



Graduated Response / Provision Map



This document outlines the provision available at Holy Trinity Pewley Down School to meet the needs of our children. It follows a graduated response approach that is in line with Surrey Local Offer SEND. It includes four areas of special need: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Sensory and/or Physical.

HTPD SEND has made adjustment to provide comprehensive intervention and provision on and off site (virtually) where applicable to keep in line with current Government and Department of Education COVID guidelines. IT equipment is provided to vulnerable pupils where necessary, to ensure virtual/remote lessons, provision and intervention are efficient. All SEND meetings and some outside agencies sessions take place via a virtual platform.

Universal:

HTPD offers Whole School Approach to all pupils regardless of their individual needs. We provide inclusive Quality First Teaching (QFT) that takes into account the learning needs of all children at the school.

School SEND Support:

Additional targeted interventions are for children who are not progressing sufficiently with universal QFT and need extra and targeted support. The class teacher/parent and SENCo identify these children through on going assessment and tracking using Edukey Provision Map and Target Tracker. Class Teacher will set up an Active Learning Plan for these children with SMART targets, success criteria, provisions and clear outcomes to systematically record their progress. Children on the SEND Register with an Active Learning Plan will have termly class teacher led Structured Conversations to review and monitor their progress. The school may consult specialist agencies for advice. Pupils do not need to meet SEND Code of Practice criteria or be on the SEND Register to access interventions.

Specialist SEND Support:

Individual or small group targeted intervention programmes for pupils on the SEND Register identified as needing additional and/or personalised support. These children would have made insufficient progress despite evidence based support and intervention. Some will have Personalised Education Plan (PEP) to help them access curriculum. These children will have an Active Learning Plan and termly SENCo led SEND Reviews to monitor their progress. School may access specialist involvement from outside agencies for expertise advice. Children on the SEND Register have a learning plan/ SEND Arrangement /Profile of Need in place.

Statutory Assessment and Support:

A request for Education, Health Care Plan (EHCP) Assessment may be considered when a pupil's profile of special needs is preventing him/her from accessing curriculum and is still making inadequate progress despite an intensive person centred SEND Arrangement. This support arrangement includes evidence based interventions and a high level of individualised adult support.

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Communication and Interaction

Universal	School SEND Support	Specialist SEND Support	Statutory Assessment
<ul style="list-style-type: none"> • Whole School Approach • Quality first inclusive teaching (QFT) • Highly focused lessons • Adjusted curriculum • Personalised learning targets • Modified learning environment at school • Partial/shared adult support to promote social skills • Adjusted group work within class setting • Children prepared for routine changes • Comprehensive access to after school clubs and activities • Good modelling of appropriate social behaviour and interaction • Clear, simple and positive instructions • Appropriate use of visual support • TA Support in class where appropriate • Appropriate adjustments to spoken and written language, activities and materials in class 	<ul style="list-style-type: none"> • Active Learning Plan • Class teacher led termly Structured Conversations for identified pupils on SEND Register to monitor progress • Small working group within classroom using appropriate adjusted materials • TA Support in/out of class using specific resources and pre teaching when appropriate • Teaching of specific social interaction skills and social language • Modified curriculum delivery • Use of visual communication systems during transition between tasks • Home learning • Simplification and repetition of verbal explanations/instructions with visual prompts • Adapt and structure the learning and social environment frequently to reduce anxiety • Adjusted spoken and written language, activities and materials in class • Strategies to build understanding of abstract and figurative language • Visual/pictorial Time Table • Adjusted work with a well-placed TA to advise and read instruction • Clear classroom routines with visual cues • Modelling of good language • Allowance of extra time to complete work • Strategies to develop and extend listening and attention • Reading partners, work buddies • Alternative forms of recording: scribing, recording and peer support • Speech and Language TA (SLTA) staff development • SLTA Social Skills Group • Break time support when appropriate • Workstations in classroom or learning area outside classroom for occasional use • Outside agencies involvement possible 	<ul style="list-style-type: none"> • Active Learning Plan / SEND Arrangement • SENCo led and recorded termly SEND Reviews • Teaching strategies which consider specific difficulties with social understanding • 1: 1 support in/out of classroom • Targeted and well-founded evidence based 1:1 or group intervention • Personalised Education Plan (PEP) • A secured, structured and safe learning environment • ELKLAN trained TA Support • Home School Link Worker support and workshops • Speech and Language TA support and workshop • Access to external involvement for expertise advice: STEPS (LLS), Speech and Language Therapy (SALT) from SCC SW SEND Management • Weekly, Termly and Annual Staff INSET • Staff Continued Professional Development (CPD) • Multi-Sensory Communication Approach: Sensory Breaks • Specific Visual Approaches: comic strip conversation and social stories • Adaptation of tasks • Targeted small group work within or out of classroom • Partial individual work with specific targets • Trained and skilled staff in responding to challenging behaviours • Targeted programmes/resources: Zone of Regulation • SLT intervention and support when appropriate • Regular and consistent Intervention - minimum of two terms 	<ul style="list-style-type: none"> • Request for Education, Health Care Plan (EHCP) Assessment • Highly structured and personalised teaching environment • Full Time or partial 1 to 1 TA Support at school • Frequent and higher level interventions in place • Secure, structured and safe learning environment • Individual Support Plan • Home School Communication Book • Individualised PEP regularly delivered • Personalised transition arrangements • Outside agencies expertise advice to gain access to Freemantles/Outreach (ASD Support), SALT and EP Involvement

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Cognition and Learning

Universal	School SEND Support	Specialist SEND Support	Statutory Assessment
<ul style="list-style-type: none"> • Whole School Approach • Quality first inclusive teaching (QFT) • Adjusted curriculum • Classroom and whole school environment modified to match learning needs • Use of peer support systems – buddies • Classroom groupings and seating arrangements • Focused small group support • Lunch time and after school clubs • Peer and adult support • Strategies to help independent learning: Brain (Self), Buddy (Ask a friend), Bits and Bobs (Use learning aids), Boss (Ask Class Teacher) • Use of adjusted language in the classroom • Use of visual resources • Use of classroom/school displays and resources • Learning through games and activities • Computer access • High levels of interaction for all • All lessons are highly focused with sharp objectives • Quality and informative first marking and verbal feedback • Plan different and appropriate activities for different groups or individuals • Provide different resources for children to access activities • Allow extra time and support when appropriate • Teacher to give further input for a child with identified needs • All staff use regular encouragement and praise to engage, motivate children and to maintain high self esteem • Target Tracker • ICT support Programmes: Nessy (Literacy), TTRockstar (Maths) • Risk assessment for outings and trips • Reception area offer free-flow access to indoor and outdoor learning areas to a wide range and variety of activities • Learning Walks monitoring provision • IRIS Monitoring • School Council – Learning Committee 	<ul style="list-style-type: none"> • Active Learning Plan • Class teacher led termly Structured Conversations for identified pupils on SEND Register to monitor progress • Appropriate modifications to all learning environment in/out of classroom • Additional adult support in small group • Individual arrangements made for seating and groupings to meet profiles of need • Good Home School communication • Child and parent's partnership • Styles of teaching matches styles of learning • Flexible and effective grouping: strategies such as pairing and good modelling • Increasing differentiation of activities and materials to help accessing curriculum • Pre teaching and repetition • Home learning • Trained/skilled staff: TA/HLTA/EAL in/out of class support • Delivering well broken down instructions • Small group literacy/maths support • Use of specific teaching • Well-founded evidence based interventions • A minimum of 2 term cycle of regular and consistent intervention • Staff INSET and continuous Staff Continued Professional Development (CPD) • Multisensory teaching approach • Outside Agencies Expertise advice when appropriate • Easy access to equipment and resources • Specific Learning Resources/prompts • Good and comprehensive Transition Plans • Specific Workstations when required 	<ul style="list-style-type: none"> • Active Learning Plan / SEND Arrangement • SENCo led and recorded termly SEND Reviews • Teaching strategies which consider specific learning difficulties • 1: 1 support in/out of classroom • Targeted and well-founded evidence based 1:1 or group intervention • Personalised Education Plan (PEP) where necessary • A secured, structured and safe learning environment • Adjusted curriculum to help accessing and understanding through first hand sensory or physical experiences in order to connect/generalise and connect concepts • Provide alternative means to access literacy and numeracy tasks such as recording devices, scribes, paired working, computer software, coloured overlays and laptops • Regular and consistent Intervention should last a minimum of two or three terms • Intervention programmes such as Toe by Toe, Precision Teaching and Black Sheep Resources • Access to external involvement for expertise advice: STEPS (LLS), Speech and Language Therapy (SALT) from SCC SW SEND Management 	<ul style="list-style-type: none"> • Request for Education, Health Care Plan (EHCP) Assessment • Active Learning Plan and SEND Arrangement • SENCo led and recorded termly SEND Reviews • Annual Reviews after successful EHCP assessment • Highly structured and personalised teaching environment • Full Time or Partial 1 to 1 high level of care and supervision TA Support at school • Personalised transition support arrangement at school • Frequent and higher level interventions in place • Secure, structured and safe learning environment • PEP if necessary • Individual Support Plan • Home School Communication Book • Outside agencies expertise advice to gain access to Freemantles/Outreach (ASD Support), STEPS, SALT and EP Involvement

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Social, Emotional and Mental Health

Universal	School SEND Support	Specialist SEND Support	Statutory Assessment
<ul style="list-style-type: none"> • Whole School Approach • Regular Safeguarding Training • Quality first inclusive teaching (QFT) • Highly focused lessons • Assemblies • HTPD ethos • Nurturing, praise and encouragement • Headteacher awards and reward systems • Circle time/PSHE and Thoughtful Time • Clear time table and expectations • Seating arrangement • Transition Visit before moving up a year group • 2 Full School Days Year 3 Transition visits • Celebration Evenings • Adjusted curriculum to motivate learning and to minimise emotional, social and behavioural difficulties • Modified learning environment at school • Partial shared adult support in class • Good understanding of level of needs from staff • Clear emotional language (Zones of Regulation) • Pre teaching and manageable instruction during input • Make explicit links to prior learning • Review key learning points throughout lesson • Alternative ways to record learning such as diagrams, mind maps and voice recorders • Easy access to learning aids such as writing frames, alphabet strips, number lines, keys words prompts • Classroom and all learning environment modified to take account of social and emotion needs • Consistent behaviour management by all staff such as regular reinforcement of positive behaviour • Regular communication of identified children at weekly staff briefing • Use of peer support systems • School Council – Look out committee 	<ul style="list-style-type: none"> • Active Learning Plan • Class teacher led termly Structured Conversations for identified pupils on SEND Register to monitor progress • Appropriate modifications to all learning environment in/out of classroom • Identified safe space within school building • Workstation within classroom • Whole class approach to develop social and emotional well-being and ability to co-operate with code of conduct and expectations • Calm and consistent approaches to manage behaviour by all school staff • Multisensory calming approaches • A clear and consistent applied hierarchy or rewards and sanctions • Additional adult support in small group • Social engineering for pre break and lunch time • Circle of Friends approach • Home School Link Worker Involvement/Workshops • Zone of Regulation Approach – 5 point scale • Individual arrangements made for seating and groupings to facilitate appropriate social contact and easy access to CT/TA support and learning aids • Effective Home School communication (Home/School Book) • Child and parent partnership • Flexible and effective grouping: strategies such as pairing and good modelling • Increasing adjustment of activities and materials to help accessing curriculum • Pre teaching and repetition to maintain emotional well being • A minimum of 2 terms cycle of regular and consistent intervention • Staff INSET and continuous Staff Continued Professional Development (CPD) 	<ul style="list-style-type: none"> • Active Learning Plan/ SEND Arrangement • SENCo led and recorded termly SEND Reviews • Teaching strategies which consider specific learning difficulties • 1: 1 support in/out of classroom • Behavioural ABCC Log • Targeted and well-founded evidence based 1:1 or group intervention • Personalised Education Plan (PEP) when necessary • A secured, structured and safe learning environment • Access to external involvement for expertise advice: Educational Psychologist, CAMHS, STEPS (Behavioural Support), Speech and Language Therapy – Social Language (SALT) from SCC SW SEND Management 	<ul style="list-style-type: none"> • Request for Education, Health Care Plan (EHCP) Assessment • Active Learning Plan and SEND Arrangement • SENCo led and recorded termly SEND Reviews • Annual Reviews after successful EHCP assessment • Highly structured and personalised teaching environment • Full Time or Partial 1 to 1 high level of care and supervision TA Support at school • Personalised transition support arrangement at school • ELSA and pastoral support • Frequent and higher level interventions in place • Secure, structured and safe learning environment • PEP when necessary • Individual Support Plan • Home School Communication Book • Access to external involvement for expertise advice: Educational Psychologist, CAMHS, STEPS (Behavioural Support), Speech and Language Therapy – Social Language (SALT) from SCC SW SEND Management

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Physical and Sensory

Universal	School SEND Support	Specialist SEND Support	Statutory Assessment
<ul style="list-style-type: none"> • SCC Sensory Support Team equipment and resources • Communication and Interaction support when appropriate • Social, Emotional and Mental Health Support when appropriate • Staff Development in school setting when appropriate from Qualified MSI, HI and VI Teachers • Adapted curriculum to enable access for PE, practical subjects and school trips • Risk assessment and care plans • <u>Multiple Sensory Impairment (MSI)</u> • Health Professionals Involvement • Possible Mobility Training and Strategies to enhance accesses in classroom and orientation around school • <u>Hearing Impairment (HI)</u> • Awareness of speech development and oral expression including sentence structure/vocabulary & grammar • Specialist HI Speech and Language Therapist Involvement • <u>Vision Impairment (VI)</u> • Special Equipment from Ophthalmologist • Enlarged copies of text • <u>Physical and Medical</u> • Health Care/Medical Plan at school • Staff Development from specialist Health Care Professionals • Advice from an Advisory Teacher for Physical Disability 	<ul style="list-style-type: none"> • Trained Support to access curriculum • Preparation of additional curriculum materials with Targets for 'Use of the Senses' • Suitable lighting and seating for specific tasks • Pre and post teaching of vocabulary and key concepts • Support during unstructured school day, practical lessons, school trips and off site curriculum • Professional Mobility Training from paediatric habilitation officer dependent on level of needs • Involvement of therapists and a range of health professionals when appropriate • Sound Field System in classrooms • Emotional Support for self-esteem and confidence • Active Learning Plan • CT led Termly Structured Conversation with Parents/carers • Access to appropriate evidence based interventions last a minimum of two terms if necessary 	<ul style="list-style-type: none"> • High level of trained support to access curriculum • Preparation of additional curriculum materials and a high level of curriculum adjustment • Aspects of a specialised curriculum • Strategies to enhance accesses in classroom and orientation around school (suitable lighting and seating, suitable work areas and access in school building and within school ground) • Modified methods of communication and/or communication support • Pre and post teaching of new key vocabulary and concepts • Support during unstructured school day, practical lessons, school trips and off site curriculum • Professional Mobility Training from paediatric habilitation officer dependent on level of needs • Staff Development in school setting when appropriate from Qualified MSI, HI and VI Teachers • Long term assessment and involvement from ATMSI, HI, VI dependent on areas and level of needs • Completion of risk assessments and may require intimate care plans and training/advice from Advisory Teacher (Physical and Medical) • Sound Field System in classrooms, low vision aids and assistive technology when available • SALT involvement, advice and consultation with specialist HI SLT (HI) • 1 to 1 or small group teaching using flexible grouping strategies • Access to appropriate evidence based interventions last a minimum of two terms • Termly SEND Review with parents/carers, SENCo and possible outside agencies • May require EHCP (VI, MSI) 	<ul style="list-style-type: none"> • Termly SEND Reviews with parents/carers, class teacher, SENCo and possible outside agencies • EHCP Annual Review • Constant level of trained support to access curriculum • Highly adjusted curriculum in all areas of learning • Strategies to enhance accesses in classroom and orientation around school (suitable lighting and seating, suitable work areas and access in school building and within school ground) • Modified methods of communication and/or communication support • A multidisciplinary approach to communication • Support for planned social interaction and independence • May require support to manage equipment • Mobility training, independent living skills training from/directed by a paediatric habilitation officer dependent on area of needs (wheelchair mobility training may be required) • Training, assessment, advice and direct input for setting from Qualified Teacher depending on areas of need including issue based work • Multi-disciplinary approach required (MSI) • Sound Field System in classrooms, low vision aids and assistive technology when available • Augmentative and Alternative Communication Technology may be used (MSI) • Access to good speech models, auditory training and visual reinforcement and possible signed communication (HI) • Regular SALT involvement, advice and consultation with specialist HI SLT (HI) • May require additional time out of whole group setting • Access to evidence based intervention