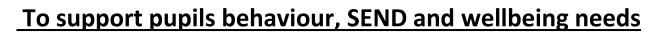
## **OUR GRADUATED RESPONSE**





	+ TIER 3 HIGHLY SPECIALIST SUPPORT			
		+ TIER 2 SPECIALIST SUPPORT/ACTIONS		+ TIER 2 SPECIALIST SUPPORT/ACTIONS
	+ TIER 1 TARGETED	+ TIER 1 TARGETED		+ TIER 1 TARGETED
TIER 1	SUPPORT/ACTIONS	SUPPORT/ACTIONS		SUPPORT/ACTIONS
ALL	Some Pupils	A small num	ber of pupils	A very small number of pupils
EVERY LESSON, EVERY DAY	SHORT-TERM INTERVENTION	MEDIUM/LONG-TERM/PER		RMANENT INTERVENTION
<ol> <li>A culture of high expectations</li> <li>Quality First Teaching</li> <li>An appropriately ambitious, broad and balanced curriculum</li> <li>Clear rules and values</li> <li>Calm and consistent routines:         <ul> <li>Positive meet and greets and calm entry and exits to classes and throughout the school site.</li> </ul> </li> <li>A focus on restorative practice to support pupils self-regulate and manage their behaviour and distractions.</li> <li>Consistent approach to behaviour – rewards and sanctions - consistently applied by all.</li> </ol>	<ol> <li>Timetable variation</li> <li>Intervention:         Reading for Understanding         Maths intervention         NESSI</li> <li>Behaviour / Punctuality /         Positivity and Uniform Report         Cards</li> <li>Pastoral support:         Nurture provision         Positive play         Forest Schools</li> <li>Behaviour contracts</li> <li>Liaison with parents/carers</li> </ol>	MEDIUM/LONG-TERM/PE  1. EHCP 2. Internal / external suspensions 3. Adapted timetables 4. Risk assessments 5. NLP for kids 6. SALT 7. Autism Outreach 8. SSEN 9. Behaviour support 10. Early Help 11. PCSO		1. Occupational therapy 2. Physiotherapy 3. Social Care 4. Permanent Exclusion
<ul> <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> </ul>	<ul> <li>Peer mentoring</li> <li>Potential follow up</li> <li>Referrals to outside agencies for support</li> <li>GRIPS, EHCP applications</li> </ul>	45555		
12. Positive calls home	ASSESSMENTS INTERNAL EXTERNAL			
<ul><li>13. Reward and attendance assemblies</li><li>14. Pupil roles and responsibilities – Trust valued and promoted.</li><li>Potential follow up</li></ul>	<ol> <li>Diagnostic Reading Assessment</li> <li>INSIGHT tracking data</li> <li>Dyslexia Screener</li> <li>Pivots</li> <li>SEMH – Boxall Profile</li> </ol>		<ol> <li>CAMHS</li> <li>EHA (Early Help Assessment)</li> <li>EHCP (Education Health Care Plan assessment)</li> <li>EP (Educational Psychologist Assessment)</li> <li>Social Care referral</li> </ol>	
15. Nurture			<b>-</b>	
16. Restorative Conversations and Meetings –	OTHER INTERVENTIONS/THERAPIES/ALTERNATIV			
HT and Pastoral lead  17. Phone calls home	<ol> <li>INTERNAL / ACCESSED ON-SITE (costs in</li> <li>Forest School / Outdoor Education</li> <li>Reading Club</li> <li>Homework Club</li> <li>Lego therapy</li> <li>Mental health first aiders</li> <li>Study Support Provision</li> </ol>	nay apply)	EXTERNAL / ACCESS  1. CAMHS  2. Childline  3. Emotional Resilie  4. Healthy Young N  5. MAT Worker  6. Music Therapy  7. NHS  8. Young Minds	