

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 used particularly at universal level. The links have been provided by our SEMH Outreach service, Educational Psychologists and Early Help.

QFT and reasonable Adjustments – strategies for all.	Universal	Targeted	Specialist
<ul style="list-style-type: none"> • Classroom well organised and labelled (with symbols). Inclusive classrooms • Plan by deciding what everyone can learn then ‘work up’. • Clear lesson structure with learning objectives presented orally and visually. Individual Visual time tables • 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. resources for all • 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. 	<ul style="list-style-type: none"> • A positive behaviour/relationship policy which is socially and emotionally adapted to meet the needs of all pupils and reviewed with staff at least annually • Graduated approach with effective use of Assess, Plan, Do, Review. • Ensure all staff comply with school policies which include whole system approaches such as: <ul style="list-style-type: none"> • Restorative approaches • Solution focussed approaches • Positive classroom management • Anti-bullying • Promoting good mental health • Developing a growth mindset • Character Education • Take time to find pupil’s strengths and praise these – ensure that the pupil has opportunities to 	<ul style="list-style-type: none"> • A range of additional intervention programmes - social skills, anger management, alternative curriculum arrangements. • Pupil centred plan coproduced and reviewed with the pupil and parents/carers regularly. • Individual SEMH target setting and review process half termly. • Screened for SLCN, SpLD, MLD to ensure underlying needs are identified and addressed. • Opportunities for time tabled nurture groups and activities at key transition points, in order to build resilience. • Allocation of peer mentors, leaning / behaviour mentors - monitored and evaluated. 	<ul style="list-style-type: none"> • A range of additional and different intervention / support programmes in liaison with external agency professionals. • Specific intervention programmes in small groups e.g., social skills programme, Self-esteem programme, Anger management programme. • A personalised plan/ provision plan or pastoral support programme which may include one or more of the following; strategies and interventions to address social skills, promote confidence, and build self-esteem, well-being, resilience, mental health. • Access to a key member of school staff in the classroom with relevant training and/or experience who is emotionally available to the learner, able to remain attentive and to ‘tune in’ to their emotional and safety needs throughout the day.

<ul style="list-style-type: none"> • Range of groupings within the class/school. • Activities and listening broken up with breaks for more kinaesthetic activities. Movement within the classroom • 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 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 Class Visual time tables 	<p>demonstrate their skills to maintain self-confidence. Pupil on a page</p> <ul style="list-style-type: none"> • Emphasis on positive praise. Classroom Language • Give the pupil a classroom responsibility to raise self-esteem • Use of calming strategies to support distraction or promote self-regulation e.g., calming music, colouring, mindfulness activities. Grounding Techniques • Give breaks between tasks and give legitimate ‘moving around’ activities e.g., Brain Gym, wake up and shake up Movement within the classroom • Opportunity to access outdoor space whilst supervised to support with self-regulation. Sensory Circuits • Legitimise movement by getting pupil to take a message, collect an item, use a ‘fiddle toy’ if necessary. Movement within the classroom 	<ul style="list-style-type: none"> • Opportunity to access sensory regulation spaces/activities. Sensory Circuits • Identification of a key person/advocate within the school who they can have regular contact within times of need. • SEMH Screening tool to identify individual needs. • Regular targeted small group or individual support, making use of assessment tools (e.g., ELSA, Boxall, Thrive, etc.) to focus provision. • Sensitive use of additional adult to; <ul style="list-style-type: none"> – Promote participation and engagement. – Support learning behaviours by modelling and mediated learning – Ensure risk assessment is addressed in all learning environments. – Promote independence skills and develop social inclusion. • Use of advocacy to promote independence skills. 	<ul style="list-style-type: none"> • Consider alternative curriculum pathways e.g., vocational studies or life skills. • Therapeutic approaches to support change. • Counselling programmes delivered by trained counsellor or mentor. • Individual risk assessments to identify any dangers and inform when and how the learner needs extra support. • A personalised timetable which is introduced in partnership with the learner, parents/carers and staff, and which may include withdrawal from some activities/lessons and offsite opportunities that focus on developing the learner’s resilience and ability to engage in learning. Individual Visual time tables
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<ul style="list-style-type: none"> • High challenge, high support with carefully thought-out scaffolds. • Adaptive teaching taking into account the level/ outcome/pitch/pace and varied grouping. Chunking work • 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. resources for all • 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. 	<ul style="list-style-type: none"> • Provide lots of opportunities for sensory based learning e.g., practical activities, experiential learning, multi-sensory resources. resources for all • Use interactive strategies e.g., pupils have cards/whiteboards to hold up answers, come to the front to take a role. resources for all • Make expectations for behaviour explicit by giving clear targets, explanations and modelled consistently by all staff. • Where possible, create a quiet area both for working and as a 'quiet time/calm' zone. Classroom regulation space • Use a visual timer to measure and extend time on task. ADHD strategies • Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate). 	<ul style="list-style-type: none"> • SEMH Support Service/Outreach – advice & recommendations. • Access to alternative learning environments that supports de-escalation strategies e.g., personal desk, regulation station, identified agreed calming space. Safety plan and spaces • Highly structured routines communicated with visual supports and prompts. Routines and Consistency • The school should consider the appropriateness of an Early Help Assessment for this learner as part of the graduated response
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<ul style="list-style-type: none"> • Clear boundaries and routines with explicit teaching of new rules and routines. Routines and Consistency • Consistency within the classroom in terms of organisation, structure, routines, space, and place Routines and Consistency • Changes of routine explained and discussed with children with time to prepare for them and process GA V1 2023 5 • 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. Inclusive classrooms • Anxiety management strategies e.g., use of emotions gauge. Grounding Techniques 	<ul style="list-style-type: none"> • Ensure that tools/equipment are easily accessible and available for use. resources for all • Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks. ADHD strategies • Use pupil's name and ensure you have their attention before giving instructions. • Chunk instructions and support with visual cues. • Make use of different seating and grouping arrangements for different activities. ADHD strategies • Personalise teaching where possible to reflect pupils' interests. • Communicate in a calm, clear manner. • Keep instructions, routines, and rules short, precise and positive. Routines and Consistency 	
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<ul style="list-style-type: none"> • 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. Positive Praise Book • 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. Transitional Objects 	<ul style="list-style-type: none"> • Listen to the pupil, giving them an opportunity to explain their behaviours. • Restorative approach with built in reflective time to provide post incident learning. Scripts • Provide visual timetables, now and next and task lists – may need to be for a short period of time depending on the pupil. Class Visual time tables Individual Visual time tables • Have a range of simple, accessible activities that the pupil enjoys using as ‘calming’ exercises. Grounding Techniques • Ensure groupings provide positive role models. • Transition from whole class work to independent or group work is taught clearly signalled and actively managed. • Systems to support regulation and awareness of emotions. Calm box guide 	
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	<ul style="list-style-type: none"> • Use of Emotional Wellbeing Pathway and Toolkit. • Working for/reward systems with clear structures, positive visual representation and instant recognition. Rewards and Motivators • Structured choices clearly presented. • Support at unstructured times with consideration of varied spaces and resources available e.g., games table at lunch. • The provision of planned opportunities for pupils to learn social and emotional skills and build resilience. • Effective links between pastoral support, personal and social education, SEN and the curriculum. • Adaptation of teaching and learning both academically and socially and emotionally. 	
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	<ul style="list-style-type: none">• Opportunities for repeated and overlearning.• Break down tasks into small manageable chunks.• Prior warning of change to routines and timetables.• Opportunities to develop positive staff /child relationships.• Offering a child / young person opportunities to take on responsibilities e.g., class monitors, prefects, school council reps.	
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