Graduated Approach: Assess, Plan, Do & Review

Cognition and Learning			
Assess	Plan	Do	Review
• Observations • Pupil and Parent voice. • NFER tests • Year 2 and 6 SAT papers • Year 1 Phonics screener. • BSO Maths baseline assessment • BSO Literacy baseline assessment • Number Stack initial assessment • Foundational Skills documents. • High frequency word assessment • Letter and word assessment. • Reading and dictation passages assessment • Visual stress test • Dyslexia Screening test • Profiling Checklist	➢ Pupil passport – SMART targets ➢ Advice from outside agencies: SCIL teams/ EPT/ OT/Paediatrics/Diagnosis reports. ➢ Modified daily planning – generating learning about familiar topics. _____ Interventions: ➢ Colourful stories ➢ Nessy ➢ 1:1 phonics ➢ Number stacks ➢ Toe by toe ➢ Power of two ➢ Write from the start ➢ Handwriting – letter formation and fluency ➢ Speed up ➢ Alphabet Arc ➢ Brain gym ➢ Precision teaching	• High quality teaching – modelling. • Brain breaks/movement breaks/fidgets. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Pre-teaching of subject vocabulary • Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays. • Task plans – instructions in manageable chunks. • Recall activities within each lesson. • Multiplication grids/ operation guides/ number lines • Visual timetables, basket tasks, now and next boards • Use manipulatives/visuals. • Scaffolded activities -Writing frames/ Word banks/Spider diagrams/ sentence stems. • Minimise copying from the board – provide copies for pupil. • Scaffolded WAGOLLS – reading level appropriate and large font • IT support – voice recorders/dictation. • Alternative ways of recording work – role play, presentation, poster, verbally, photographs. • Blank level questioning.	• Progress towards SMART targets. • Review with child and parents. • Is outside support required? SCIL team/ EPT etc. • Reassess.

Graduated Approach: Assess, Plan, Do & Review

Communication and Interaction

Assess	Plan	Do	Review
• Language screening tool • Speech sounds tool • AET – autism progression framework. • Foundational Skills assessment • ELKAN - Blank level questioning assessment • Sensory profile • Wellbeing Profile • STAR analysis	• Pupil passport – SMART targets • Advice from outside agencies: Speech and language therapy/ SCIL teams/ EPT/ OT/Paediatrics/Diagnosis reports. • Modified daily planning – generating learning about familiar topics. Interventions: ➢ Black sheep ➢ 101 games for social skills ➢ Lego therapy ➢ Talkabout for children ➢ The big book of blob trees ➢ 101 games for better behaviour ➢ Talk partners ➢ Brain gym	• Predictable environment and routine within a highly structured curriculum incorporating the young person's needs. • Create frequent opportunities for peer to peer interaction. • 'Rules' of good listening displayed, taught, modelled and regularly reinforced • Makaton taught throughout school. • Pre-teach new language - Key words/vocabulary emphasized when speaking and displayed visually with picture cues. • Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play • Task plans - Instructions broken down into manageable chunks and given in the order they are to be done. • Visual timetables, basket tasks, now and next boards. • Delivery of information slowed down with time given to allow processing. • Brain breaks and movement breaks. • Blank level questioning • Colourful stories • Adjustments to the language learning environment such as lighting, noise levels access to quiet spaces and grouping. • Attention and listening skills: identify the cause of difficulties and teach the strategies with modelling and reinforcement • Love your words – recalled daily. • IT support – voice recorders/dictation. • Supporting the child / young person as needed to access and engage in social situations using strategies such as speaking buddies or similar (peer talk) to encourage responses. • Support to model appropriate coping strategies for emotional regulation and social problem solving. • Sensory adjustments to meet the needs of the child / young person and reasonable adjustments made as needed e.g. low stimulus display boards, use of ear defender. • EY – intensive interaction/ attention interaction/ sabotage	• Progress towards SMART targets. • Review with child and parents. • Is outside support required? S&L/ SCIL team/ EPT etc. • Reassess.

Graduated Approach: Assess, Plan, Do & Review

Social, Emotional and Mental Health			
Assess	Plan	Do	Review
• Sensory profile • Wellbeing Profile • STAR analysis • Boxall profile	• Pupil passport – SMART targets • Advice from outside agencies: Speech and language therapy/ SCIL teams/ EPT/ OT/Paediatrics/Diagnosis reports. • Modified daily planning – generating learning about familiar topics. Interventions: ➢ Colour my worries ➢ Inner world work ➢ The mindset melting pot ➢ No Worries! ➢ Not worry be happy ➢ Monster Magic ➢ Lego therapy ➢ Sensory room ➢ Regulation zone ➢ Beathing/calming/taming anger techniques ➢ Social stories	• Take time to find pupil's strengths and praise these. • Refer pupils regularly to classroom code of conduct, whole class targets and use consistently. • Play calming music where appropriate. • Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources • Make expectations for behaviour explicit by giving clear targets, explanations, and modelling. • Use a visual timer to measure and extend time on task – start small and praise. • Brain breaks and movement breaks. • Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary. • Task plan- chunk instructions and support with visual cues • Give a set time for written work and do not extend into playtime to 'catch up'. • Make use of different seating and grouping arrangements for different activities • Personalise teaching where possible to reflect pupils' interests • Communicate in a calm, clear manner. • Keep instructions, routines and rules short, precise and positive • Communicate positive achievements – 'Golden moments' or 'Good News' book or text home. • Zones of regulation area in each classroom – feeling charts/check ins. • Ensure groupings provide positive role models. • Transition from whole class work to independent or group work is taught, clearly signalled and actively managed. • Visual timetables, basket tasks, now and next boards. • Teach social and emotional skills and address behavioural targets on individualised plans. • Use key-working approaches to ensure the child / young person has a trusted adult to offer support during vulnerable times. • Provide personalised reward systems known to all staff in school.	• Progress towards SMART targets. • Review with child and parents. • Is outside support required? S&L/ SCIL team/ EPT etc. • Reassess.

Graduated Approach: Assess, Plan, Do & Review

		• Enable some planned time in smaller groups in order to develop social skills and emotional regulation. • Offering a child / young person opportunities to take on responsibilities e.g. class monitors, prefects, school council reps • A positive behaviour policy which is socially and emotionally differentiated to meet the needs of all pupils and reviewed with staff at least annually • A classroom and playground environment which focuses on supporting positive relationships and the development of social skills. • The provision of planned opportunities for pupils to learn social and emotional skills and build resilience • The planned teaching of personal social and emotional skills (e.g. a curriculum such as SEAL or targeted PHSE provisions) • Opportunities to develop positive staff /child relationships • Talking mats – support discuss issues • Self- soothe box - selection of things that can help a child or young person to: Keep calm, feel grounded and self-soothe. Concentrate better. Manage their emotions, reduce symptoms of panic, anxiety and low mood and begin to self-regulate. • Worry box - support managing anxiety and worries and teach pupils how to give worries away.	

Graduated Approach: Assess, Plan, Do & Review

Physical and Sensory: Visual			
Assess	Plan	Do	Review
• Visual impairment team assessment	• Pupil passport – SMART targets • Advice from outside agencies. • Modified daily planning • Class room environment	• Glasses wear • Seating position and environmental factors affecting vision • Presentation of learning materials; differentiation of learning resources in line with advice i.e. worksheet size and format etc. • Teaching strategies to minimise impact of CYP's vision; pace, oral descriptions, amount of copying /distance work etc. • ICT is used to increase access to the curriculum, with the use of screen mirroring and file sharing software. • Where required; regular targeted small group support. • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Pre and post teaching is used to enable the pupil to engage with learning in the classroom. • Multisensory approaches are used, where appropriate • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Awareness that the child / young person may need more time to complete tasks. • Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working	• Progress towards SMART targets. • Review with child and parents. • Is outside support required? S&L/ SCIL team/ EPT etc. Reassess.

Graduated Approach: Assess, Plan, Do & Review

Physical and Sensory: Hearing			
Assess	Plan	Do	Review
• Hearing impairment team assessment. • Speech and language assessment	• Pupil passport – SMART targets • Advice from outside agencies. • Modified daily planning Intervention: ➢ Makaton ➢ EKLAN	• Management of the acoustic and visual environment in class so that background noise is kept to a minimum. • Plan for short listening periods interspersed with individual/small group activities • Position pupil appropriately for different activities – in consultation with the pupil • Ensure that your face is in clear view so that the pupil can lip-read – make use of facial expression/body language to support what you say and as much as possible stand still. • Get the pupil's attention – make eye contact – before speaking • Outline the content of the lesson at the beginning using visual cues/key words • Present lesson content in as visual a way as possible. • Ensure that the deaf pupil has access to what the other pupils say e.g. repeat/rephrase the answers pupils give or ask them to speak at the front. • Check that a task has been understood before the child begins e.g. 'tell me/show me what you have to do'. • Recap main points at the end and provide an opportunity for the child to show that they have understood. • Get feedback from the pupil regularly to monitor their access to lessons • Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation • Advice from Low Incidence Team is implemented in the classroom. • Regular checking of auditory equipment: may have hearing aids and possibly a radio aid. • create opportunities for peer to peer interaction • monitor the progress of the young person using highly structured methods • Pre-teach new language	• Progress towards SMART targets. • Review with child and parents. • Is outside support required? S&L/ SCIL team/ EPT etc. • Reassess.

Graduated Approach: Assess, Plan, Do & Review

Physical and Sensory: Physical			
Assess	Plan	Do	Review
• Practical Daily Living Activities – skills checklist • Outside agency assessment. • Sensory profile	• Pupil passport – SMART targets • Advice from outside agencies. • Modified daily planning • Classroom environment Interventions: ➢ Handwriting ➢ Right from the start ➢ Gross motor skills activity book ➢ Speed up! ➢ Finger gym ➢ Playdough ➢ Fine motor activities	• PEEP required. • Sensory room. • Modified curriculum tasks; • Access regular individual support • Encourage independence whilst maintaining health and safety minimising risk • Create frequent opportunities for peer to peer interaction • Monitor the progress of the young person using structured methods. • Access programmes of support as advised by the paediatric therapy teams • Assist with personal/intimate care, • Access environment/ or individual equipment, • Provide catch up sessions minimising the impact of missed learning due to absence relating to condition • Close supervision to address safety and access in PE • Support managing pacing and fatigue • Support to address self-care / self-regulation needs and use modified equipment. • Appropriately trained support for moving and handling may be required • May require bespoke equipment- mobility and seating / accessible building • Facilitate use of alternative methods of recording and use of IT to support access to the curriculum • Touch typing • Writing slopes • Voice recording tools • Dictation • Easy grip scissors • Pencil grips • Wedge cushions/ wobble board/exercise bands around chair legs	• Progress towards SMART targets. • Review with child and parents. • Is outside support required? S&L/ SCIL team/ EPT etc. • Reassess.

Graduated Approach: Assess, Plan, Do & Review

Physical and Sensory: Multi-Sensory			
Assess	Plan	Do	Review
• Outside agency assessments. • Sensory profile.	• Pupil passport – SMART targets • Advice from outside agencies. • Modified daily planning • Class room environment Intervention: ➢ Sensory room ➢ Brain breaks with sensory box.	• Pay attention to seating, lighting, visual environment and acoustics. • Consideration must be given to visually presented information, task instruction and oral sentence structure. • Attention should be paid to speech development, the development of oral expression and aspects of orientation, mobility and independence skills, through curriculum differentiation. • Staff in the school / setting will need appropriate training and awareness of the potential impact of dual-sensory impairment should be evident in the classroom. • The pace of learning should afford opportunities for clarification and reinforcement to ensure understanding • Modified curriculum tasks; • Access regular individual support • Encourage independence • Create opportunities for peer to peer interaction • Monitor the progress of the A child / young person using structured methods • Sensory room • Sensory circuits • Sensory box • Bubbles • Thera-bands around chair legs • Gym/ peanut balls • Headphones • Blu tack/ fiddler/chewy • weighted lap pad-straw • sports bottle to suck	• Progress towards SMART targets. • Review with child and parents. • Is outside support required? S&L/ SCIL team/ EPT etc. • Reassess.