Sutton Park Primary School
Graduated Response

Stage 1: Effective Quality First Teaching (QFT) and Learning
For **all** learners

Teaching and Learning	Systems, Policy and Staff development	Pastoral and Medical	Environmental
- Effective, Quality First teaching which is well matched to need. - Consideration given to supportive pairings, mixed ability, ability grouping. - Additional adult support within sessions. - Access to intervention sessions to fill known gaps following assessments. - Precision teaching to meet individual targets - Personalised, intensive, small group programmes based on gap analysis. - Pre-teaching is used. - Word mats/banks, specific equipment (laptop use) etc. - Visual / physical concrete aids to support learning i.e. number lines, 100sq, alphabet strip, dictionaries - Effective transition arrangements in place. - Visual supports (Communicate in Print/signing) used. Including a whole class visual timetable in every class. - Visual timers e.g. sand timers, IWB stop clock. - Range of methods for recording work across subjects e.g. oral, pictorial, drama, mind map, ICT, talking postcards etc. - Clear rules, reward systems and hierarchy of sanctions. - Alternative playtime/lunch time arrangements e.g. playground games established. - Positive reinforcement e.g. Zone board, visual clues, active listening/catch me cards, house points. - Assessment and support programmes from external agencies e.g. LST, BST, SaLT, OT, Physio) – short term.	- Regular staff training to develop understanding around specific need. - Bespoke training given in specific areas – e.g. bathroom management. - Access to support from the SENDCo. - Staff skilled in adjusting resources or the environment accordingly, e.g. background colour on IWB. - Planning which demonstrates access arrangements, support & extension. - School policies which reflect the needs of the children within the school. - Systems in place to ensure enhanced, effective communication between parents and staff, e.g. Seesaw, communication logs. - Curriculum design in place with clear sequence to learning so that skills are built upon.	- Additional adult support within sessions. - Use of Social Stories, VRFS, PACE, WIN to support behaviour management/anxiety/anger. - Access to group Thrive support. - Pace of sessions/curriculum or timetable is flexible for some students, including the use of 'Now and Then' board when appropriate. - Peer support and mentoring. - Opportunities for periods of respite using withdrawal to smaller groups, other spaces for periods of time. - Peer support systems may be established and developed for unstructured times, e.g. buddying systems, Anti-Bullying Champions. - Access to quiet areas/ 'time out' zones. - Support with transition to other settings, e.g. transition booklet. **Medical** - Facilities in school to address personal care, dietary, toileting, mobility and medical needs. - School to facilitate full access to areas of the curriculum for students with limited mobility needs (e.g. Forest School) - Reasonable adjustments to reflect medication/dietary/toileting and other health needs. - Staff arrangements made to take responsibility for any regular medical intervention (CP)	- Availability of resources e.g. writing slopes, pencil grips, left-handed equipment, word banks etc. - Communication Friendly Environment Audit using SLCN / CCN Pathway. - Dyslexia Friendly Environment and adaptations made. - Access to quiet areas, 'time out' zones - Modifications made to the school environment, e.g. workstation introduced.

Stage 2: SEN Support 1			
For some learners, in addition to Stage 1.			
Teaching and Learning	**Staff development**	**Pastoral and Medical**	**Environmental**
• Individualised Intervention programmes planned and shared with parents. • Assessment and support programmes from external agencies e.g. LST, BST, SaLT, OT, Physio) – Longer term. • Use of social stories to support social communication skills. • Increased access to ICT for recording e.g. Laptop, IPAD.	• Bespoke staff training.	• An <u>enhanced</u> level of pastoral care/support to compliment the established pastoral care available. E.g. peer mentor/daily 1:1 dialogue with an adult/flexible playtime arrangements. • Personalised visual timetable. • Pastoral Support Plan (PSP). • Access to 1:1 Thrive support. • Access to Nurture Group. • Access to a counsellor or WEST Team. **<u>Medical</u>** • Alternative communication system e.g. cochlear implants.	• Modifications made to the school environment, e.g. Use of designated areas in the classroom / to suit access arrangements.
Stage 3: SEN Support 2			
For a few learners where specialised provision is needed. In addition to Stage 1 and 2.			
Teaching and Learning	**Staff development**	**Pastoral and Medical**	**Environmental**
• <u>Key</u> adult support to access the curriculum (1:1 or small group). • Alternative communication system e.g. Use of PECS, signing, Braille, Transmitter used for cochlear implants etc. • Split placement with Specialist Provision. • Flexible on-site provision.	• Bespoke staff training.	• Alternative SME provision e.g. PRU. • Access to alternative provision whilst remaining on school role (Short stay facility/What makes you different makes you beautiful). • Part-time (short term) timetable. **<u>Medical</u>** • Alternative communication system e.g. Use of PECS, signing, Braille, Transmitter used for cochlear implants etc. • 1:1 support to support physical needs (Toileting, access arrangements, dressing for PE, self-care)	