



Graduated Response Guidance at Shirley Infant School



Wave 1	Wave 2	Wave 3	Wave 4	Wave 5
Universal provision	Early intervention	Targeted additional provision	Targeted intensive provision	Specialist provision including and above 1-4
<p>Visual timetable and cue</p> <p>Adaptive teaching</p> <p>Appropriate scaffolds and manipulatives</p> <p>High quality inclusive teaching</p> <p>Phonics support</p> <p>Use of resources such as colourful semantics or shape coding</p> <p>Task boards</p> <p>Flexible groupings</p> <p>Movements / brain breaks</p> <p>Social stories for transition to different year groups</p> <p>Consistent transitions and routines</p> <p>Whole school reward systems</p> <p>Supportive resources e.g. ear defenders, fidgets, wobble cushion, pencil grips</p> <p>EAL support</p> <p>Calm environment and</p>	<p>Learning interventions e.g. maths or phonics</p> <p>Additional movement breaks</p> <p>Personalised reward system charts</p> <p>Pre-teaching</p> <p>Now/next board</p> <p>Sensory circuits</p> <p>Sensory breaks</p>	<p>SALT</p> <p>Individual specific social stories</p> <p>Hamish and Milo (ELSA)</p> <p>Pupil support plans (EBSA)</p> <p>Behaviour Support plans BRPs</p> <p>Risk assessments</p> <p>Additional meetings with parents</p> <p>SENDCo support</p> <p>Interventions with planned outcomes e.g:</p> <p>Attention Autism,</p> <p>Talkabout Intervention,</p> <p>Lego play intervention</p> <p>Precision teaching</p> <p>Uniform adjustments</p> <p>Timetable adjustments</p> <p>PECS</p> <p>Communication books</p> <p>Alternative ways of recording e.g. iPad / laptop</p>	<p>Multi-professional planning and coordinated support e.g.: E.P. Service, Outreach Services (SAOS/SIP), Health colleagues, PHIG problem solving and CAMHS.</p> <p>Individual Education Plan Identified on school provision map, reviewed at least termly</p> <p>Consideration of a request for EHC assessment</p> <p>OT / Physiotherapy</p> <p>1-1 ELSA</p> <p>Trauma informed approach</p> <p>Personalised support plan e.g. transition, adapted curriculum, work station</p> <p>Individual coaching skills</p>	<p>Education, Health and Care Plan (EHCP) reviewed annually (Annual Review)</p> <p>Multi-professional support</p> <p>Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</p> <p>Individual Education Plan Identified on school provision map</p> <p>VI / HI team</p> <p>Temporary reduced timetable</p> <p>Challenging Behaviour Consult</p> <p>Nurture group</p>

low stimuli displays Allowing time for processing Minimal clutter Noise level managed effectively Seating plans Resources organised, available and accessible Behaviour policy is rational Use of clear language Zones of regulation Makaton / BSL to support verbal instruction Leaving class early to avoid busy corridor Peer support		Key adult Positive Behaviour Plan Key adult Meet and greet at transition points Lunchtime support Pastoral support plan MHST referral CAMHS referrals		
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