

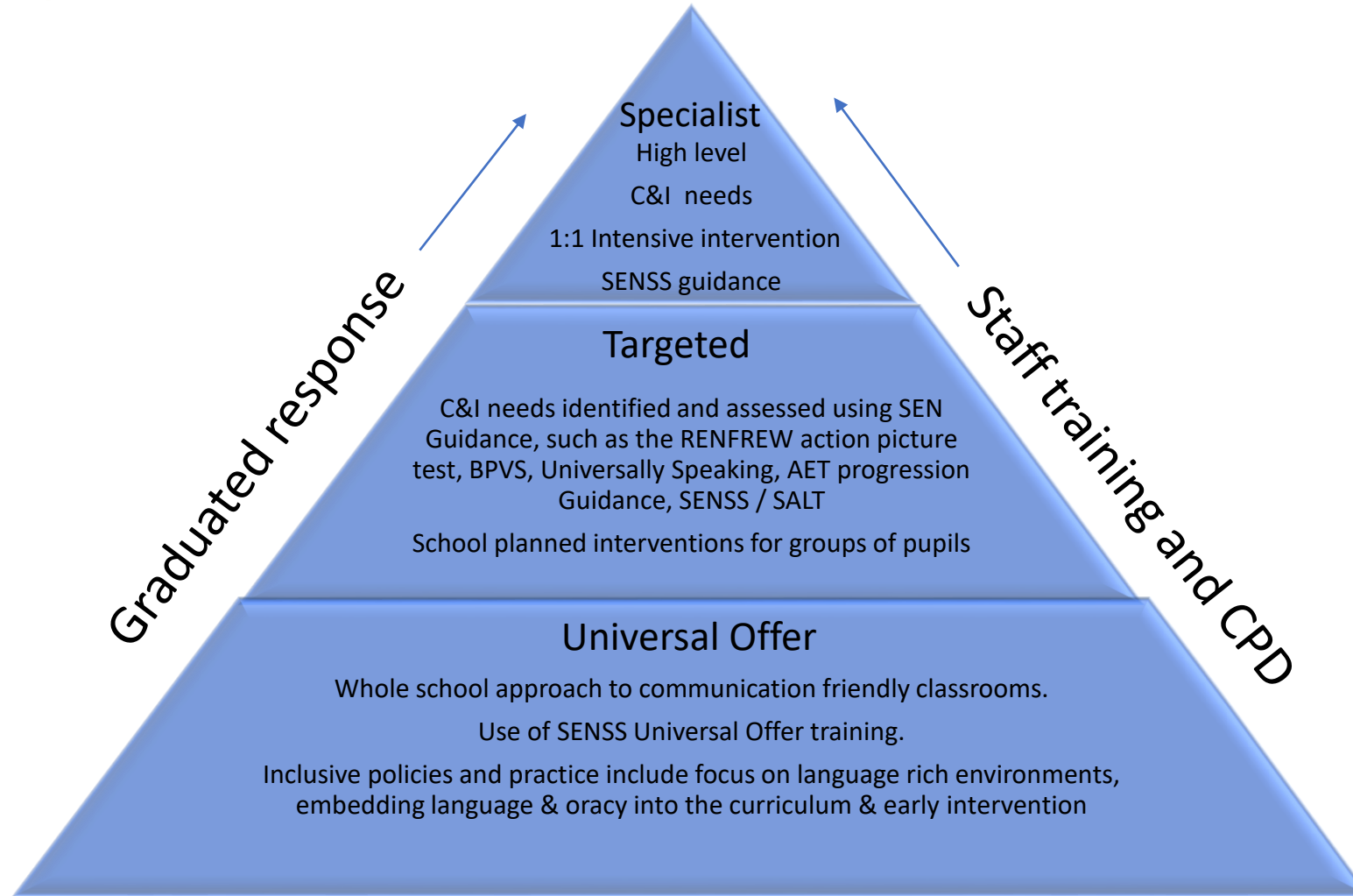
The Graduated Approach – Definition

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.

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Communication & Interaction Provision

3 waves of support



- 1:1 Speech & language Therapy or language intervention
- 1:1 social stories, visual timetable support,
- Individual programme of support taking into account sensory profile
- Bespoke timetables
- Intensive interaction (SENSS C&I)

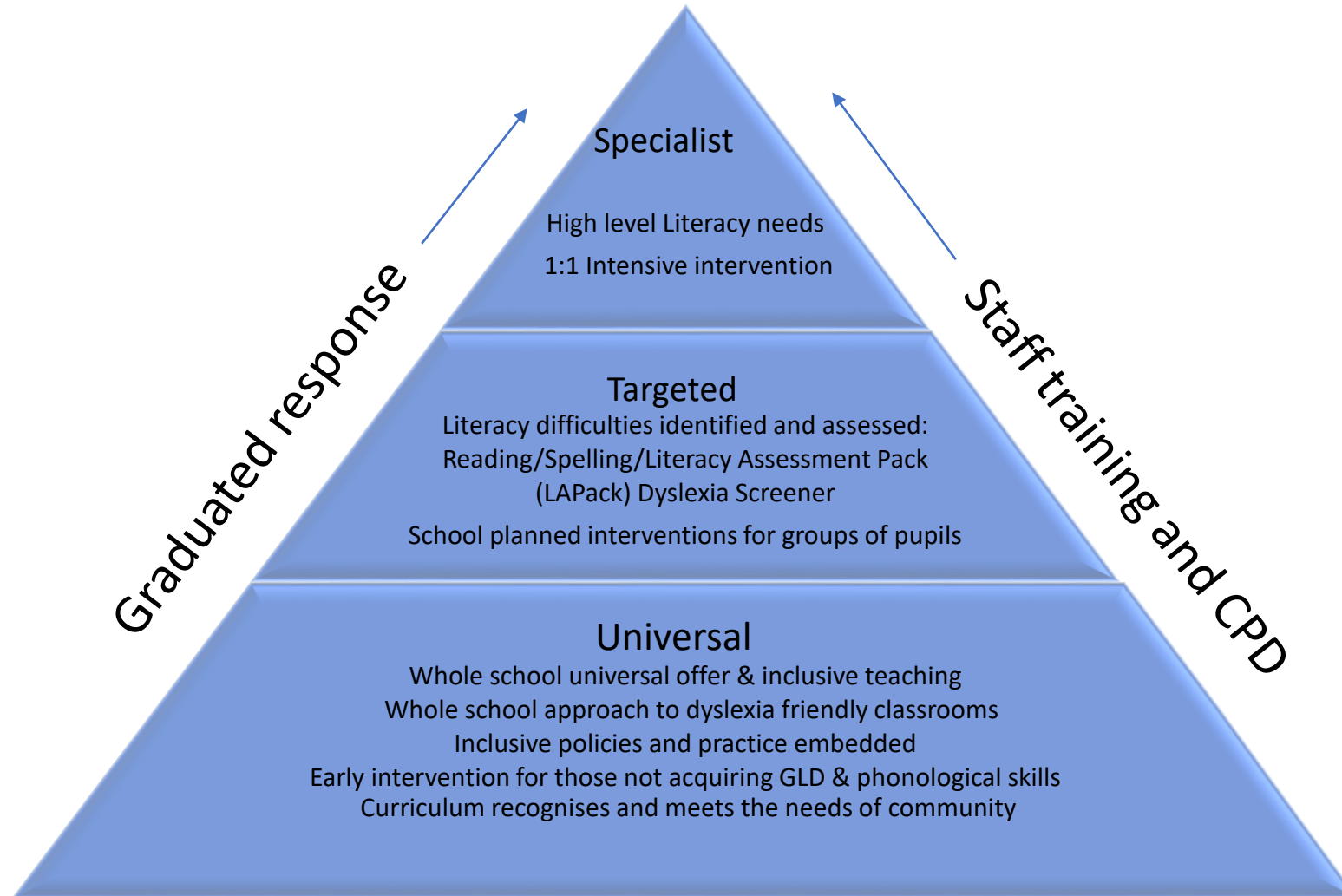
- Lego therapy, social stories,
- Spirals, Talkboost, Language for Thinking, Looking and Thinking
- Barrier Games
- Colourful Semantics
- Additional support at times of need, e.g. outdoor areas and break times, or specific lessons
- Individual work station with clear organisation & visuals

- Model & teach how to use language for thinking and learning
- Use pictures & visuals to support language & understanding
- Pre-teaching vocabulary & context
- Targeted questioning
- Teach good listening, speaking & group discussion skills
- Opportunities for pupils to have structured conversations with you or other adults
- Interactive displays to support communication
- Talk through visual timetable to help children understand routines of the day

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Cognition & Learning Literacy Provision

3 waves of support



Specialist

- Read Write Inc 1:1 tutoring intervention

Targeted

- Read, Write Inc Ditty Books
- Reading and Thinking
- Looking and Thinking
- Precision Teaching
- Lexia/Nessy
- Phonological awareness Training
- Alpha to Omega
- Toe by Toe
- Word Wasp

Universal

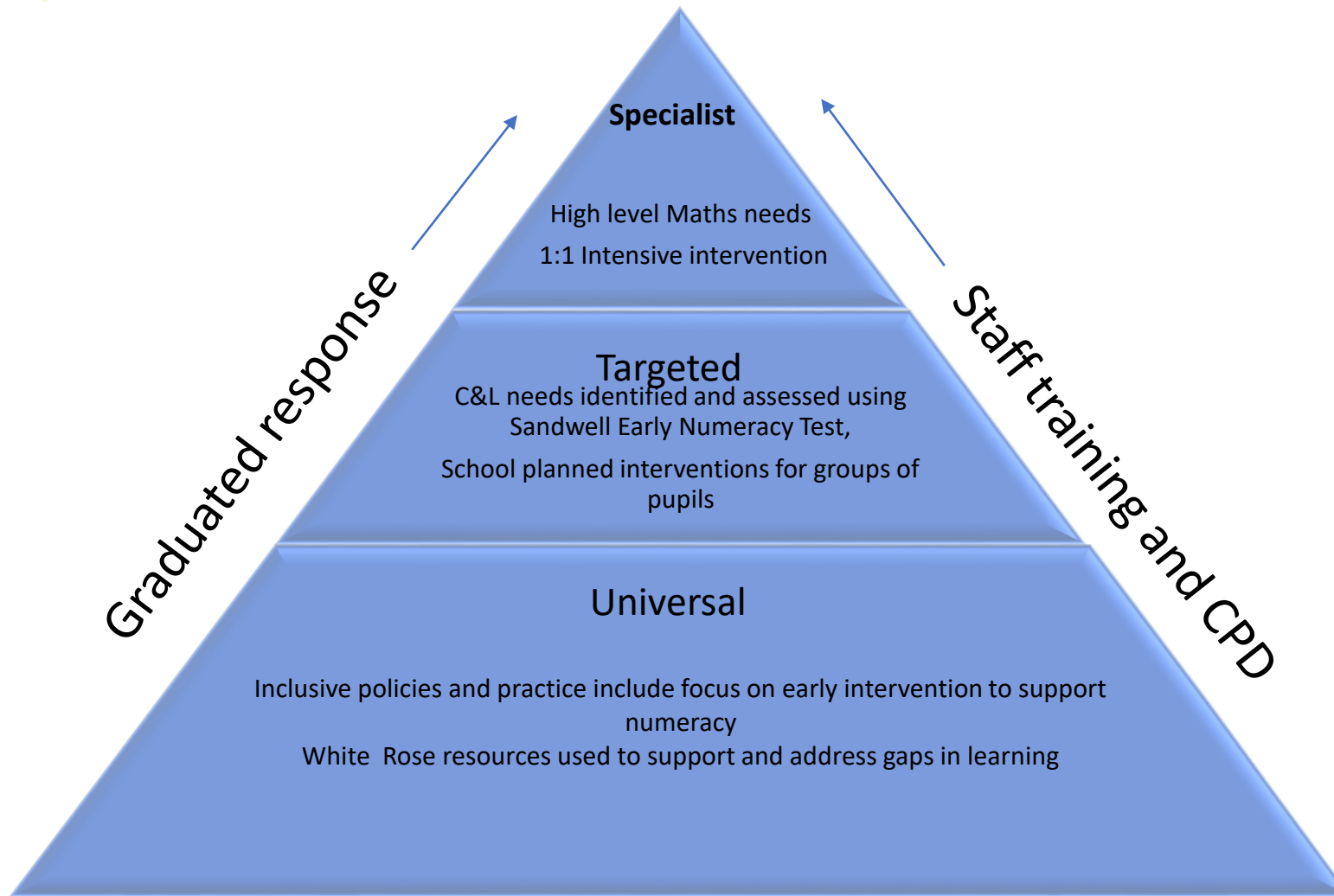
Classroom practice is inclusive and provides modelling and scaffolding for children with literacy difficulties, e.g.:

- Break down tasks into manageable chunks
- Provide and model the use of resources for supporting phonics and spelling
- Support vocabulary development, expanded success criteria used in all classes
- Provide multi-sensory activities to support children's learning

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Cognition and Learning – Maths Provision

3 waves of support



Specialist

- 1:1 maths teaching tailored to child's needs.

Targeted

Group maths interventions e.g.:

- Wave 3
- Plus 1
- Power of 2
- Numicon Big Ideas

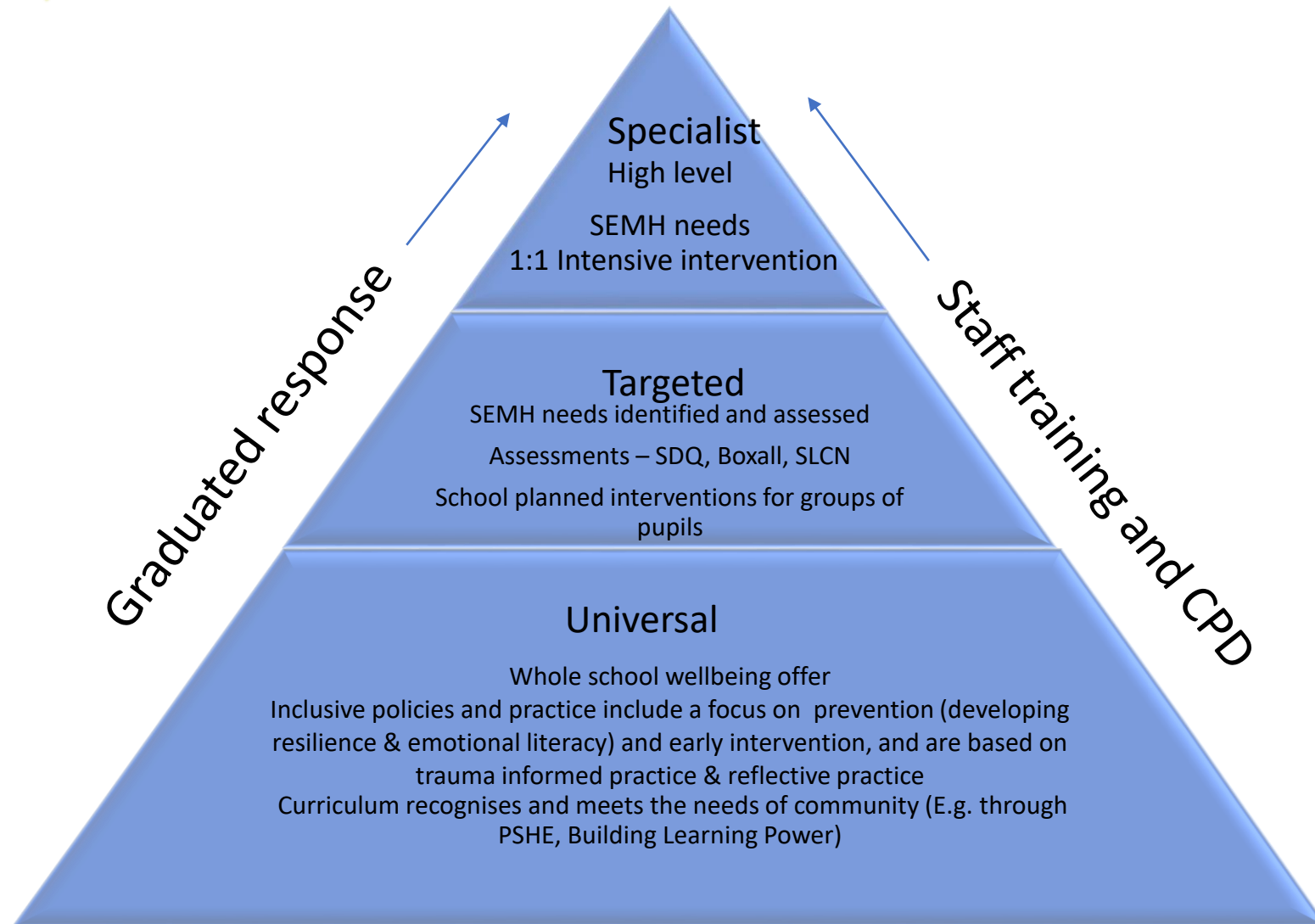
Universal

- Ensure easy access to maths equipment
- Emphasise the many connections between mathematical facts, procedures, and concepts,
- Model use of resources & concrete reference materials e.g. a number square or calculator
- Use counting activities to develop the understanding of the patterns in number
- Provide multi-sensory activities to support children's learning
- Teach pupils to follow a given method with steps for problem solving
- Support pupils to see how interventions are linked to classroom instruction (Metacognition)

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Social, Emotional and Mental Health Provision

3 waves of support



Specialist

- Individual therapies supported by outside agencies
- Individual programme of support
- Bespoke timetables
- Inclusion Support Plan (ISP), behaviour support plan(BSP), Risk Assessment,
- Welfare Officer

Targeted

- Mentors, key worker
- ELSA
- Talkabout
- Emotional Intelligence Zones of Regulation RULER
- Mental Health Support Team
- Enhanced Transitions/Social Stories

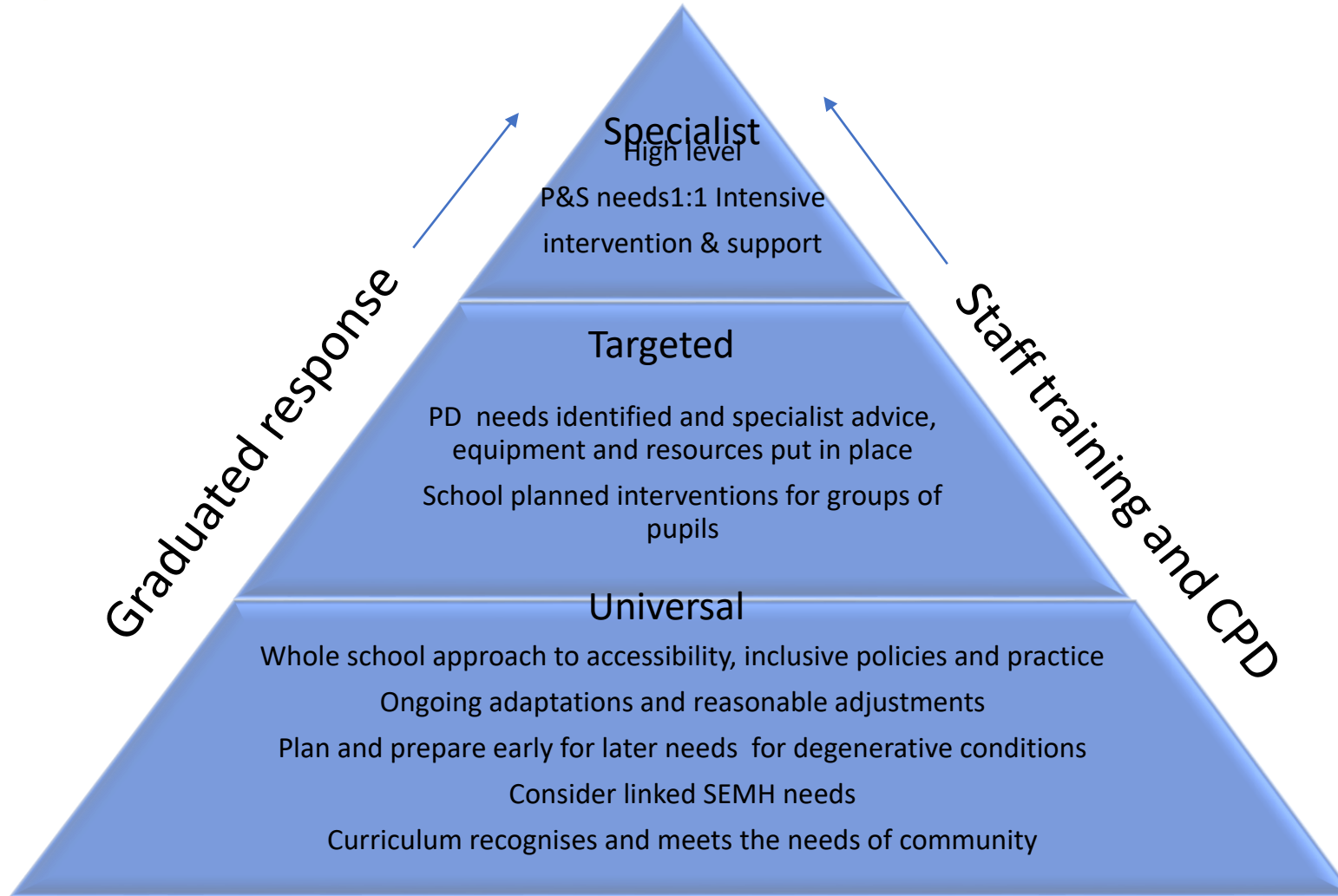
Universal

- Attachment aware/trauma informed school
- Collaborative reflective practice
- Emotion coaching PACE/ RULER
- CAMHs training
- Restorative Justice approach
- Breakfast Club, lunch club /safe space

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Physical and Sensory Provision

3 waves of support



Specialist

- 1:1 Physio or Occupational Therapy
- Specialist equipment, e.g. HI, VI,
- Individual classroom provision

Targeted

Occupational Therapy Website Activities

<https://www.oxfordhealth.nhs.uk/childrens-occupational-therapy/resources/>

Universal

- Ensure classrooms and school areas are calm and organised.
- Ensure equipment is easily accessible
- Ensure furniture is arranged to accommodate free movement
- Provide support for organisation and executive functions