

Special Educational Needs - Graduated Response Tiers



Quality First Teaching – All children

Teacher understanding of the learning needs of all pupils.

Inclusive differentiated curriculum which focuses on Mastery.

Teachers are proactive in identifying and assessing additional needs.

Aspirational expectations for all pupils.

Dyslexia friendly classroom strategies.

Visual timetable

Additional classroom resources / strategies – learning mats, visual prompts, check-ins, home-school book, movement breaks

Access to short term interventions – For example: Reading assistant, Nessy, Max's Marvellous Maths, Language support, Lego Therapy.

Speech and Language Drop-in Sessions

SEN Support – Some children

Individual Provision Plan with personalised targets, written with the class teacher, pupil and parents.

Access to Additional interventions.

Possible involvement with external agencies, e.g. Speech and language, Educational Psychologist, Paediatrician, School nurse.

SENCO observations and strategies given.

Adapted timetable e.g. learning breaks, sensory breaks.

Personalised resources e.g. individual visual timetable, now and next board, personalised learning mats, sensory box.

High needs – A few children

Educational Health Care Plan

EHCP / Application for needs assessment.

A range of external agencies involved.

Individual interventions and resources personalised and planned around needs.

Individualised planning / curriculum / timetable

1:1 TA support where required

Individual Provision Plan with personalised targets, written with the class teacher, pupil and parents

Regular meetings with the SENCO between annual reviews