

A Graduated Approach - Examples of Provision

'Working together to achieve success'



Universal Support	Targeted Support	Specialist Support
<ul style="list-style-type: none"> • Quality First Teaching. • Differentiated curriculum. • In class TA or teacher targeted support. • Extra time given for processing. • Visual timetables and other visual aids such as checklists. • Opportunities for overlearning. • Accessible equipment for all. • Use of word banks, times tables mats, number lines and squares and topic vocabulary. • Daily reading. • Clear, simple and positive instructions. • Equipment and resources as recommended by specialists. • Pre-teaching vocabulary. • Writing slopes and pencil grips. • Movement breaks. • Rest breaks. • Well organised classrooms to meet the physical and sensory needs of the class. • Whole class emotional thermometer. • Use of rewards and praise linked to school values. • Relationships with key staff. • Different sized exercise books. • Radio Aid system. • Wobble cushion. • Use of screens. 	<ul style="list-style-type: none"> • Level 2+ Action Plan • Modifications made to classroom and environment including resources specific to the needs of the individual e.g. individual timetable, individual word banks, individual learning mat, individual emotional thermometer. • 1:1 precision teaching. • Implementation of strategies advised by Speech and Language Therapists. • Implementation of strategies suggested by Occupational Therapist/ Physiotherapist. • Social stories. • Access to own work area. • More frequent sensory/ movement breaks. • Use of ear defenders. • Social skills and friendship skills interventions including 'Talk About' resources. • English IDL • Maths IDL. • Interventions with teacher or TA e.g. phonics, spelling, reading, maths. • Auditory processing support from class TA. • Providing means to access tasks and alternative ways of recording e.g. scribe, recording devices, paired working, use of laptop, coloured overlays. • Access to additional ICT provision to support in class. • Transition planning with SENCo. • Daily check in with key adult. • Small group or individual sessions linked to emotional regulation, social skills and anger management. • Additional support at unstructured times. • Paired reading intervention. • Use of Emotionally Based School Avoidance resources. • Small class provision. 	<ul style="list-style-type: none"> • Level 2+ Action Plan • 1:1 Speech and Language sessions with therapist and/ or TA/teacher. • 1:1 sessions with Occupational Therapist/ Occupational Therapist. • 1:1 Write from the Start – fine motor skills. • 1:1 Speed Up programme. • Personalised 1:1 support based on English/ Maths needs. • Individualised timetables. • 1:1 sessions with specialist teacher. • Working with outside agencies for support; e.g. Educational Psychologist, Speech and Language Therapists, OT, Physiotherapist, specialist teachers. • Support from Education Mental Health Practitioner (EMHP). • Support from CAMHS. • Support from Educational Psychologist. • Support from Specialist Teacher. • Support from QToD – Quality Teacher of the Deaf. • Support from QTVI – Quality Teacher of the Visually Impaired.