



## How are Pupils at St. John's CE Primary School Supported? The Graduated Approach

<p><b>St. John's follows the 'Graduated Approach': supporting learning through the use of an on-going, four part cycle consisting of 'assess, plan, do review'.</b></p> <p><b>Assess:</b> Pupils' learning and progress are assessed in a variety of ways. <b>Plan:</b> Plans are put in place to support learning and remove any potential barriers.</p> <p><b>Do:</b> The class teacher ensures that plans are implemented to support all pupils. <b>Review:</b> The impact on pupil progress is reviewed and next steps are determined.</p>		<p><b>TIER 3</b> <b>More personalised Support / Specialist and Professional Agency Support.</b></p> <p style="color: white; text-align: center;"><i>Medium to long term intervention in small groups or for individual pupils.</i></p>	<p><b>TIER 4</b> <b>Highly personalised Support / Specialist and Professional Agency Support.</b></p> <p style="color: white; text-align: center;"><i>Medium to long term intervention usually for individual pupils.</i></p>
<p><b>TIER 1</b> <b>Whole School Approach.</b></p> <p style="color: white; text-align: center;"><i>Available to all pupils every lesson, every day.</i></p>	<p><b>TIER 2</b> <b>Additional Targeted Support.</b></p> <p style="color: white; text-align: center;"><i>Short term intervention in small groups or for individual pupils.</i></p>		
<p><b>General Ethos:</b></p> <ol style="list-style-type: none"> <li>A clear Vision and Values.</li> <li>A Positive Behaviour Procedures which clarifies expectations; offers opportunities for addressing unacceptable behaviours; and rewards for positive behaviours.</li> <li>Weekly 'Star of the Week' Celebration Worship; Class Dojo points given; 'Notes' and texts home to celebrate success; termly reward sessions.</li> <li>Reflection times which focus on choices and solutions.</li> </ol> <p><b>Wellbeing and Mental Health:</b></p> <ol style="list-style-type: none"> <li>Positive 'meet and greets' on entry to the school site with immediate intervention when required (Safe Space / Pastoral Support).</li> <li>Mental health and wellbeing is prioritised: recognition of mental health and wellbeing events; Wellbeing Workshops; Worry Boxes in all classrooms; regular monitoring of class worry boxes; pupil self-referral system for Pastoral Support, time out option in the 'safe space'.</li> <li>Pupil roles and responsibilities: Prefects, Sports Captains, Library Leaders, Litter Pickers, Dojo Shop Managers.</li> <li>Classroom adjustments: coloured reading rulers, fiddle toys, ear defenders, pencil grips, regular movement breaks, flexible seating arrangements, sensory seating, peer mentors, visual timetables, use of concrete equipment.</li> </ol> <p><b>Curriculum, Teaching and Learning:</b></p> <ol style="list-style-type: none"> <li>An appropriately ambitious, broad and balanced curriculum.</li> <li>Extra-curricular and memorable experiences.</li> <li>Highly effective teaching with a priority that all pupils leave St. John's as competent and confident readers. Modelling, scaffolding and adapting to allow access to the curriculum for all learners.</li> <li>Use of clear learning objectives and success criteria to ensure that pupils are involved in and take responsibility for their learning journey.</li> <li>Regular learning checks to support long term memory retention (Flashback 4).</li> <li>Use of supportive learning environments: worked examples; key vocabulary; tool kits; model texts.</li> <li>In school assessments and standardised testing termly to identify possible needs and target interventions.</li> <li>Attendance support: regular monitoring and challenge, and support offered where appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>Intervention to address pupil progress: Phonics Bug, Nuffield Early Language Intervention, Accelerating Reading, Every Child a Reader (ECaR), Daily Reading and Spelling Diaries, Nessy Reading and Spelling Programme, Time to Talk, Socially Speaking, Plus 1 / Power of 2 maths, Lego Therapy, Precision Teaching, Lifeboat Read and Spell Scheme, Cool Kids Motor Skills Programme, Write from the Start, Start Write Stay Right, Pindora's Box, Fizzy Programme.</li> <li>ELSA (Emotional Literacy Support Assistant).</li> <li>Pastoral Support.</li> <li>Liaison with parents / carers.</li> <li>Positive behaviour charts.</li> </ol> <p>Further support may be sought through referrals to outside agencies / professionals:</p> <ul style="list-style-type: none"> <li>Behaviour Support.</li> <li>Speech and Language Therapy.</li> <li>Autism Inclusion Team.</li> <li>Special Educational Needs Inclusion Service (SENIS).</li> <li>Staffordshire Educational Psychology Service (EP).</li> <li>The SEND and Inclusion Hub.</li> <li>Physical Difficulties Support Service (PDSS).</li> <li>Child and Adolescent Mental Health Services (CAMHS) / Action for Children.</li> <li>Tier 2 family support: Family Action.</li> <li>Tier 3 family support: Early Help Assessment (EHA) via Staffordshire Children's Advice Service.</li> </ul>	<ol style="list-style-type: none"> <li>Support from the outside agencies / professionals listed under Tier 2.</li> <li>Pupil Support Plans (PSPs) which personalise the 'assess, plan, do, review cycle'.</li> <li>Pupil Support Plans which list reasonable adjustments required in the classroom and recommendations made by outside agencies / professionals.</li> <li>Use of PIVATS to track small steps of progress (Performance Indicators for Value Added Target Setting).</li> <li>Health Care Plans.</li> <li>Risk assessments.</li> <li>Speech and Language Therapy (external).</li> <li>Occupational Therapy / Physiotherapy (external).</li> <li>Internal and external suspensions.</li> <li>Adapted timetables.</li> <li>Home School Diary.</li> <li>Access arrangements for assessments.</li> </ol> <p><i>* Discussions with parents / carers may take place regarding adding pupils to the school SEND register (Special Educational Needs and Disabilities).</i></p>	<ol style="list-style-type: none"> <li>Education, Health and Care Plans (EHCP) written with the involvement of specialist agencies and professionals which provide highly personalised learning plans.</li> <li>Pupil Progress Meetings with the Virtual School for children who are in care.</li> </ol>
		<p><b>Assessments</b></p>	
		<p><b>Internal:</b></p> <p><b>Early Years:</b></p> <ul style="list-style-type: none"> <li>Locke and Beech Assessment</li> </ul> <p><b>Cognition and Learning:</b></p> <ul style="list-style-type: none"> <li>Termly NfER Assessments.</li> <li>Half termly KS2 Accelerated Reader assessment.</li> <li>York Assessment of Reading Comprehension (YARC).</li> <li>Salford Reading Assessment.</li> <li>Nessy Quest Dyslexia Screen.</li> <li>ECaR / Accelerating Reading Assessment / Phonics assessment.</li> </ul> <p><b>Communication and Interaction:</b></p> <ul style="list-style-type: none"> <li>Speech and Language Progression Tools / Afasic Scales.</li> <li>Staged Pathway Toolkit.</li> <li>Sensory Sensitivity Checklist.</li> <li>Mind map of difficulties.</li> <li>NELI / Time to Talk / Socially Speaking.</li> <li>British Picture Vocabulary Scale (BPVS).</li> </ul> <p><b>Social, Emotional and Mental Health:</b></p> <ul style="list-style-type: none"> <li>Boxall Profile.</li> </ul> <p><b>Sensory / Physical:</b></p> <ul style="list-style-type: none"> <li>Motor Skills United.</li> </ul>	<p><b>External:</b></p> <ul style="list-style-type: none"> <li>Statutory testing: Reception Baseline Assessment, Phonics screen, Year 2 optional SATs, 6 SATs, Year 4 Multiplication Check.</li> <li>SENIS / EP assessment.</li> <li>Child and Adolescent Mental Health Services (CAMHS).</li> <li>Action for Children.</li> <li>EHA (Early Help Assessment) / Social Care Assessment.</li> <li>EHCP (Education Health Care Plan assessment).</li> <li>PDSS / Occupational Therapy Assessment.</li> <li>Behaviour Support.</li> </ul>

**SHINE like the Star you are.**