



Cleeve Prior CE Primary Graduated Response

Wave 1 Inclusive Strategies for <u>all</u> learners embedded in Quality First Teaching	Wave 2 Targeted intervention and support for some learners	Wave 3 Specialist support for a few learners
<ul style="list-style-type: none"> • Differentiated planning demonstrating access, support & extension with clear use of LO/SC • Groupings – consideration to supportive pairings, mixed ability • Availability of clearly labelled resources e.g. writing slopes, pencil grips, left-handed equipment, and word banks • Visual concrete aids to support learning i.e. number lines, 100sq, alphabet strip, dictionaries etc. • Visual timetables • Visual timers • Range of methods for recording work across subjects e.g. oral, pictorial, drama, mind map, ICT • Clear rules, reward systems and hierarchy of sanctions • Quiet area, 'time out' zone, mindfulness and reflection time • Positive reinforcement listening/catch me cards • Circle time and PSHE • Right to a voice – Eco committee, School Council, Librarians • Modelling positive social interactions. • Structured teaching of playground games. • structured school day and class routines • simplified language/key words • small white boards for individuals use • spelling/word mat lists and writing frames • repetitive information • fidget toys (age appropriate) • zones of regulation –self regulation programme 	<ul style="list-style-type: none"> • Intensive small group programmes to support Literacy & Numeracy skills (tracking back to fill gaps) • Catch Up reading schemes • Phonic based intervention programme • Small groups targeting speaking & listening • Small groups targeting social skills/behaviour management (Time to Talk KS1, Socially Speaking KS2, word aware, black speech narrative) • Gross motor skills/Coordination programmes – Smart Moves • Fine motor skills/Handwriting programmes • Keyboard Skills groups • Personalised word mats/banks, specific equipment • Anxiety management strategies • Individual provision plans (IPP) • Personalised visual timetables • Now and next boards • Coloured overlays • Wobble stools and support cushions • Exam access arrangements 	<ul style="list-style-type: none"> • Precision teaching to meet individual targets • Adult support to access the curriculum • Assessment and support programmes from external agencies (SALT, Educational Psychologist, Outreach services, Paediatrician, referrals to OT, PT) • Fine Motor programmes • Increased access to ICT for recording • Personal visual timetable • Visual timers, keyword lists • EAL personalised dual language dictionary • Alternative communication system e.g. use of signing • Access to Nurture provision • Pastoral Support Plan (1:1 support) Lego Therapy • Flexible workstations • Exam access arrangements