

SEND Graduate Response: Shoscombe Church School 2018/19

Area of Need	All pupils, where appropriate	School Support within class led by class Teacher / TA	SEND Graduated Response by Class Teacher/TA Timetabled Focussed Intervention	SEND Support
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome. Increased visual aids/modelling etc. Visual timetables. Use of writing frames. Illustrated dictionary. Access to ICT In class support from a LSA/ teacher. Focused group work with teacher/ LSA eg guided reading/writing. Individual reading with a LSA.	In class support from LSA. Booster Maths Groups Booster Literacy Groups Individual reading with LSA. 'Catch Up' reading programme. Numicon Breakaway Maths. Precision teaching of essential words. Multi-sensory spelling practice Multi-sensory phonic programme	Intense focused literacy support groups 1 or more weekly. Additional phonics intervention Additional individual reading. Additional numeracy intervention 1:1 support x1 hour a week. Programme designed by Specialist Literacy Teacher.	Access to SEND resources and advisory teachers. 1:1 LSA for part of the school day. Differentiated curriculum with Kinaesthetic approach to learning and planned support.
Communication and Interaction	Speech and Language Screening in Reception. Differentiated curriculum planning, activities, delivery and outcome, eg simplified language. Increased visual aids/modelling etc. Visual timetables. Use of symbols. Structured. Class Thrive Targets	Speech and language support Exercises with LSA, daily Talking Partners. Small group communication games. Group thrive, Social Stories, Play Therapy	Assessment by Speech and Language Therapist. Speech and language support Exercises with LSA, Talking Partners. Small group. communication games. Social Stories and Play Therapy	Support from speech and language. Access to support from SEND team for social, interaction and communication difficulties. Speech and language programme- SEND TA Speech and Language support, eg speech therapist Visual organiser ICT – writing with programmes Touch Typing
Emotional, Behavioural and Social	Whole school behaviour policy. Class Dojo and House Points. Whole school/class rules Class reward and sanction systems Circle time Healthy schools agenda Jigsaw curriculum activities and resources. Whole School Thrive approach and Class Action Plans.	Small group Thrive and Sunshine Circles Class and Individual reward system. Support for unstructured activities Talking/socially speaking games. Drop in counselling sessions.	Access to behaviour network – keyworkers, counselling, mentoring plus. Individual reward system activities to support social understanding. Social Stories. outdoor learning/Play Therapy (WPA)	Keyworkers -Anger Management interventions. Quiet place retreat mine tunnel. WPA/forest school activities Access to support from SEND team for social, interaction and communication difficulties. Support from EP
Sensory and Physical	OT screening in reception. Flexible teaching arrangements. Staff aware of impairment. Medical support. Fiddle Boxes. Uses of pencil grips. Modified activities.	Additional keyboard skills. ICT links Additional handwriting practice — funky fingers and fiddle boxes. Access to equipment, eg sloping boards, pencil grips. Clicker 7.	Initial Assessment by OT.Motor skills programme for small group or individuals – write from the start, fun decks. Keyboard skills training group – English Type. Clicker 7	Individual support in class and PE. Motor skills programme with SEN TA Access to ICT Outdoor Learning activities Occupational therapist programme. Speech therapist programme.