

How are Pupils at St. John's CE Primary School Supported?

The Graduated Approach

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’.			TIER 4 Highly personalised Support / Specialist and Professional Agency Support. Longer term intervention usually for individual pupils.
Assess: Pupils’ learning and progress are assessed in a variety of ways. Plan: Plans are put in place to support learning and remove any potential barriers.		TIER 3 More personalised Support / Specialist and Professional Agency Support. Medium to long term intervention in small groups or for individual pupils.	
Do: The class teacher ensures that plans are implemented. Review: The impact on pupil progress is reviewed and next steps are determined.	TIER 2 Additional Targeted Support. Shorter term intervention in small groups or for individual pupils.		
TIER 1 Whole School Approach. Available to all pupils every lesson, every day.			
General Ethos: 1. A clear Vision and Values. 2. A Positive Behaviour Procedures which clarifies expectations. 3. Opportunities to celebrate: weekly ‘Star of the Week’ Celebration Worship; Class Dojo points given; ‘Notes’ and texts home to celebrate success; termly and end of year celebrations. 4. Reflection times which discuss choices and solutions. Wellbeing and Mental Health: 5. Positive ‘meet and greets’ on entry to the school site with immediate intervention when required (Safe Space / Pastoral Support). 6. 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; parent, staff and pupil self-referral system for Pastoral Support; wellbeing surveys; time out option in a ‘safe space’. 7. Pupil roles and responsibilities: Prefects, Sports Captains, Library Leaders, Litter Pickers, Dojo Shop Managers. 8. Classroom adjustments: coloured reading overlays, fiddle toys, ear defenders, pencil grips, regular movement breaks, flexible seating arrangements, sensory seating, peer mentors, visual timetables, use of concrete equipment. Curriculum, Teaching and Learning: 9. An appropriately ambitious, broad and balanced curriculum. 10. Extra-curricular and memorable experiences. 11. 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. 12. Use of clear learning objectives / questions and success criteria to ensure that pupils are involved in and take responsibility for their learning journey. 13. Regular learning checks to support long term memory retention (Flashback 4). 14. Use of supportive learning environments: worked examples, key vocabulary, tool kits, model texts. 15. In school assessments and standardised testing to identify possible needs and target interventions. 16. Attendance support: regular monitoring, and support offered where appropriate.	1. Intervention to address pupil progress: Phonics Bug, Nuffield Early Language Intervention, Accelerating Reading, Every Child a Reader (ECaR), Daily Reading and Spelling Diaries, EPATT Literacy, EPATT Maths, Time to Talk, Socially Speaking, Plus 1 / Power of 2 maths, Lego Therapy, Precision Teaching, Lifeboat Read and Spell Scheme, Word Wasp, Cool Kids Motor Skills Programme, Write from the Start, Start Write Stay Right, Motor Skills United Programme, Fizzy Programme. 2. ELSA (Emotional Literacy Support Assistant). 3. Pastoral Support. 4. Positive behaviour charts. Further support may be sought through referrals to outside agencies / professionals: • Behaviour Support. • Speech and Language Therapy. • Autism Inclusion Team. • Special Educational Needs Inclusion Service (SENIS). • Staffordshire Educational Psychology Service (EP). • The SEND and Inclusion Hub. • Physical Difficulties Support Service (PDSS). • Child and Adolescent Mental Health Services (CAMHS) / Staywell. • Tier 2 family support: The Gingerbread Centre. • Tier 3 family support: Early Help Assessment (EHA) via Staffordshire Children’s Service.	1. Support from the outside agencies / professionals listed under Tier 2. 2. Pupil Support Plans (PSPs) which personalise the ‘assess, plan, do, review cycle’. 3. Pupil Support Plans which list reasonable adjustments required in the classroom and recommendations made by outside agencies / professionals. 4. Use of PIVATS to track small steps of progress (Performance Indicators for Value Added Target Setting). 5. Health Care Plans. 6. Risk assessments. 7. Speech and Language Therapy (external). 8. Occupational Therapy / Physiotherapy (external). 9. Adapted timetables. 10. Home School Diary. 11. Access arrangements for assessments. * Discussions with parents / carers may take place regarding adding pupils to the school SEND register (Special Educational Needs and Disabilities).	1. Education, Health and Care Plans (EHCP) written with the involvement of specialist agencies and professionals which provide highly personalised learning plans. 2. Pupil Progress Meetings with the Virtual School and Social Care for children who are in care.
Assessments			
	Internal: Early Years: • Locke and Beech Assessment • NELI (Nuffield Early Language Intervention) Cognition and Learning: • Termly NFER Assessments. • York Assessment of Reading Comprehension (YARC). • Salford Reading Assessment. • EPATT Literacy and Maths assessments. • ECaR / Accelerating Reading Assessment / Phonics assessment. • Sandwell Maths assessment. Communication and Interaction: • Speech and Language Progression Tools / Afasic Scales. • Staged Pathway Toolkit. • Mind map of difficulties. • NELI / Time to Talk / Socially Speaking. • British Picture Vocabulary Scale (BPVS). Social, Emotional and Mental Health: • Boxall Profile / Strengths and Difficulties Questionnaire. Sensory / Physical: • Motor Skills United / Sensory Sensitivity Checklist.	External: • Statutory testing: Reception Baseline Assessment, Phonics screen, Year 2 optional SATs, 6 SATs, Year 4 Multiplication Check. • SENIS / EP assessment. • Child and Adolescent Mental Health Services (CAMHS). • Staywell. • EHA (Early Help Assessment) / Social Care Assessment. • EHCP (Education Health Care Plan assessment). • PDSS / Occupational Therapy Assessment. • Behaviour Support.	

SHINE like the Star you are.