

# OUR GRADUATED RESPONSE

## To support pupils behaviour, SEND and wellbeing needs



TIER 1	+ TIER 1 TARGETED SUPPORT/ACTIONS	+ TIER 2 SPECIALIST SUPPORT/ACTIONS	+ TIER 3 HIGHLY SPECIALIST SUPPORT
ALL	Some Pupils	A small number of pupils	A very small number of pupils
EVERY LESSON, EVERY DAY	SHORT-TERM INTERVENTION	MEDIUM/LONG-TERM/PERMANENT INTERVENTION	
<ol style="list-style-type: none"> <li>1. A culture of high expectations</li> <li>2. Quality First Teaching</li> <li>3. An appropriately ambitious, broad and balanced curriculum</li> <li>4. Clear rules and values</li> <li>5. Calm and consistent routines: Positive meet and greets and calm entry and exits to classes and throughout the school site.</li> <li>6. A focus on restorative practice to support pupils self-regulate and manage their behaviour and distractions.</li> <li>7. Consistent approach to behaviour – rewards and sanctions - consistently applied by all.</li> <li>8. Pastoral Care</li> <li>9. Attendance support – monitoring and challenge</li> <li>10. In school assessments and standardised testing termly to identify possible needs and target interventions</li> <li>11. Extra-curricular and memorable experiences</li> <li>12. Positive calls home</li> <li>13. Reward and attendance assemblies</li> <li>14. Pupil roles and responsibilities – Trust valued and promoted.</li> </ol> <p><b>Potential follow up</b></p> <ol style="list-style-type: none"> <li>15. Nurture</li> <li>16. Restorative Conversations and Meetings – HT and Pastoral lead</li> <li>17. Phone calls home</li> </ol>	<ol style="list-style-type: none"> <li>1. Timetable variation</li> <li>2. Intervention: Reading for Understanding Maths intervention NESSI</li> <li>3. Behaviour / Punctuality / Positivity and Uniform Report Cards</li> <li>4. Pastoral support: Nurture provision Positive play Forest Schools</li> <li>5. Behaviour contracts</li> <li>6. Liaison with parents/carers</li> <li>7. Peer mentoring</li> </ol> <p><b>Potential follow up</b></p> <ol style="list-style-type: none"> <li>8. Referrals to outside agencies for support</li> <li>9. GRIPS, EHCP applications</li> </ol>	<ol style="list-style-type: none"> <li>1. EHCP</li> <li>2. Internal / external suspensions</li> <li>3. Adapted timetables</li> <li>4. Risk assessments</li> <li>5. NLP for kids</li> <li>6. SALT</li> <li>7. Autism Outreach</li> <li>8. SSEN</li> <li>9. Behaviour support</li> <li>10. Early Help</li> <li>11. PCSO</li> </ol>	<ol style="list-style-type: none"> <li>1. Occupational therapy</li> <li>2. Physiotherapy</li> <li>3. Social Care</li> <li>4. Permanent Exclusion</li> </ol>
<b>ASSESSMENTS</b>			
<p><b>INTERNAL</b></p> <ol style="list-style-type: none"> <li>1. Diagnostic Reading Assessment</li> <li>2. INSIGHT tracking data</li> <li>3. Dyslexia Screener</li> <li>4. Pivots</li> <li>5. SEMH – Boxall Profile</li> </ol>		<p><b>EXTERNAL</b></p> <ol style="list-style-type: none"> <li>1. CAMHS</li> <li>2. EHA (Early Help Assessment)</li> <li>3. EHCP (Education Health Care Plan assessment)</li> <li>4. EP (Educational Psychologist Assessment)</li> <li>5. Social Care referral</li> </ol>	
<b>OTHER INTERVENTIONS/THERAPIES/ALTERNATIVE PROVISION</b>			
<p><b>INTERNAL / ACCESSED ON-SITE (costs may apply)</b></p> <ol style="list-style-type: none"> <li>1. Forest School / Outdoor Education</li> <li>2. Reading Club</li> <li>3. Homework Club</li> <li>4. Lego therapy</li> <li>5. Mental health first aiders</li> <li>6. Study Support Provision</li> </ol>		<p><b>EXTERNAL / ACCESSED OFF-SITE (costs may apply)</b></p> <ol style="list-style-type: none"> <li>1. CAMHS</li> <li>2. Childline</li> <li>3. Emotional Resilience</li> <li>4. Healthy Young Minds</li> <li>5. MAT Worker</li> <li>6. Music Therapy</li> <li>7. NHS</li> <li>8. Young Minds</li> </ol>	