

Graduated Response for Cognition & Learning

Children working below

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| **What all pupils should be getting:**  **Quality first teaching:**   * Know each child’s needs and address through lesson planning * Model and develop language used – sentence stems * High expectations for learning behaviour & ambition for all * Clear Learning Intention and success criteria * Use of working walls * Additional adult input (We do) * Reasonable adjustments/Scaffolding * Live marking * Marking conferences * Create a positive learning environment and atmosphere * Access to support resources including visual success criteria for non readers | | | | |
|  | **1 point behind**  **SCAFFOLDING & CATCH UP** | **2 points behind**  **INTERVENTION & STRATEGY PLAN** | **3 points behind**  **SEN SUPPORT** | **4+ points behind**  **SEN SUPPORT & EHC** |
| **Core offer** | Pre teach for Maths/English  Additional Adult input – we do  Additional language support/unpicking  Individualised scaffolding resources  GAPS grids support for LW & Keep up interventions  Use of data to analyse misconception and specific misconceptions to aid accelerated progress (GPV/Spelling/Timestables/Phonics screener/PhAB, YARC etc)  Focus on narrative for writing genres to evidence progress  Staff approach Core subject leads during drop in to discuss and support progress | Pre teach for Maths/English  Handwriting/Reading/Maths  Interventions planned and carried out – parents informed  Use toolkits to filter and plan strategies to support planning  Use WR tests to support assessment and planning process for Maths  Additional adult input – we do  Sounds Write catch up interventions  Additional Reading activities (Lowest 20% Core offer)  Focus on narrative for writing genres to evidence progress  SENCo made aware in order to monitor intervention progress and support writing of targeted strategy plan | Child added to the SEN register as SEN support  PLP targets set and parents invited into the process  Start Assess Plan Do Review process- reduce timings to support evidence gathering  Review evidence through SEND PPM and SEND Case Studies to ensure provision matches need  Refer to outside agencies for support:   * Speech and Language Service and Speakwrite. * PDSS * Rose McCartney   Refer to CFLP SEND Hub to discuss provision and evidence gathering  Capture parent views | Review APDR process and evidence gathering through SEND PPM & Case studies  Refer to SEND HUB to seek further outside agency support  Refer to Educational Psychologist  Outside agency reports scrutinised and recommendations put into practise and trialled.  Capture Parent views  Evidence gathered of recommendations in practise. |
| **Responsibility** | Class teacher  Curriculum Leader | Class teacher & Curriculum Leader  SENDCO informed | Class teacher  SENDCo | Class teacher  SENDCo |
| **Communication** | Telephone call  Log on Communication log on SIMS | Intervention/LAP notification letter – attach to SIMS | Meeting with parents  SEN Support on SIMS | External agency referral & reports – uploaded to SIMS Recommendations noted on paperwork/ put into practise. |
| **Reading** | | | | |
| **Year groups** | **1 point behind**  **(at any assessment point)** | **2 points behind**  **(at any assessment point)**  **Monitoring List** | **3 points behind**  **(at any assessment point)** | **4+ points behind**  **(at any assessment point)** |
| YR |  |  |  |  |
| Y1 |  |  |  |  |
| Y2 |  |  |  |  |
| Y3 |  |  |  |  |
| Y4 |  |  |  |  |
| Y5 |  |  |  |  |
| Y6 |  |  |  |  |

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| **Writing** | | | | |
| **Year groups** | **1 point behind**  **(at any assessment point)** | **2 points behind**  **(at any assessment point)**  **Monitoring List** | **3 points behind**  **(at any assessment point)** | **4+ points behind**  **(at any assessment point)** |
| YR |  |  |  |  |
| Y1 |  |  |  |  |
| Y2 |  |  |  |  |
| Y3 |  |  |  |  |  |
| Y4 |  |  |  |  |
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| **Maths** | | | | |
| **Year groups** | **1 point behind**  **(at any assessment point)** | **2 points behind**  **(at any assessment point)**  **Monitoring List** | **3 points behind**  **(at any assessment point)** | **4+ points behind**  **(at any assessment point)** |
| YR |  |  |  |  |
| Y1 |  |  |  |  |
| Y2 |  |  |  |  |
| Y3 |  |  |  |  |
| Y4 |  |  |  |  |
| Y5 |  |  |  |  |
| Y6 |  |  |  |  |