



Graduated Response for Cognition & Learning

Children working below

Date

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	<p>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</p>	<p>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</p>	<p>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:</p> <ul style="list-style-type: none"> ○ Speech and Language Service and Speakwrite. ○ PDSS ○ Rose McCartney <p>Refer to CFLP SEND Hub to discuss provision and evidence gathering Capture parent views</p>	<p>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.</p>

Date

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				

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				

Date

Y5				
Y6				

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				

Date