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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Bishop Loveday Communication & Interaction Provision 3 waves of support

Specialist **High level** C&I needs

1:1 Intensive intervention

SENSS guidance

Targeted

Graduated response Staff training and CPD C&I needs identified and assessed using SEN Guidance, such as the RENFREW action picture test, BPVS, Universally Speaking, AET progression Guidance, SENSS / SALT

School planned interventions for groups of pupils

Universal Offer

Whole school approach to communication friendly classrooms.

Use of SENSS Universal Offer training.

Inclusive policies and practice include focus on language rich environments, embedding language & oracy into the curriculum & early intervention

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 ٠ Thinking
- **Barrier Games** ٠
- **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 ٠
- 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

Bishop Loveday Cognition & Learning Literacy Provision 3 waves of support

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Specialist

High level Literacy needs 1:1 Intensive intervention

Targeted Literacy difficulties identified and assessed: Reading/Spelling/Literacy Assessment Pack (LAPack) Dyslexia Screener

Graduated response School planned interventions for groups of pupils

Universal

Staff training and CPD Whole school universal offer & inclusive teaching Whole school approach to dyslexia friendly classrooms Inclusive policies and practice embedded Early intervention for those not acquiring GLD & phonological skills Curriculum recognises and meets the needs of community

Specialist

Read Write Inc 1:1 tutoring intervention .

Targeted

- Read, Write Inc Ditty Books
- Alpha to Omega
- Toe by Toe
- Word Wasp
- Reading and Thinking ٠
- Looking and Thinking
- **Precision Teaching**
- Lexia/Nessy ٠
- Phonological
 - awareness Training

Universal

٠

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

Bishop Loveday Cognition and Learning – Maths Provision 3 waves of support

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Graduated response

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Specialist

High level Maths needs 1:1 Intensive intervention

Targeted C&L needs identified and assessed using Sandwell Early Numeracy Test,

School planned interventions for groups of pupils

Universal

Staff taining and CD Inclusive policies and practice include focus on early intervention to support numeracy White Rose resources used to support and address gaps in learning

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)

Bishop Loveday Social, Emotional and Mental Health Provision

3 waves of support

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Graduated response

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Specialist High level

SEMH needs 1:1 Intensive intervention

Staff training and CPD Targeted SEMH needs identified and assessed Assessments - SDQ, Boxall, SLCN School planned interventions for groups of pupils

Universal

Whole school wellbeing offer

Inclusive policies and practice include a focus on prevention (developing resilience & emotional literacy) and early intervention, and are based on trauma informed practice & reflective practice Curriculum recognises and meets the needs of community (E.g. through PSHE, Building Learning Power)

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 ٠
- Collaborative reflective practice ٠
- Emotion coaching PACE/ RULER ٠
- CAMHs training ٠
- **Restorative Justice approach** ٠
- Breakfast Club, lunch club /safe space

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Bishop Loveday Physical and Sensory Provision 3 waves of support

Specialist P&S needs1:1 Intensive intervention & support

Targeted

PD needs identified and specialist advice, equipment and resources put in place School planned interventions for groups of pupils

Universal

Graduated response Staff training and CPD Whole school approach to accessibility, inclusive policies and practice Ongoing adaptations and reasonable adjustments Plan and prepare early for later needs for degenerative conditions **Consider linked SEMH needs** Curriculum recognises and meets the needs of community

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 ٠
- Ensure furniture is arranged to accommodate free . movement
- Provide support for organisation and executive . functions