children who can be expected to 'catch up' with their peers as a result of the intervention - that is, who do not have special educational needs related specifically to learning difficulties in literacy or mathematics. Interventions are not primarily SEN interventions. Where intervention programs are delivered without modification within the designated year group, there is no requirement that the children be placed at SEN Support. This will be where they have special educational needs such as emotional, social and mental health difficulties, difficulties in communication and interaction, or sensory or physical impairment, for which they are receiving other forms of support.

**Individual Support 1:1** - Specific targeted intervention for individual children identified as requiring SEN support. Children at this stage may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at this stage is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Whole class and small group interventions. Children receiving Individual support will always be placed on SEN support.

Universal Support			
Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Structured school and classroom routines</li> <li>• Warning of change</li> <li>• Differentiated curriculum delivery e.g. simplified language</li> <li>• Increased visual aids/modelling</li> <li>• Visual timetables</li> <li>• Use of symbols in Early Years</li> <li>• Use of signing (Makaton) in Early Years</li> <li>• Repetition/clarification of instructions</li> <li>• ‘Show and tell’ / speaking opportunities</li> <li>• Regular and planned liaison with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition/clarification of instructions</li> <li>• Speed Sound, word and number charts, mats, banks etc.</li> <li>• Working walls</li> <li>• Use of puzzles and games</li> <li>• Illustrated dictionaries</li> <li>• AR - personalised reading scheme</li> <li>• Ensuring appropriate reading material available from other year groups</li> <li>• Weekly spelling lists (phonics led)</li> <li>• Read Write Inc.</li> <li>• Regular and planned liaison with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible seating arrangements</li> <li>• Age appropriate resources</li> <li>• Construction</li> <li>• Tools and Materials e.g. brushes/pencils, collage</li> <li>• Range of equipment &amp; opportunities for balancing, exploring etc.</li> <li>• Brain break exercises</li> <li>• Sand and water play in Early Years</li> <li>• Provision of left handed equipment</li> <li>• Written signs for class labels in classes</li> <li>• Regular and planned liaison with parent</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Positive behaviour strategies</li> <li>• Structured school and classroom routines</li> <li>• Use of puzzles and games</li> <li>• Involvement in after school clubs</li> <li>• Progressive SMSC, PSHE, SRE curriculum</li> <li>• Play leaders available to support</li> <li>• Visual timetables</li> <li>• Use of symbols</li> <li>• Use of first hand experiences to stimulate learning</li> <li>• Regular and planned liaison with parent</li> </ul>

## Small Group Support

Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
<ul style="list-style-type: none"> <li>• Speech and Language support groups</li> <li>• Social communication groups</li> <li>• Extended transition – vulnerable pupils</li> </ul>	<ul style="list-style-type: none"> <li>• In-class TA support for English</li> <li>• In-class TA support for Maths</li> <li>• Differentiated resources</li> <li>• Differentiated output or outcome e.g. use of ICT, fewer sentences</li> <li>• Increased visual aids/modelling etc.</li> <li>• Visual timetables</li> <li>• Use of writing frames</li> <li>• Small group support outside class</li> <li>• Fresh Start (Yrs 4-6)</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor skills programme</li> <li>• Gross Motor skills programme</li> <li>• TA support in PE/dance/games</li> <li>• Differentiated PE resources – spider balls, balloon balls etc.</li> <li>• Sports events – additional preparation</li> <li>• Handwriting intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative playtime/lunchtime provision</li> <li>• Nurture class provision</li> <li>• Pastoral support groups inc: Drawing and talking, play based approach, social skills, Lego Therapy</li> </ul>

## Individual Support

Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
<ul style="list-style-type: none"> <li>• Individual targets</li> <li>• Individual Speech therapy programmes – delivered by Speech therapist and trained TA</li> <li>• Individual visual timetable / schedule</li> <li>• Work station for part of the day</li> <li>• Individual transition programme</li> <li>• Social stories</li> <li>• Outside agency advice</li> <li>• Outreach speech and language support</li> <li>• Use of communication cards/ picture cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual target pencils</li> <li>• Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording</li> <li>• Pre-teaching of class learning</li> <li>• Reinforcement practice of class learning</li> <li>• Individual speech programmes</li> <li>• One to one support for English and Maths outside class.</li> <li>• 1:1 support part of day/daily</li> <li>• Individual arrangements for SATs</li> <li>• Additional planning and arrangements for transition</li> <li>• Outside agency advice and support (Educational Psychologist, Mayfield, Chestnut)</li> <li>• RWI 1:1 intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of specialist equipment – ICT, sloping board, pencil grips, special cushion, triangular pencils, different types of scissors etc</li> <li>• Multi-sensory equipment</li> <li>• Individual fine motor skills work</li> <li>• TA support/monitoring at lunchtimes</li> <li>• Individual planning and arrangements for transition through school day</li> <li>• Outside agency advice (physiotherapist, OT, hearing impairment, visual impairment services)</li> <li>• Individual risk assessment</li> <li>• Individual intimate care plan</li> <li>• Access to enlarged resources</li> <li>• Awareness of fatigue</li> <li>• Scribe provided</li> <li>• Seating arrangements (r-handed, l-handed etc)</li> <li>• Handwriting intervention</li> <li>• Physio exercises</li> <li>• Support with school/classroom access</li> <li>• Adjustment to classroom/school environment.</li> <li>• Ear defenders</li> <li>• Intimate care plan</li> <li>• Additional transition arrangements to new class/school</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Behaviour Plan</li> <li>• Individual risk assessments</li> <li>• Individual reward/sanction systems</li> <li>• TA support – communication of feelings</li> <li>• TA support individual</li> <li>• Playtime monitoring</li> <li>• Anger Management</li> <li>• Input from pastoral team</li> <li>• Individual workstation</li> <li>• Home school liaison book</li> <li>• Weekly feedback to parents</li> <li>• Time out system and safe space</li> <li>• Additional transition arrangements</li> <li>• Internal seclusion</li> <li>• Planned used of physical positive handling</li> <li>• CAMHS involvement and referral</li> <li>• Bereavement support</li> <li>• Targeted Help intervention</li> <li>• Daily 'check-ins'</li> <li>• Referral to family support worker</li> <li>• Referral to attendance officer</li> <li>• Outside agency advice and support (Educational Psychologist, Chestnut)</li> <li>• Special responsibilities</li> <li>• Report cards</li> <li>• TLG (transforming lives for good) counselling</li> <li>• Part-time timetable</li> <li>• Alternate provision - for part of the day</li> <li>• Educated other than at school</li> </ul>