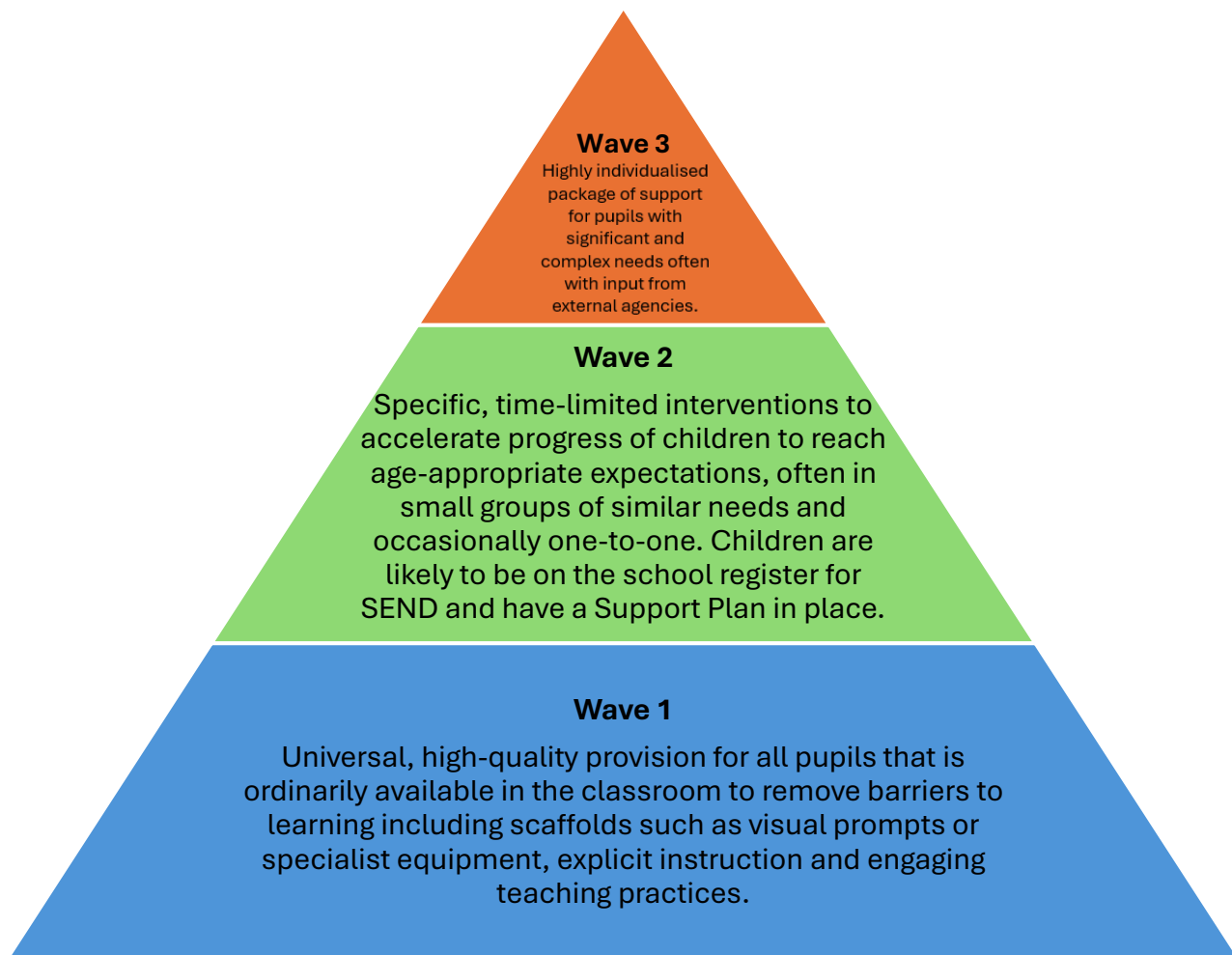


Interventions and Graduated Response

At Bradwell Junior School, we believe all children deserve high-quality teaching and that approaches to teaching which support pupils with Special Educational Need and Disabilities (SEND) support all children to learn effectively. As such, we operate a graduated approach enabling all pupils to receive high quality teaching based on their individual needs. This graduated approach is split into three Waves.



It takes a united team to deliver the graduated approach effectively with everyone sure of their roles and responsibilities within this process.

SENDCo – co-ordinates and monitors provision, supporting teachers and teaching assistants to work together, liaising with external agencies, completing formal paperwork for EHCPs and referrals, scheduling termly reviews of support plans.

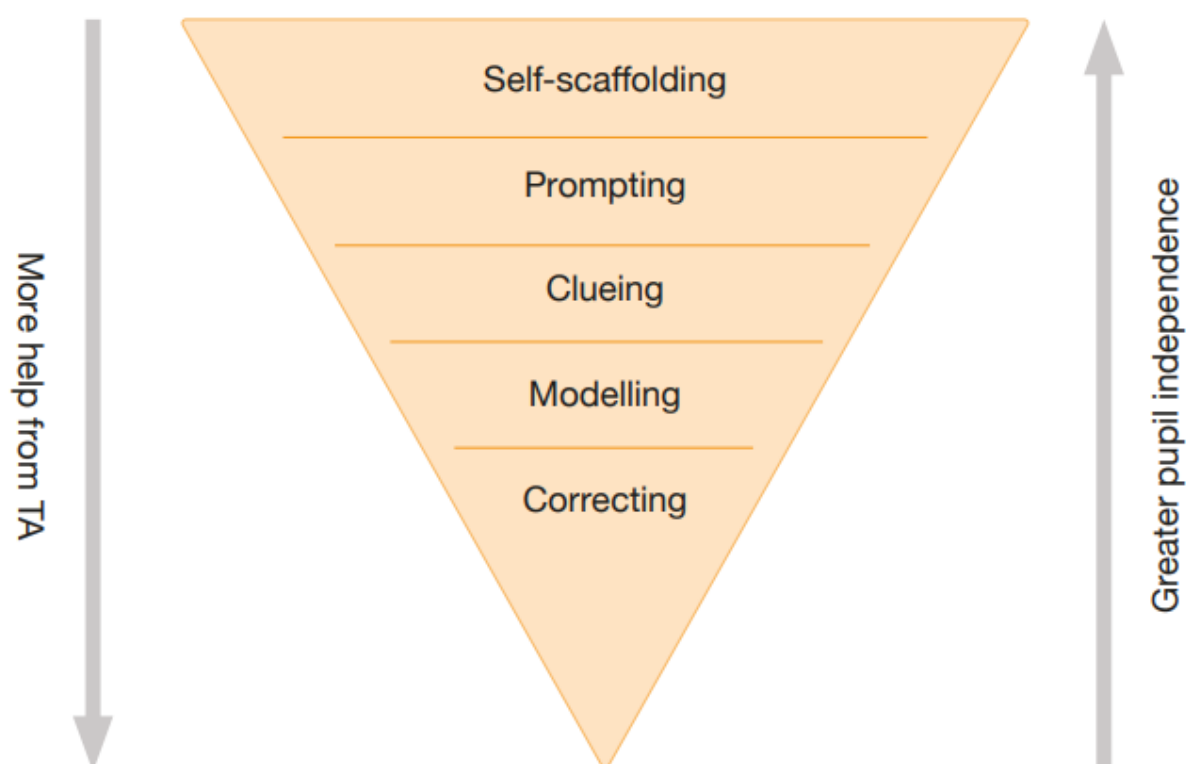
Teachers – delivering high quality wave 1 provision in the classroom, devising support plans (setting, monitoring and reviewing targets), selecting appropriate interventions with support from the SENDCo if necessary, incorporating targets/strategies from interventions within lessons wherever possible, ensuring progress of all pupils, working in partnership with teaching assistants.

Teaching Assistants – working in partnership with teachers, scaffolding learning in the classroom, delivering interventions under the direction of the teacher, communicating progress of children.

With everyone playing their part in the graduated approach the removal of barriers to learning and accelerated progress can happen for all pupils, not only those with SEND.

Special Educational Needs and Disabilities are categorised under four broad areas of need, identified within the SEND Code of Practice. These are Cognition and Learning (**CL**); Communication and Interaction (**CI**); Social, Emotion and Mental Health (**SEMH**); and, Sensory and Physical (**SP**).

All four of these broad areas are considered by teachers when planning lessons to ensure high quality wave 1 provision within the classroom. Teaching assistants are used within lessons to assist with wave 1 provision. They effectively support in the scaffolding of learning whilst being mindful to encourage independence in pupils. It can be very easy for children to become over-reliant on support from adults in the classroom. Using the EEF self-scaffolding model, teachers and TAs can identify how independently pupils are working.



This self-scaffolding model can also be applied when TAs are delivering wave 2 provision through targeted, time-limited interventions additional to what is already provided in wave 1. For a small number of pupils this might also include further adaptations within the classroom.

There are a wide range of interventions available for use in school which can be used selectively by teachers based on the needs of the children. Teachers work in partnership with teaching assistants, parents, pupils and the SENDCo to establish support plans using these interventions, regularly reviewing progress towards targets and embedding them within classroom practice so skills are not learnt in isolation. Teachers have ultimate responsibility for the progress of all pupils in their class: all teachers are teachers of SEND.

Wave 3 support is much more specialised with external agencies such as educational psychologists, speech and language therapists, CAMHS or occupational health support involved and will often involve children who have, or are working towards securing, an education and health care plan (EHCP). Children will have access to all wave 1 and wave 2 provision alongside a more bespoke package of support.

Here is a table of the provision available at Bradwell Junior School. Please be aware that provision may change based on the needs of the pupils and further staff training.

	Wave 1 Promoting inclusion in the classroom	Wave 2 Additional to most students	Wave 3 Personalised interventions
Cognition and Learning Including: Specific Learning Difficulties such as dyslexia, dyscalculia, dyspraxia	Reward systems Use of controlled choices to allow children to take ownership of behaviour and learning Additional adult support during whole class and focus tasks to develop independence in learning and embed key concepts through scaffolding techniques. Breakdown and revisit of instructions and routines Visual support on whole class and individual level Supported recording - white boards/ipads Planned movement breaks. Scaffolds including word banks, sentence frames, WAGOLLS, checklists, times tables grids, base 10, counters, place value grids, grapheme charts for all (try to spell it 3 times and choose best option) Spelling and maths home learning Size of font Non-white paper/ backgrounds on board Knowledge organisers Regular retrieval practice Paired talk Flexible groupings with role models Cold-calling/no hands up	Now/Next or taskboards Little Wandle Rapid Catch Up Reading comprehension targeted intervention Handwriting/fine motor control sessions targeted intervention Maths groups – to embed key concepts including times tables recall, number bonds, problem solving techniques Targeted home learning to support classroom interventions Writing groups – developing composition, spelling and grammar Individual Workstations Pre-Learning/Over-learning/Word Aware programme Alternative recording methods – word processing etc voice to text (dictate function) Use of Seeing AI app IDL programme Birmingham Toolkit Coloured overlays for reading	Full time 1:1 support - allowing pupils to access mainstream school supporting self-care, emotional regulation and accessibility Differentiated curriculum based around support from outside agencies 1:1 TA led activities in literacy and maths based on personalised learning – use of Birmingham Toolkit, Numicon and SNIP, Little Wandle SEND programme Personalised learning targets developed with external agencies Little Wandle SEND programme

	Wave 1 Promoting inclusion in the classroom	Wave 2 Additional to most students	Wave 3 Personalised interventions
Communication and Interaction Including: Autism	Visual supports in class for whole class and individuals (including visual timetable, word banks with pictures, check lists)– widget online Modelled sentences during whole class learning sessions including rephrasing answers and encouraging full grammatically accurate sentences (verbally and written) Word banks/grapheme charts Clear, explicit instructions – sequenced and rehearsed together Time to process instructions Controlled choices Paired talk Flexible groups with role models	Now/Next or taskboards with visuals Lego Therapy Social Stories Little Wandle Rapid Catch-Up programme Word Aware Programme Now/next or taskboards Active listening programme	Turn taking activities to encourage social interaction Targeted work from SALT Communication Plan
SEMH (Social, Emotional and Mental Health) Including: ADHD, PDA	Zones of Regulation Sensory resources – fidget toys, ear defenders, wobble cushions, chairbands etc Quiet area within classroom Flexible seating Controlled choices Responsibility within the classroom Visual timetable Forest School/Outdoor learning	Well-being/Positive play sessions Targeted Zones of Regulation intervention Lego Therapy End of day reflection time Social Stories to model positive behaviour Nurture/Sensory Room access Adaptions to classroom – safe space, sensory resources,	Meet and Greet Social Stories – under advice from external agencies Feelings Check in 1-1 support during lunchtimes/playtimes Named emotionally available adult Positive Handling Plan

	Wave 1 Promoting inclusion in the classroom	Wave 2 Additional to most students	Wave 3 Personalised interventions
	Gardening Predictable routines (pre-warning when planned changes are to happen) Flexible groupings with role models Paired talk followed by no hands up Ethos where asking for help is ok All staff committed to a safe and secure environment	Additional access to outdoors – gardening/playground	
Sensory or Physical Need	Seating spots, wiggle cushions, shoulder weights, ear defenders to allow adult support and sensory input to help engagement Movement breaks Use of physical apparatus Standing desk Size of font Non-white paper/backgrounds on board Pencil grips Appropriate noise levels maintained	Timetabled movement breaks <i>Sensory circuits</i> Placement in the classroom environment Fine motor skills Gross motor skills	Support plan from Occupational Therapy Support plan from Physiotherapist

Wave 2 Provision

Most interventions should run for a period of 6 to 10 weeks followed by a review. At the end of the specified timeframe the targets should be reviewed and progress measured. The aim of an intervention is to accelerate progress and children should not be placed on an intervention with the same target indefinitely. If they haven't met their target at the end of the timeframe, either the target or intervention needs to change.

Teachers also need to carefully consider when the interventions take place to ensure children are not withdrawn from lessons for extended periods as all pupils are entitled to a broad and balanced curriculum.

More detail about the purpose and duration of specific interventions can be found below.

Area of Need	Intervention	Purpose	Duration	How delivered
CL	IDL	To support spelling and reading skills for pupils with dyslexic traits in a whole word style. Spelling/word recognition Support for children with dyslexic traits	10 weeks 3 x weekly (10 mins)	Child
CL	Little Wandle Rapid Catch up	Phonics catch up programme for children who have not yet mastered phase 5 phonemes	Dependent on assessment approx. 14 weeks	TA delivered following scheme. Followed up by Teacher in class
CL	Comprehension	Reading comprehension group aimed at developing fluency, understanding of vocabulary and how to answer comprehension questions.	6 weeks	Planned by Teacher. Delivered by TA
CL	Spelling Group	Using grapheme mats from Little Wandle and Jane Considine Spelling Book from previous years depending on need.	6 weeks	Planned by Teacher. Delivered by TA
CL	Times table Group	Securing times tables from previous years (hit the button or timestables.co.uk) Year 3 (2, 5, 10) Year 4 (3, 4, 8) Year 5/6 (6, 7, 9, 11, 12)	6 weeks 3 x week (10 mins)	Child
CL	Maths Group	Reasoning and problem-solving skills – developing maths resilience to understand word problems and lateral thinking.	6 weeks	Planned by Teacher. Delivered by TA
CL	Birmingham Toolkit	Writing or Maths intervention based on individual assessment to secure progress against NC objectives.	6 weeks	Assessed by teacher, delivered by teacher and TA
CL/SP	Fine Motor/ Handwriting	Intervention to build grip and pencil control – use of letterjoin scheme both printed and online as well as fine motor control activities such as tracing, lacing, sewing, threading activities, picking up small objects with tweezers, cutting techniques to build strength in hands.	6 weeks	Delivered by TA or provided as a task by teacher as appropriate during the day
CL/CI	Word Aware	Vocabulary development – focusing on key vocabulary for a topic generated by teacher.	6 weeks	Planned by Teacher. Delivered by TA
CI	Lego Therapy	Turn taking, listening skills, expressive language,	6 weeks	Delivered by TA. Teacher observes progress in class
CI	Expressive Language	Sentence formulation, grammatical structures,	6 weeks	Planned teacher/TA

				delivered by TA
CI	Active Listening Programme	Listening to and following instructions in practical tasks. Repeating verbal instructions/numbers/letters back	6 weeks	Delivered by TA using scheme
CI/ SEMH	Social Stories	Using stories to discuss social conventions, emotional responses and interactions	6 weeks	Delivered by TA
SEMH	Positive Play/Well-being drop in	Responsive to need to develop self-esteem/ resilience, provide opportunity to discuss anxieties and practice strategies to help manage emotions	6 weeks Drop- in as required	Delivered by TA
SEMH	Zones of Regulation	Identifying feelings/emotions and methods for managing them either small group or 1-1 depending on need	6 weeks	Delivered by TA following scheme
SP	Gross Motor Skills	Balancing activities, bending and stretching exercises, core strengthening	6 weeks	Delivered by TA
SP	<i>Sensory Circuits</i>	<i>In development</i>		

Wave 3 Interventions

Area of Need	Intervention	Purpose	Duration	How delivered
CL	Little Wandle SEND programme	Phonics programme for children who are unable to keep up with the pace of Rapid Catch-up and support the development of reading using phonics.	As needed	TA using scheme – followed up with teacher
CL	SNIP	Precision teaching of High Frequency Words (both reading and spelling) for dyslexic pupils	As needed	TA