SEND Graduated Response: Norton Hill Primary School   2022/23

Area of Need	All pupils, where appropriate	School Support within class led by class Teacher/TA	SEND Support Gradual Response by Class Teacher/TA Timetabled Focussed Intervention	SEND Support (High Need)
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome. Increased visual aids/modelling etc. Visual timetables. Use of writing frames. Illustrated dictionary Access to ICT In class support from a LSA/ teacher. Focussed group work with teacher/ LSA eg. guided reading/writing. Individual reading with a TA. Sound Talk/ Sound Beginnings Kinaesthetic phonics programme-speech sounds Neli	Booster Maths Groups Booster Literacy Groups In class support from TA. Individual reading with TA 'Catch Up' reading programme Numicon Breakaway Maths-strengthening focus High frequency word games. Multi-sensory spelling practice Multi-sensory phonic programme	Intense focused literacy support groups 1x weekly or more as required. Additional phonics intervention. Additional individual reading. 1:1 support x1 hour a week. RWI' reading/phonics programmes support Precision Teaching Pre-teaching Post-teaching-recall time	Access to SEND resources and advisory teachers. Outside agency support-Critchill School and Banes/Somerset Transition support funding-Banes EHCP and associated funding streams. 1:1 support for timetabled support at various times of the day. Precision teaching- daily Pre teaching- when required EP involvement Annual reviews Adapted curriculum- when required Personalised Learning Intention Map-PLIM
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language. Increased visual aids/modelling etc. Visual timetables. Use of symbols. Structured school and class routines. Talk time Story sessions Neli	In class support from Teacher and TA with some focus on supporting speech and language. Clicker 7 Small group work Early phonics intervention Early handwriting support	Speech and language support "why? because?" Lego therapy Social stories Phonics programme adapted Dyslexia support- 1:1 Reading catch-up Writing pens to paper Write from the start Communication and Barrier games	Support from speech and language. Access to support from SEND team for social, interaction and communication difficulties. Speech and language programme-SEN TA Speech and Language support, e.g. speech therapist Visual organiser ICT – writing with programmes Touch typing Annual Sp&L reports
Emotional, Behavioural and Social	Whole school behaviour policy Whole school/class rules Class reward and sanction systems Circle time Jigsaw curriculum activities and resources Access to school sensory space and discovery room.	Small group circle time Class and Individual reward system Support for unstructured activities Talking/socially speaking games	Individual reward system 'Speech Bubbles' activities to support social understanding. Social Stories. Growing minds; outdoor learning Individual therapy sessions-OT, SLT etc. Thrive	Emotion focussed interventions. Quiet place retreat/Discovery room and Sensory calm room Social skills activities Outside school/ school activities Access to support from SEND team for social, interaction and communication difficulties. Critchill Behaviour support Support from EP.

Sensory and Physical	Flexible teaching arrangements. Staff aware of impairment. Medical support. Brain gym exercises. Uses of pencil grips. Modified worksheets & activities Classroom adaptations in place.	Additional keyboard skills. ICT links Additional handwriting practice. Access to equipment, eg sloping boards, pencil grips.	Motor skills programme for small group or individuals. Keyboard skills training group OT resources and outside support Critchill OT visit	Individual support in class and PE. Motor skills programme with SEN TA Access to ICT support Outdoor Learning activities Occupational therapist programme. Speech therapist programme. Banes Sensory diet team- RUH