All Saints Catholic Primary School
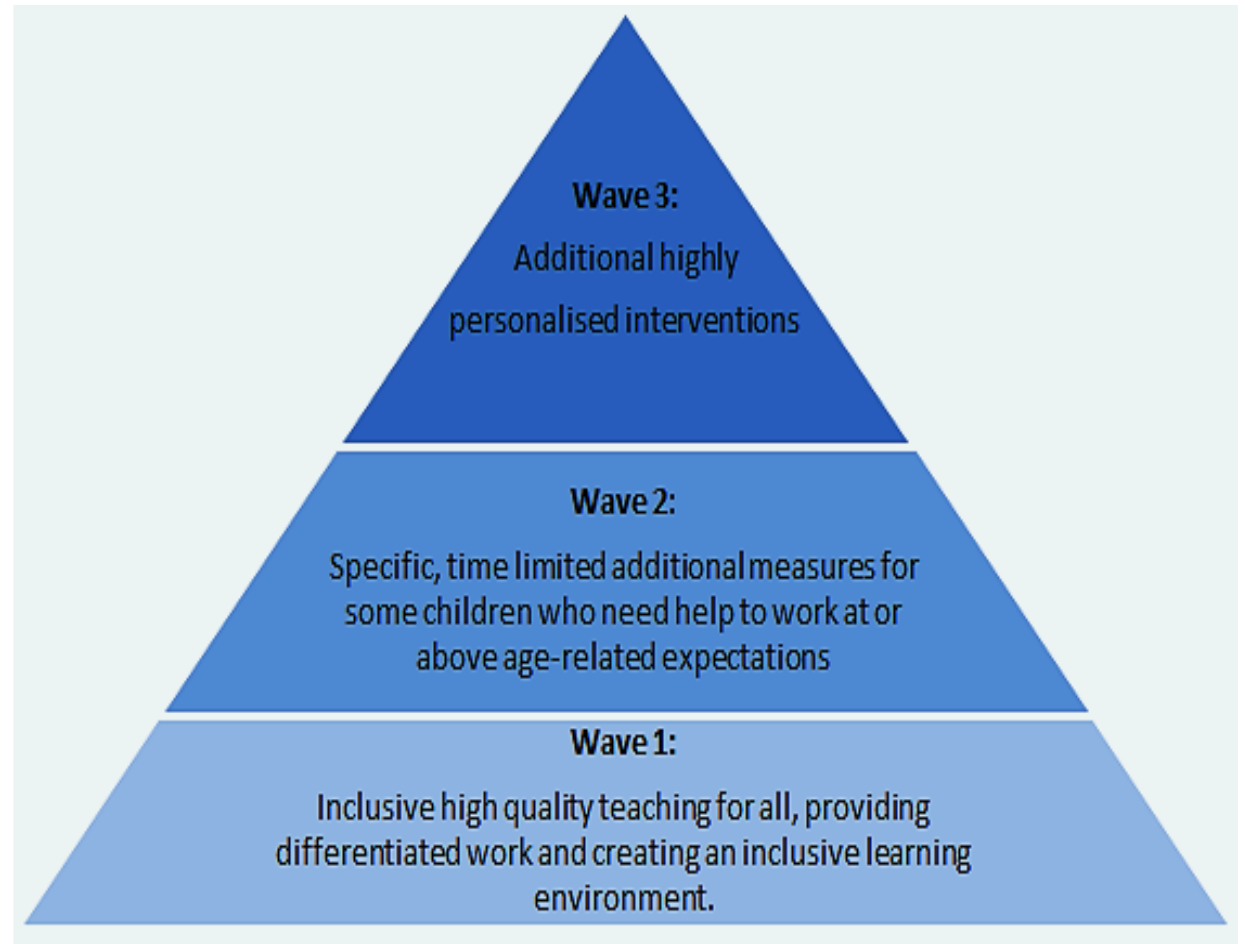
Our Graduated Approach to Supporting Children where Every Teacher is a Teacher of SEND

2022 - 2023

All Saints Catholic Primary School follows a graduated approach to addressing the needs of children.

This 'Graduated Approach' simply means responding gradually to a pupil's needs throughout his /her school life.

There are three waves which make up the Graduated Approach:

3) **Wider Strategies** (other professionals) **Fewer** learners will access support from EP, OT, SALT, Community Paediatricians, CAMHS, Art Therapist.
2) **Targeted academic support** **Some** learners may need targeted interventions.
1) **High quality teaching.** This is accessible to **all** learners.

Wave 3:
Additional highly personalised interventions

Wave 2:
Specific, time limited additional measures for some children who need help to work at or above age-related expectations

Wave 1:
Inclusive high quality teaching for all, providing differentiated work and creating an inclusive learning environment.

Evidence Based Research to support SEND learners in Mainstream schools

The Education Endowment Foundation offers five evidence-based recommendations to support pupils with SEND in Mainstream schools. See diagram below. This means understanding the needs of individual pupils and weaving specific approaches into everyday, high-quality classroom teaching—being inclusive by design not as an afterthought.

1	2	3	4	5
Create a positive and supportive environment for all pupils, without exception	Build an ongoing, holistic understanding of your pupils and their needs	Ensure all pupils have access to high quality teaching	Complement high quality teaching with carefully selected small-group and one-to-one interventions	Work effectively with teaching assistants

Is your classroom inclusive?

1

Create a positive and supportive environment for all pupils, without exception

Have you made a real effort to build a positive relationship with them?

Are there any students with hearing impairments or visual impairments? Are they sat near the front?

Does your environment account for sensory sensitivities?

You set the weather!

Think about your seating plan – can all students see the board and your face?

Are you modelling and praising the behaviour you want in your classroom?

Are you breaking down instructions so they are manageable for students?

Does your whiteboard or TV screen reflect the light?

Are you making good use of scaffolding?

Are you giving children enough processing time?

Do you have a quiet area where children can go when dysregulated?

Are you using visual prompts? Graphic Facilitation is so underused.

Are you giving children a chance to talk to you? Are you listening?

Do you know your children?

2

Build an ongoing, holistic understanding of your pupils and their needs

"Assess—build a holistic picture of the pupil's learning needs by gathering information from several sources, such as the pupil, parents and carers, colleagues, and external professionals."

Do you know which of your students are on the SEND register? But most importantly – why?

What strategies work for them? What don't?

Have you spoken to previous teacher/SENDCo about children who you feel are not making sufficient progress?

Do you access children's reports electronically and the paper files in Sheila's office? These give you specific information about the children including their barriers to learning, strategies to support them and potential targets?

Professional curiosity

Are you assessing students regularly to ensure they are making progress?

Have you spoken to their parents to discuss your concerns?

Have you made a real effort to build a positive relationship with them?

3

Ensure all pupils have access to high quality teaching

"High Quality Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional support cannot compensate for a lack of good teaching." The Code of Practice, 2015.

Guidance from The Education Endowment Foundation provides evidence-based research relating to high quality teaching for all.

1	**Explicit instruction**	Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
2	**Cognitive and metacognitive strategies**	Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.
3	**Scaffolding**	When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.
4	**Flexible grouping**	Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.
5	**Using technology**	Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

Explicit instructions and explanations

Explicit instruction

1

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

Clear and succinct language	Chunking tasks and new learning	Model it
Ask questions to ascertain understanding	Make instructions concrete – use numicon in maths, use marbles in science to show particles.	Make it physical eg Kung Fu punctuation, physically making the number operation sign in maths
Use visuals eg mind maps, story maps	Use examples– give a WAGOLL	

Cognitive and Metacognitive Strategies

2 Cognitive and metacognitive strategies	Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.	

Making connections. Revisit prior learning – do you remember when you learned about …..?	Break the task down into more manageable and achievable chunks	Break the task down with shorter deadlines. Offer a check-in after each deadline.
Dual coding /Graphic facilitation	Help and encourage children to plan their task out	Building up a bank of strategies for them to use
Reflect on previous strategies/approaches to tasks	Discuss with children HOW they learn	Strategies to use if they get stuck/ overwhelmed (Timeout card, movement break)

Scaffolding

3 Scaffolding — When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

"Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written." EEF 5-day, 2020

RWI Sound chart	Tricky words	Topic word banks with visuals	Use drama and role play
Finger spacers	Task planners	Margin scaffolds	Get physical
Talking tins	Dictaphone	Now and Next Boards	Pre-teach new vocab/ skills
Concrete resources – numicon/dienes/number lines/ place value charts and counters	WAGOLL	Targeted questions	Offer movement breaks, discrete ways to regulate

Flexible Grouping

4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

Flexible grouping is a powerful and efficient practice for improving learning. It allows your learners to get the right support, in the right way, at the right time.

Know each child's baseline or current level	Set out group expectations	Great for collaborative work – oracy etc
Be fluid with your groups	No one is stigmatised	You can support where needed
Promote peer tutoring	Less of the **same** children "going out"	

Using Technology

5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

Visualiser	Speech to text on Ipad/laptop	Google Translate
Dictaphone	Talking tins	Green Screen
Now Press Play	Phonics Play	Spelling Bee
Timetables rockstars	Class dojo	Touch Type Read Spell

Wave 1. High Quality Teaching

Area of Need	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Physical & Sensory

Wave 1: High Quality Teaching				
	• Positive relationships • Visual Timetables • Now/Next Boards • Choice Board • Dual Coding • Graphic Facilitation • Using ICT – visualiser • Clear, succinct instructions • Modelling • Eye contact • Whole body communication • Talk Tins • Dictaphone • Speech to Text Software • Well established classroom routines • Seating plans • Low stimulus environment • Paired and collaborative work • Tracking on B Squared • High expectations • Praise	• Positive relationships • Teach the big picture • Chunking • Adaptive strategies • Scaffolding • Word Banks • Letter charts • Task Planner • Alternative methods of recording; - Speech to Text - Touch Typing - Clicker 8 • Concrete resources: - Numicon - Dienes - Counters • Multi-sensory teaching • Dual coding • Revisiting prior knowledge • Pre teaching • Small group teaching • Paired and collaborative work • Use of mind maps, drama, role play • Reading overlays • Dyslexia Friendly Font	• Positive relationships • ROAR Rainbow checkin • Access to tactile objects for calming/focus • Consistent boundaries • Well established classroom routines • Time out cards • Brain breaks • Daily Mile • Cosmic Kids • Circle Time • Class Dojos • Assembly certificates • Individual reward charts • Additional Forest School activities • Emotional regulation tent • Social Stories • Comic Strip Conversations • Mnemonics • Peer Buddies • High expectations • Praise	• Accessibility adaptations • Sloped Board • Wedge Cushion • Doughnut Cushion • Pencil Grip • Chewlery • Chair Bands • Alternative seating • Ear defenders • Left-handed scissors • Dual Scissors • Sensory Regulation Dark Tent • Individual Work station • Sensory Calming Timers • Buff paper • Sensory Snacks • Concrete resources • Charcoal pencils • Touch Typing • Clicker 8 • Therapy Putty • Load Carrying • Low stimulus environment

		- Mnemonics - Whole word reading approach - Additional processing time - High expectations - Praise		

Wave 2. Targeted interventions

Area of Need	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Physical & Sensory
Wave 2: Interventions	- Wellcomm - Intensive Interaction - Bucket Time - Blank's Levels Questioning - Barrier Games - Socially Speaking - Time to talk	- Lexia - Plus One - Power of Two - Kim's Game - Toe by Toe - Spelling Shed - Pre-Teaching - Precision Teaching - Rapid Read - Timetables Rockstars - B-squared Targeted Teaching - Auditory Memory Games - Colourful Semantics Read Write Inc Booster Groups	- ELSA – Emotional Literacy - Volcano in my Tummy - Friendship Terrace - Socially Speaking - Time to Talk - Sensory Circuits - The Friendship Formula - Art Therapist	- Clever fingers - Touch Typing Read Spell - Dough Disco - BEAM - Speed Up Handwriting - Active Kids "The Retreat" – safe space to regulate emotions