



Graduated Response to SEND Provision Map

Name:

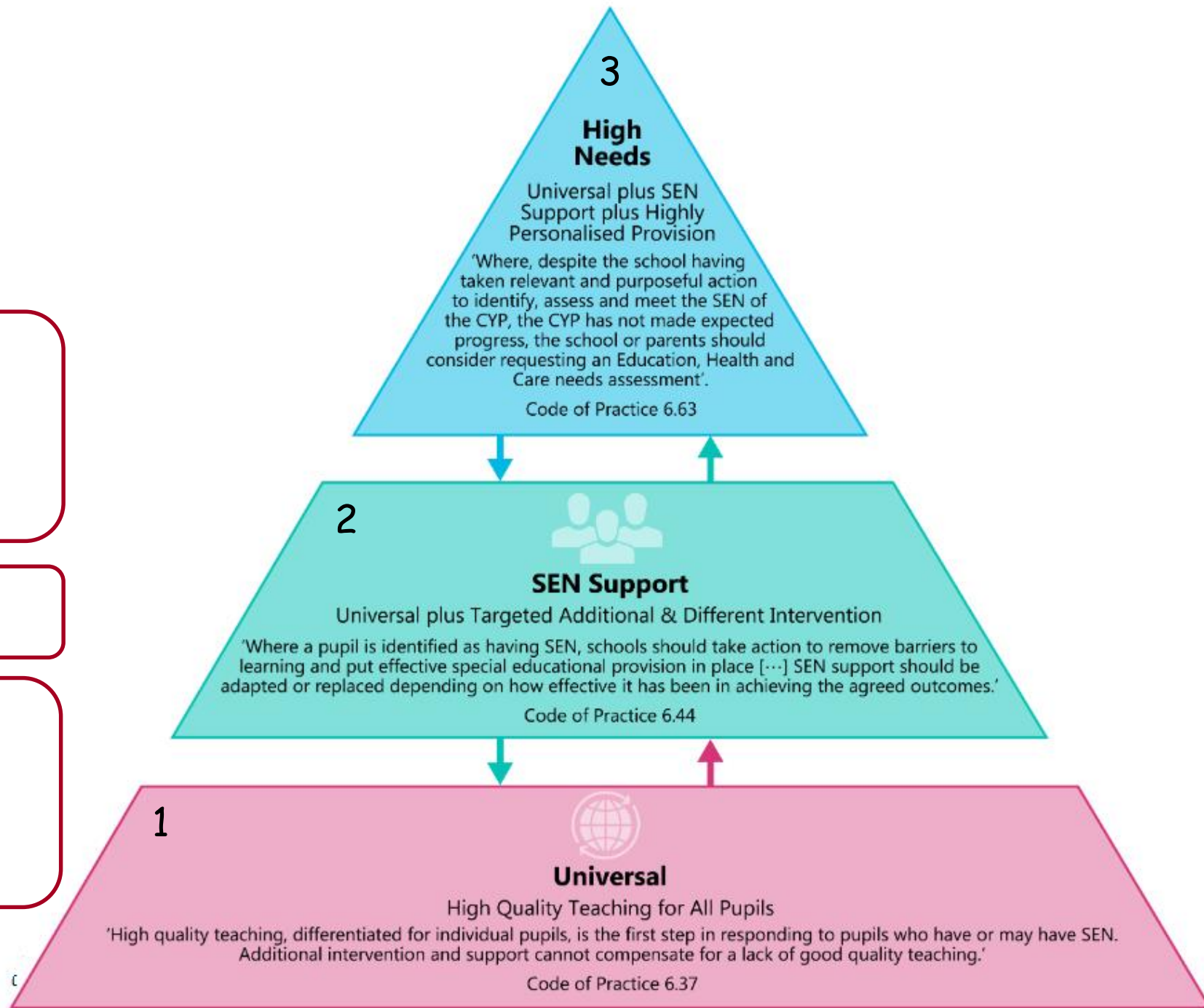
Date of Birth:

Year Group:

Class:

Last Reviewed:

For further information, support and guidance - [Somerset Graduated Response Tool](#)



Cognition and Learning

3

- Rapid Reading Intervention
- Precision Teaching - targeted area for development.
- ILI (Individualised Literacy Intervention)
- Support from external agencies - Support Team, Educational Psychology Service.

2

- Use of TA for pre-teaching - preparing for new learning.
- Rapid Maths group intervention.
- Spelling Support - High Frequency Words, Spelling rules/patterns [Spelling Bank](#)
- Motor skills development intervention [Link for activity ideas](#)
- Handwriting group.

- Pre-teach key vocabulary across the curriculum.
- Catch-up group intervention following individual lesson or unit of work.
- Phonics groups - multisensory approach including games.
- Small group memory support strategies - [Link for ideas](#)
- Development of typing Skills [KS2 Link](#)
- Word Blaze reading and spelling intervention

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- Daily reading - short and frequent.
- Being read to and talking about a text to develop comprehension skills (VIPERS)
- Multisensory approach to phonics and HFW, spelling rules and times tables-
- Use of sound mats, key word lists/mats, phonics games, plastic letters, sand, plasticine, song, actions.
- Drama and role-play to understand a text.
- Simplified versions of texts to support access to more challenging texts.
- Provide opportunities to think and talk before writing.
- Support writing with images, actions and drama.
- Model thinking process around language choice and grammar.
- Rehearse sentences - use of technology to voice record ideas.
- Provide sentence starters and writing frames.
- Consider the presentation of written material on sheets/IWB etc. [Link for further guidance](#)

- Use chunking, colour coding, highlighting to categorise key information.
- Regular review of learning points.
- Access to worked examples - layout, process of working.
- Avoid copying from the board.
- Practice 'against the clock'/sand timer in fun ways.
- Access to concrete resources - number lines, whiteboards, cubes etc.
- Keep instructions short and simple (KISS)
- Give processing time for questions and ask pupil to repeat instruction.
- Consider the environment - ensure it is calm. Avoid split attention.
- Use strengths, hobbies and interests to promote learning engagement.
- Give regular, specific praise.
- Role-play what to do when work feels challenging.

Communication and Interaction

3

- Now/Next instruction board for a group or individual.
- TEACCH - approach to structured teaching and classroom set up/workstation
- Providing an alternative method of communication e.g. Makaton, Picture Exchange Communication System (PECS).
- Support from external agencies -Autism and Communication, Learning Support Team, Educational Psychology Service.

2

- Social Skills group e.g. using Talkabout resources
- Lunch group - modelling social interaction and communication through play.
- Use of social stories to prepare for an event or particular situation.
- Comic Strip Conversations. [More information](#)

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- Establish home/school link to be aware of any changes at home that may impact learning.
- Flexible grouping strategies - working with peers from a range of abilities.
- Simplify language and use clear sequencing when giving instructions.
- Adults model and scaffold appropriate language and conversation skills.
- Sensory - Minimal noise and visual clutter.

The classroom environment - PHYSICAL:

- Quiet working space
- Consideration of where peg, lunch box and personal items are stored.
- Avoid crowds and maintain easy access - keep classroom easy to move around.

The classroom environment - STRUCTURAL:

- Clear classroom routines - use of visual cues.
- Consistent use of whole class visual timetable.

- Wristbands for simple modes of communication e.g. yes/no
- Opportunities for paired talk .
- Establish a communication buddy.
- Vocabulary work.
- Word walls, referred to during teaching.
- Short, direct bursts of teaching.
- Keep instructions short and simple (KISS)
- Visual prompts and cues to support instructions given.
- Allow processing time (10 second rule)
- Ask pupil to repeat instruction.
- Using and practicing scripts to help with new social situations.
- Jobs/responsibilities to promote communication and independence.
- Circle time - active listening.

Sensory and Physical

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- Occupational Therapy [Link for more information](#)
- Seek advice from SENATAS [Link for more information](#)
- EHA referral to PIMS Team for advice and support.
- EHA referral to Vision or Hearing Support team.

2

- Development of typing Skills [KS2 Link](#)
- Use of dedicated laptop/tablet to record work.
- Finger Gym - fine motor development group.
- Handwriting support group.
- Motor coordination activities in groups e.g. Learn to Move

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- Consideration of physical access to the school/classroom/key areas.
- Adaptations made where necessary e.g. handrails, ramps.
- Sitting and seating - regular movement breaks.
- Additional time given for completion of activities.
- Consider alternative ways of recording work for some tasks e.g. voice recording
- Opportunities for fine motor skill development e.g. using scissors, cutlery
- Working on balance and core stability through whole class 'wake and shake'.
- Developing gross motor skills - throwing/catching. Games at lunchtime.
- Ear defenders
- Fidget toy
- Consideration of seating - near to adult

Visual Impairment

- Joint working between school/home to understand vision impairment.
- Enlarging of classroom resources.
- Matte laminate to reduce glare.
- Risk assessment for impact of visual/hearing impairment on safety e.g. PE lessons, fire drills, off site visits.
- Use of e-books

Hearing Impairment

- Reducing background noise and access to quiet space.
- Use of soft furnishings to reduce echo.
- Visual cues alongside speech.
- Organise class routines and seating to optimise teacher's voice.

Social, Emotional and Mental Health

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- 1:1 ELSA
- Personalised curriculum
- PFSA Support (Level 2)
- Family Intervention Service (Level 3)
- Team Around the School/Team Around the Family meetings.

2

- ELSA group intervention
- Identify a key person to talk about worries and support with problem solving.
- Use of EBSA guidance [Link](#)
- Circle of friends
- Activities to support emotional regulation e.g. zones of regulation, 5-point scale.

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- Class emotions board/chart/alternative monitoring system.
- Daily meet and greet with all children.
- Circle time/PSHE Lessons focusing on self regulation.
- Relaxation and mindfulness activities - breathing, yoga, colouring, story time.
- Consistent rules within the classroom (differentiated where necessary)
- Identified safe space/calm zone within the classroom.
- Teach calming strategies e.g. breathing exercises, counting down.
- Keep clear records of concerns (CPOMS)
- Regular and consistent use of growth mindset.
- Clear and consistent use of a visual timetable.
- Developmentally appropriate play-based activities/creative activities e.g. messy play, playdough, music.
- Changing adults to deescalate a situation.
- Use of jobs/responsibilities to increase self-esteem.
- Use short, clear instructions; recap and reinforce regularly.
- Set tasks with clear goals, outputs and timescales for completion.
- Include frequent breaks and opportunities to move around.
- Remind individuals of a rule/expectation. Say what you want them to do, rather than what you don't.
- Outdoor learning opportunities.
- Exploring feelings/scenarios through stories.
- Worry box
- Classroom Transition Support - music, job, snack time, pre-warning