Hull – The Graduated Approach

This document should be used alongside the Graduated Approach full guidance document. The table below provides links to information and resources to support settings particularly at the Universal level. The links have been provided by SLD Outreach, Northcott Outreach and The Speech and Language Service.

QFT and Reasonable Adjustments-Strategies for all:	Universal	Targeted	Specialist
Classroom well organised and labelled (with symbols) Plan by deciding what everyone can learn then 'work up' Clear lesson structure with learning objectives presented orally and visually. Introduce new material in a multi-sensory way – show it, listen to it, look at it, hear it, say it, write it. I do/We do/You do approaches. Instructions given in small chunks with visual cues and reinforced in writing or with visuals. Understanding checked by asking pupils to explain what they have to do. Understanding is demonstrated in a variety of ways. Range of groupings within the class/school Activities and listening broken up with breaks for more kinaesthetic activities. Praise is specific and named. Memory supported by explicit demonstration and modelling of memory techniques. Classroom assistants planned for and used to maximise learning. Pupils are clear what is expected – use of 'WAGOLL' and/or visual strips.	**Routine & Structure** A general guide Routines and Structure.docx Always give a clear role/purpose in group work. group roles information.docx group roles Checklists, in session strips, task ladders are simple with visual clues. Goblin Tools.docx Checklists.docx In sessions strips.docx Task Ladders.docx Extra time should be given for completing tasks. extra time to complete tasks.docx Opportunities for overlearning. opportunities for overlearning.docx Time taken by teacher to support transition e.g. explain change in routine. Reasonable adjustments to seating and space within the classroom for working. Use of a home-school diary share useful information.	**Routines & Structure:** Specific Workstation/space with recommendations from specialists Workstations.docx Positive behaviour plans in place. Positive Behaviour Plans.docx Daily meet and greet with known member of staff to support transition and regulation. daily check ins..docx Staff monitor and support students during unstructured times of the day. Support movement around school during key transitions e.g. activity to activity, class to class, person to person, place to place. **Includes programmes as advised by outreach services/specialists to work on Individual or small group support (either in class or as part of a withdrawal)**	**Routine & Structure:** Appropriately trained TA for enhanced ratio support Considerable opportunities for individual or small group work within the classroom or on a withdrawal basis to address specific needs identified in partnership with specialist services. Individualised curriculum content to address some specific needs as advised in partnership with specific services. Where appropriate an alternative curriculum to develop independence, life skills and promote positive wellbeing. Specific approaches for individualised learning using approaches such as TEACCH for curriculum delivery and teaching methods. *Please see the Progressive Provision Level Descriptors for guidance at this stage.*

Use of concrete resources

Support for reading - reading rulers, coloured backgrounds or paper, use of whiteboard tools, use of electronic scanning pens and electronic dictionaries.

Clear font

Visuals including timetables and timers.

High challenge, high support with carefully thought-out scaffolds

Adaptive teaching taking into account the level/ outcome/pitch/pace and varied grouping.

Use of a variety of visual stimuli to aid learning, understanding and memory - especially use of ICT to minimise or avoid the necessity for children/young people to copy from the board or a distance.

Extra time for completion of written tasks or adjustment of expectations (dyslexic children/young people can write less or use a different format/ICT)

Visual representation to aid understanding, recall and planning together with the use of a range of recording methods, e.g., bullet points, story board, flow chart, scribed and oral/recorded.

Whole school training, e.g., Autism Education Trust (AET) training programme

Clear boundaries and routines with explicit teaching of new rules and routines

Consistency within the classroom in terms of organisation, structure, routines, space, and place

Social Interaction:

Follow the child's lead with purpose to find out the child's specific interests and to build on interaction skills: such as joint attention, imitation, taking turns.

Use their interests and hobbies to engage them (joining you)

Social games – such as Ready Steady Go games that have an interest for the child at the end such as a tickle, popping a bubble, chasing, pop up rockets/wind up vehicle toys etc.

Structured turn taking games with an adult.

Set up paired play opportunities (peer/peer)

Buddy systems
buddy systems.docx

Having an adult to support less structured group times – open ended activities encourage your child to be in a group situation, with the adult scaffolding and guiding communication within the group.

Provide a system for the child to request adult support to initiate or join in play or group interactions.
RAG cards .docx

Providing group opportunities to support children understanding of social situations and friendship skills, such as managing conflict and conversational skills.
Conversations and conflicts

outdoor friends group

Provide support to develop the child's understanding of facial expressions and linking these to emotions.

Social Interaction:

Targeted intervention to work specifically on identified pupil skills on child's SLT Communication Plan

Targeted and Increased levels of Intensive Interaction through the day.

Breakdown of 7 stages of Intensive Interaction.pdf

Intensive Interaction 7 Stages - Logging sheet new.pdf

Intensive Interaction tracker .pdf

Let's Play (child/adult first)

Attention Autism / Attention Bucket
Attention Bucket guide.pub

A range of specific turn taking activities with adults and then peer/peer. Adults role model communication structures as part of the activity.

Generalisation of structured turn taking into other activities that are planned in the day.
group roles information.docx

group roles

Use the S.H.A.R.E Framework used to structure interactions.
SHARE - BLANK MASTER.doc

SHARE - template.doc

Social Groups – interest based or structured to build on peer interaction and communication skills. Groups such as Friends Groups, Lego Club, Talk about.

Structured social groups.docx

Social Interaction:

Intensive programmes within Communication Plans targeted at a developmentally appropriate level to develop communication and interaction e.g. Let's Play, Attention Autism, Intensive interaction, communication groups-friend's groups etc, EP2C delivered and supported by trained staff.

Adult to facilitate interaction and communication with consideration of adaptation to the environment and available spaces to a more intensive or frequent level.

Please see the Progressive Provision Level Descriptors for guidance at this stage.

Changes of routine explained and discussed with children with time to prepare for them and process. Regular environmental/sensory audit of the classroom and whole school with consideration of reasonable adjustments. To be considered in conjunction with uniform, behaviour, and other relevant policies Access to equipment to support management of sensory needs i.e., wobble cushions/carpet squares, ear defenders, fiddlers, structured equipment for children/young people to lean against when sitting on the carpet. Anxiety management strategies e.g., use of emotions gauge Whole school awareness and understanding of neurodiversity and its implications for the social and academic curriculum. Where needed positive communication/behaviour plans and risk assessments must be completed and shared with all staff and family? Additional access to ICT may be necessary to support access to curriculum. Support transitions e.g., from one school/teacher to another. This may include passports, a familiarisation book of photos of the new environment, a file of coping strategies/ equipment and social stories etc.	Using the five-point scale to identify and manage their own feelings. 5 point scale .docx 5 point scale	Planned activities during unstructured/free time/lunch times/break times to encourage positive peer relationships using a social coaching approach. Targeted visual systems for key interaction breakdowns or planned support – Social Stories and Comic Strip Conversations or supporting social understanding – social stories, comic strip conversations. Social Stories.docx Introduction to Comic Strip Conversations.doc Using consistent systems such as 'break' cards and use of alternative spaces to support regulation. (also, Sensory & Physical) break cards.docx Specific teaching of emotions and management of emotions. e.g. five-point scale. 5 point scale .docx 5 point scale **Includes programmes as advised by outreach services/specialists to work on Individual or small group support (either in class or as part of a withdrawal)**	

	Social Communication - Receptive Understanding:	Social Communication-Receptive Understanding:	Social Communication:
	Support spoken information with visual cues so the child can see the information as well as hear the information. Implementation of Visual support Do and Donts.pdf Symbolic breakdown.pdf Object of Reference examples.pdf Visual Support - Key points.pdf Lanyards.pdf First and Then board.doc waiting for... word document.doc Counting down visual.doc traffic lights.docx stop no entry visual.docx Information sharer school - colour.docx Adapting spoken information: - - Time to process – count up to 6 seconds at least with one key instruction to enable the child to process and respond to the information. - Avoid indirect/implicit instructions such as: 'Can you give out the scissors, please?' be direct "Give the scissors out please" (Receptive). - Avoid using irony, sarcasm, figurative language, rhetorical questions, idioms, or exaggeration as language can often be taken literally.	Individualised Visual Supports at child's symbolic level of understanding. Support specific and targeted communication breakdowns or positive planned support for social understanding – Social Stories and Comic Strip Conversations. Social stories Introduction to Comic Strip Conversations.doc Note: The child will also have language-based targets to support understanding. **Expressive Communication** Motivate to Communicate – motivator boxes to provide daily opportunities for the child to communicate requests, choices, direction, comments, descriptions. Motivators will be identified from the SLT Motivator Checklist. Motivator checklist.doc Setting up a Communication Environment – planned spaces, places, and areas to enable a child to communicate throughout the day as part of their day – items out of reach, items missing (sabotage), Bit by bit (adult has key items that are part of a sequence). Expressive communication - Environment examples.pdf Identifying child's social communication profile (SLT Social Reasons for Communication). Setting up and planning opportunities for social functions of language EP2C – Exchanging Pictures to Communicate	Daily support for increased individualised visual supports and receptive communication. Daily/weekly support for social thinking, social success/ appropriate social understanding (e.g. Social Stories, comic strips, Circles of Friends). This should be promoting teaching of life skills and preparation for adulthood. Specific programmes to develop independent use of communication through AAC as appropriate with trained staff, e.g. EP2C, LAMP Intense levels of individualised strategies, interventions and differentiated curriculum to support child's overall social communication profile (examples of this are around sensory, learning, child's interactive style, flexible thinking skills, social / emotional regulation) *Please see the Progressive Provision Level Descriptors for guidance at this stage.*

	- Think of other ways to say and show 'no' – using language of actions you want the child to do instead if items or actions are not available – explaining this in a visual way. Adapting question forms: - - Think carefully of how many questions you are asking – 1 question to 4 comments/sharing of information. Blank levels handout.docx - Avoid open ended questions and offer questions that have clear options or choices. Blank levels handout.docx - Be specific. For example, ask "Did you enjoy your lunch?" and "Did you enjoy maths?" rather than "How was your day?" Blank levels handout.docx Use a 'behaviour' diary/ log to work out if any actions are for interaction or communication breakdown reasons. Star analysis.docx STAR observation sheet.pdf STAR planning sheet.pdf blank Star recording form.docx iceburg.docx Blank iceberg.docx **Expressive Communication** Visual Communication – choice boards set up that are part of routines of the day to enhance communication opportunities. Provide a five-point scale to enable a child to communicate their feelings to others. 5 point scale .docx 5 point scale	Structured language scripting (Gestalt Language Processing) Paper based AAC – core boards, as part of structured session and generalised into everyday contexts. Communication opportunities to be planned and set up by key adults. Group Conversation sessions – structured and unstructured. **Includes programmes as advised by outreach services/specialists to work on Individual or small group support (either in class or as part of a withdrawal)**	

	Sensory & Physical: A general guide sensory and physical.docx Provide sensory accommodations within the educational setting environment. Sensory-Checklist-Child-Friendly-Version.doc Provide sensory support to address sensory differences. sensory supports.docx Provide movement breaks including stretches and heavy work such as carrying items, especially after a sit-down learning task. movement breaks.docx brain breaks.docx	**Sensory & Physical:** Provide opportunities for sensory strategies planned in e.g. sensory circuits. Sensory Circuits.docx Identify and create individual's sensory profile. Sensory Profiling Tool .docx **Includes programmes as advised by outreach services/specialists to work on Individual or small group support (either in class or as part of a withdrawal)**	**Sensory & Physical:** Contact Sensory Processing Hub for further advice. https://sensoryprocessinghub.humber.nhs.uk/ *Please see the Progressive Provision Level Descriptors for guidance at this stage.*