

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 whole school “Zones of Regulation” approach
- All children in EYFS are screened on the Wellcomm assessment tool in term 1 to identify SALT needs
- 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: pastel coloured flip charts, access to coloured overlays
- 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 through regular training opportunities
- A culture of pupils who believe that “No star is too far!”

2) Additional Support – Many Children

- SEN Pupil Plan 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
- Targeted planning: guided groups, differentiated work, pre and post teaching
- Formal meetings and informal communication with Class Teacher: Home/School communication book, fortnightly calls
- SENCo advice sought using an Initial Concerns Form and advice suggested
- Screening for SALT concerns *and/or* Dyslexia *and/or* Dyscalculia (not a diagnostic)
- Some support from Learning Mentors where required

3) SEN Support – Some Children

- SEN Pupil Plan lasting more than two terms
- *Some* personalised planning e.g. English and/or Maths
- Some small group or 1:1 Interventions during unstructured times *and/or* Learning Mentor support
- Regular interventions: Times Tables, Phonics, Handwriting, SEMH
- Involvement of some external agencies: Speech and Language Therapy, PMHS referral, School nurse referral, North Star Outreach
- Team around the Family or First Response referral if appropriate
- SENCo classroom observations, advice and strategy recommendations
- Adapted Timetable: sensory breaks; movement breaks; access to safe space
- Personalised Resources: individual resource box; fiddle toys, writing slop, wobble cushion
- Bristol SEN support plan devised with SENCo, child and parent as well as top-up funding application *if required*

4) High Needs Support – Few Children

- Regular SENCo classroom observations, advice and strategy recommendations
- Various external agencies involvement: Speech and Language therapy; Education Psychologist; Bristol Autism Team; CAMHS
- Bristol SEN Support Plan or EHCNA meeting with SENCO
- Application for Top-up Funding to facilitate additional provision *if required*
- EHCNA application for assessment of needs
- Individualised curriculum and planning based on needs
- High level of additional adult Support, above and beyond what is available at SEN support level
- A finalised EHCP
- Individualised Provision Map
- At least annual meetings to include pupil, parent and school voice to review support in place
- Access to Alternative Provision settings where appropriate
- Team around the Family or First Response referral if appropriate

