

# Nova Primary School Graduated Teaching Response for All Children

## **1) Quality First Teaching – All Children**

- Teachers who are well-trained and are proactive in assessing the needs of all students in their class
- An inclusive and creative curriculum with a focus upon Mastery
- A PSHE curriculum which embraces mental health and wellbeing
- Warm and welcoming classrooms where developing resilience is encouraged
- Clear expectations for all as set out in the school’s behaviour policy
- Dyslexia friendly classroom strategies
- Formative and summative assessments to measure progress and attainment of all children
- Opportunities to take part in extra-curricular activities: after school clubs, sports teams
- Visual timetables in all classrooms
- Staff who develop their knowledge and understanding of children with additional needs to better identify barriers to learning
- A culture of pupils who believe that “No star is too far!”

## **2) Additional Support – Many Children**

- SEN Pupil Passport targets set in collaboration with teacher, parents and pupil lasting one to two terms reviewed for impact and next steps
- Children to attend group interventions for one to two terms at class or key stage level
- Participation in Reading Recovery or BRP
- Meeting and advice from our Lead Learning Mentor or SENCo
- Additional resources in class used to make work accessible: Now and next, scaffolds, learning mats, The incredible 5-point scale
- Targeted planning: guided groups, differentiated work, pre and post teaching)
- Access to formal meetings and informal communication with Class Teacher: Home/School Book to discuss opportunities to remove barriers to learning
- SENCo advice sought using an Initial Concerns Form and advice suggested (assessed for impact after one to two terms)
- Screening for SALT concerns *and/or* Dyslexia *and/or* Dyscalculia

## **3) SEN Support – Some Children**

- SEN Pupil Passport lasting more than two terms
- *Some* personalised planning e.g. English and/or Maths
- Group SEN Interventions during unstructured times *and/or* SEN teacher support
- Involvement of some external agencies: Speech and Language Therapy, CAMHS referral, School nurse referral, Occupational Therapist referral
- Single Assessment Framework for Early Help (SAFeh) offered where appropriate
- SENCo classroom observations and strategies recommended
- Adapted Timetable: sensory breaks; movement breaks; access to safe space
- Personalised Resources: individual resource box; some support from a learning mentor
- Bristol SEN support plan devised with SENCo and in collaboration with team around the child as well as top-up funding application *if required*

## **4) High Needs Support – Few Children**

- Various external agencies involvement: Speech and Language therapy; Education Psychologist; Bristol Autism Team
- Bristol SEN Support Plan or EHCP meeting with SENCO
- Application for Top-up Funding to facilitate additional provision *if required*
- EHCP application for assessment of needs
- Individualised curriculum and planning based on needs
- Additional adult Support, above and beyond class teacher capacity where required (group work or 1:1 - *dependant on needs*)
- Individualised provision map
- Annual meetings to include pupil, parent and school voice to review support in place

