



# **Rhondda Cynon Taf**

A Graduated Response – Meeting the needs  
of all learners

Guidance for schools and settings on making  
provision at School Action and School Action  
Plus

October 2019

## Introduction

This document has been prepared to support a consistent approach to making provision for learners with special educational needs (SEN). It exemplifies the expectations of the local authority and will support schools in the early identification of needs and providing swift and appropriate intervention.

For the majority of children with SEN, appropriate support at School Action or Early Years Action (SA/EY) or School Action Plus or Early Years Action Plus (SA+/EY+) will enable them to make expected progress as early intervention can result in the prevention of longer term SEN. The provision and additional support provided by the school or educational setting might be sufficient to move the pupil or young person from SA+/EYA+ to SA/EY, and in some cases can result in special educational provision ceasing altogether.

Schools can access advice and guidance from Learner Support Service to support them in meeting the needs of learners in the following areas:

- Autistic Spectrum Disorder
- Social, Emotional and Behavioural Difficulties
- Speech and Language Difficulties
- Specific Learning Difficulties
- Hearing Impairment
- Visual Impairment; and
- Medical and Physical Difficulties.

Information about how to access this support can be found in

- Learner Support Service Pathway 2019 Document

Please refer to the training brochure for a full up to date range of training to support schools to implement the graduated response outlined in this document.

*This document has been prepared in collaboration with schools and a range of professionals. As practice changes and evolves we welcome feedback on its content.*

## Section 1: Just to remind ourselves

The definition of Special Educational Needs as detailed in the SEN Code of Practice for Wales (2002):

*Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.*

*Children have a learning difficulty if they:*

*(a) have a **significantly greater difficulty** in learning than the majority of children of the same age; or*

*(b) have a **disability which prevents or hinders** them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority*

*(c) are **under compulsory school age** and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.*

*Special educational provision means:*

*(a) For pupils of two or over, educational provision which is **additional to, or otherwise different from**, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area*

*(b) For pupils under two, educational provision of any kind. See Section 312, Education Act 1996*

The key factor in identifying SEN should be a recognition that the pupil is not making adequate progress in relation to their starting point and prior rates of progress despite appropriate inclusive teaching.

'Adequate' progress is defined as progress which:

- closes the attainment gap between the pupil and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of peers
- matches or betters the pupils previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupils behaviour and/or social functioning

## **Everyday Inclusive Teaching**

All pupils and young people in Rhondda Cynon Taf educational settings have an entitlement to quality personalised teaching.

*All teachers are teachers of pupils with special educational needs (COP 5:1)*

This is teaching that is carefully planned, takes prior learning and rates of progress into account. Lessons have a clear structure and include objectives that are shared and revisited during the lesson. Teachers use lively, dynamic, interactive teaching methods that ensure high quality teaching and learning taking different learning approaches into account:

- Inclusive Teaching focuses on making learning purposeful and enjoyable.
- Inclusive Teaching is learner-centred.
- Personalisation is paramount.

An exemplar proforma has been added at the end of this document to support discussions between SENCo and teachers, please refer to appendix 1.

## **What does Quality Inclusive Teaching look like?**

- High achievement for all through explicit high expectations and high aspirations
- The learning needs are considered, ensuring support and challenge for learners.
- Lesson planning, involving everyone working with the learners, takes account of prior learning based on assessment. This enables learning objectives to be specific, focused and differentiated appropriately with clear success criteria.
- A purposeful, organised and well-resourced classroom environment which encourages independence
- A planned range of teaching skills, strategies and approaches are deployed to engage all learners.
- Teaching considers the use of language ensuring it is matched to the needs and circumstances of the learner.
- Adults model good practice by working together.
- Teachers provide clear explanations of teaching points and use appropriate questioning to develop understanding and to set challenges
- Special Educational Needs provision and resources are provided using an “Assess, Plan, Do, Review” approach.
- Motivated learners who are fully engaged in learning, having opportunities to work both independently and collaboratively
- Focused praise and effective feedback (i.e. positive praise and reward, modelling, instructing, scaffolding, explanation, questioning and recording and marking, which needs to be timely and specific)
- Everyone involved in teaching is deployed appropriately and knows how to support learning

## Checklists/Audit Tools

Many tools and checklists are available to support SENCOs in staff training and development of inclusive teaching. Exemplar audits can be found at

<http://webarchive.nationalarchives.gov.uk/20110207024342/http://nationalstrategies.standard.s.dcsf.gov.uk/node/317753>

The checklist below has been found particularly useful by some SENCOs to help teachers reflect on their teaching and meeting the needs of learners

Activities	Yes/No	Evidence
Has the teacher identified appropriate and differentiated learning objectives for all learners?		
Is there use of multi-sensory teaching approaches?		
Is there use of interactive strategies, e.g. pupils having cards to hold up or their own whiteboards or coming to the front to take a role?		
Is there use of visual and tangible aids, e.g. real objects, signs or symbols, photographs, computer animations?		
Does the teacher find ways of making abstract concepts concrete, e.g. word problems in mathematics turned into pictures or acted out or modelled with resources?		
Does the teacher use simplified and extended tasks, e.g. short, concrete text used by one group and long, abstract text by another, numbers to 100 by one group or to 20 by another?		
Are tasks made more open or more closed according to learners needs?		
Over time, does the teacher employ a variety of pupil groupings so that pupils are able to draw on each other's strengths and skills?		
Can all pupils see and hear the teacher and any resources in use (e.g. background noise avoided where possible, light source in front of teacher not behind, pupils' seating carefully planned)?		
Is new or difficult vocabulary clarified, written up, displayed, returned to?		
Does the teacher check for understanding of instructions, e.g. by asking a pupil to explain them in their own words?		
Are questions pitched so as to challenge learners at all levels?		
Is the contribution of all learners valued – is this a secure and supportive learning environment where it feels safe to have a go and make mistakes?		
Does the teacher give time and support before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until a pupil can answer correctly?		
Where extra adult support is available for underachieving learners, is it used in ways that promote independence, protect self-esteem and increase pupils' inclusion within their peer group?		
Are the adults providing the support clear about what the individual or group is to learn?		
Does the teacher work directly with underachieving groups as well as with more-able groups?		
Activities	Yes/No	Evidence

Are tasks clearly explained or modelled – checks for understanding, task cards or boards as reminders, time available and expected outcomes made clear?		
Are learners provided with, and regularly reminded of, resources to help them be independent? (e.g. relevant material from whole-class session kept on display, word lists or mats, dictionaries of terms, glossaries, number lines, tables squares)		
Is scaffolding used (e.g. problem-solving grids, talk and writing frames, clue cards) to support learners?		
Has the teacher made arrangements (buddying, adult support, taping) where necessary to ensure that all learners can access written text or instructions?		
Has the teacher planned alternatives to paper-and-pencil tasks, where appropriate? Does the teacher make effective use of ICT as an access strategy? (e.g. speech-supported or sign-supported software, on-screen word banks, predictive word processing)		
Is appropriate behaviour noticed and praised or rewarded?		
Are all learners involved in setting their own targets and monitoring their own progress?		
Additional Comments:		

## Section 2: Guidance for Universal Provision

The guidance below relates to strategies that can be adopted to meet the needs of any learner.

### **Experiences of curriculum content are enhanced for all learners when...**

**Multimodal and multisensory experiences** are embedded into lesson design. These maximise understanding by giving learners physical and visual opportunities to engage with content in more than one way. Provision of additional materials e.g. a script of a film clip, or extra opportunities, such as time to stop and review clips, will increase the level of support.

**Hands-on interaction** with artefacts and high quality images is part of the lesson. High quality photographic images are projected onto the board to illustrate new ideas and content during teacher talk. Some learners will benefit from early opportunities to interact with the artefacts and images before the lesson.

**Key questions are raised early** in the lesson and displayed prominently to enable learners to consider the questions and to begin to prepare and rehearse their responses as they are learning.

**Collaborative approaches to learning** are used within group work, to enable learners to discuss, and to share ideas informally, using their prior knowledge to support the learning. Collaborative task design has a tightly structured language focus with opportunities for repetition and overlearning. Collaborative approaches sit well with 'Kagan' techniques.

There are **planned opportunities to retell ideas and to consolidate understanding. Repeating and clarifying ideas with others** helps learners to embed lesson content and their understanding of key concepts.

**Age appropriate ICT programs and Apps** are used, chosen with the learner's language skills in mind (e.g. 'Clicker'). ICT is a powerful tool in enabling a learner to transform his/her learning by interacting with multimodal platforms. Using text to speech programmes can support many learners.

**The quantity and size of print reflects the needs of the learner.** Many learners are supported to digest content when smaller chunks are used, both on printed matter and when displayed on the board. Size of print on the board needs to be visible from all seating positions.

**Graphic organisers** – these are tables and diagrams such as cause and effect grids, timelines and flowcharts. There are many different kinds. They reflect logical connections in a diagram form. The choice of an organiser format can become a powerful tool which enables the learner to adopt and use subject specific expressions, text forms and language associated with particular genres.

## **Use and understanding of subject vocabulary expands when...**

Learners have access to **age appropriate illustrated word banks** and categorised lists of specific curriculum or topic language and terminology. These enable the learner to engage with and to acquire the vocabulary within the context of the learning. We all learn new words through repeated encounters in meaningful contexts.

**Displays feature clearly labelled words relevant to the curriculum topic, with visuals where appropriate.** Some displays may also have captions or short chunks of text showing the words used in meaningful context.

**Specific key vocabulary** items are **targeted, taught and modelled** for the learner, and revisited in a meaningful context.

**Colour coding and highlighting or text-marking** helps learners to access and understand vocabulary in context and this has a significant impact on written outcomes.

**Talk opportunities are built into tasks** to enable learners to **retell content informally** and to **rehearse and model vocabulary and grammatical structures** before expressing ideas in formal talk. Formal talk is an essential precursor to writing. **“If they can’t think it and say it, they can’t write it down.”** This applies to all areas of the curriculum.

**Developing independence** - support all learners to stay on task by giving:

Checklists of the elements within the task to enable the learner to track his/her progress (including visual symbol trackers where appropriate.)

Access to clear systems of peer/adult support; buddies, lead learners, or mentors who can model talk, help to clarify ideas and signpost to next steps.

Ready access to images, dictionaries and reference materials.

Lots of praise for using support systems

Having systems in place will enable learners to move towards increased independence and confidence. When taught to use the systems, learners will gain self-management and organisational skills. Vulnerable learners will feel supported if the systems are clear to them.

## **Some learners will require more built in support. Pave the way to success by...**

**Breaking down the demands of the task and the number of processes required.** Multi-process working can cause overload. Some learners may struggle to listen whilst writing. Reading and simultaneously formulating an answer to a question about the content is also challenging. Identify manageable steps for each learner.

**Allowing extra time to think and to share ideas. The ‘3 second gap’ does not take account of the needs of all the learners in the classroom.**

**Setting realistic task times and appropriate expectations** to match the skill set of the individual learner.

**Grouping flexibly** to give all learners exposure to working within higher ability groupings. This will enable learners who usually work in higher dependency supported groups to demonstrate

particular strengths and skills (e.g. problem solving or practical skills) and provide opportunities to work with peers who offer good role models of study skills.

## **Managing the classroom environment to promote positive behaviour**

- Build positive relationships with learners- Greet learners each day and speak to them individually, take an interest not only in what they do in school but also outside of school.
- Divide work up into sections the learner finds manageable, or make tasks short, with frequent breaks and opportunities to move around.
- If a learner needs time to calm down or remove themselves from the classroom have an agreed system to allow them to do this and agree on a safe place.
- Focus on *Primary Behaviours* - Primary Behaviours occur first and are generally what will trigger a reaction from an adult (e.g. being in the wrong place, being off task). To divert attention from the mistake they have made or the behaviour they have got wrong, children use secondary behaviours. Secondary behaviours include non-verbal actions such as sighs, tuts, rolling of the eyes etc. They are best ignored at the time and picked up later if necessary, at a time when there is no audience. This prevents escalation.
- Model the behaviour you want to see: The most damaging riposte a child can utter when talking about inappropriate behaviour is: 'well you do it!' E.g. if a child shouts at you don't shout back.
- Seat the learner next to a good role model.
- Allow take up time for requests – this reduces pressure.
- Give instructions one at a time: they need to be clear and simple.
- Teach and use clear classroom rules and routines; display the rules for everyone to refer to. Rules need to be phrased positively i.e. state what you want to see happening, not what you don't, e.g. 'Put your hand up to answer a question' is a better rule than 'No shouting out'.
- Label the behaviour not the learner I- It is the behaviour that is unacceptable not the learner. E.g. 'Tom, calling people names is rude.' Rather than, 'You are so rude.'
- Routines need to be planned to provide a predictable and reliable structure where learners feel safe and cared for. They also need to be taught. For example if you want learners to line up in a particular place in a certain way, it needs to be taught.
- Give clear expectations of the amount of work expected, and appropriate timescales with regular checks including countdown to the end of task/lesson.
- Rule reminder- If a learner is behaving inappropriately then ask them what the rule is about that behaviour, or point to the rule on the wall.
- Use visual prompts- point to a visual reminder like a picture, to refocus the learner's attention.

- Catch them being good- Be proactive and deliberate in noticing what learners do that is acceptable and appropriate. This can significantly increase the likelihood that they will repeat the behaviour.
- Adults working with learners will need to have a common approach and need to give the same messages with regard to boundaries. Boundaries need to be clear and well defined but flexible enough to accommodate individual circumstances.
- Consequences should be fair and appropriate and need to be carried through.
- Planned ignoring - decide what behaviours can be ignored, for how long and importantly what you will do next. Some things should NEVER be ignored such as racist or sexist comments and unsafe or violent behaviour.
- The broken record approach- calmly repeating the direction two or three times without entering into any discussion can assertively reinforce your instructions.
- Use 'When and Then' e.g. 'When you are in your seat then I will check your work.'
- 'Thank you'- Finishing the instruction with 'thank you' rather than 'please' conveys a strong sense of expectation e.g. 'Jane put the skipping rope in the box, thank you.'

#### **Assessments are inclusive when....**

**Varied approaches** are embedded within assessment systems. Practitioners who regularly use a variety of approaches will find ways of making simple adjustments to assessments for individual learners.

**Oral testing** can sometimes be used in place of written assessments. Consider when learners might be able to demonstrate knowledge and skills without the need for well- developed literacy skills.

**Any pre-set language and learning targets** are included. If individual learners have **specific language and learning targets**, discuss how to work towards them with the learner and with staff who are in regular contact with them.

**A variety of methods are used to express ideas, knowledge and understanding.** These might include the use of grids, including KWL (I know, I want to find out, I learned...), diagrams both rough and neat, fast sketches on a whiteboard, and non-verbal communication methods. Graphic organisers can be linked to the language features of a subject.

Learners use practical demonstration to show their understanding of concepts and content. They harness a range of images, media, recording devices and physical objects to demonstrate their ideas.

### Section 3: What do we mean by a graduated response?

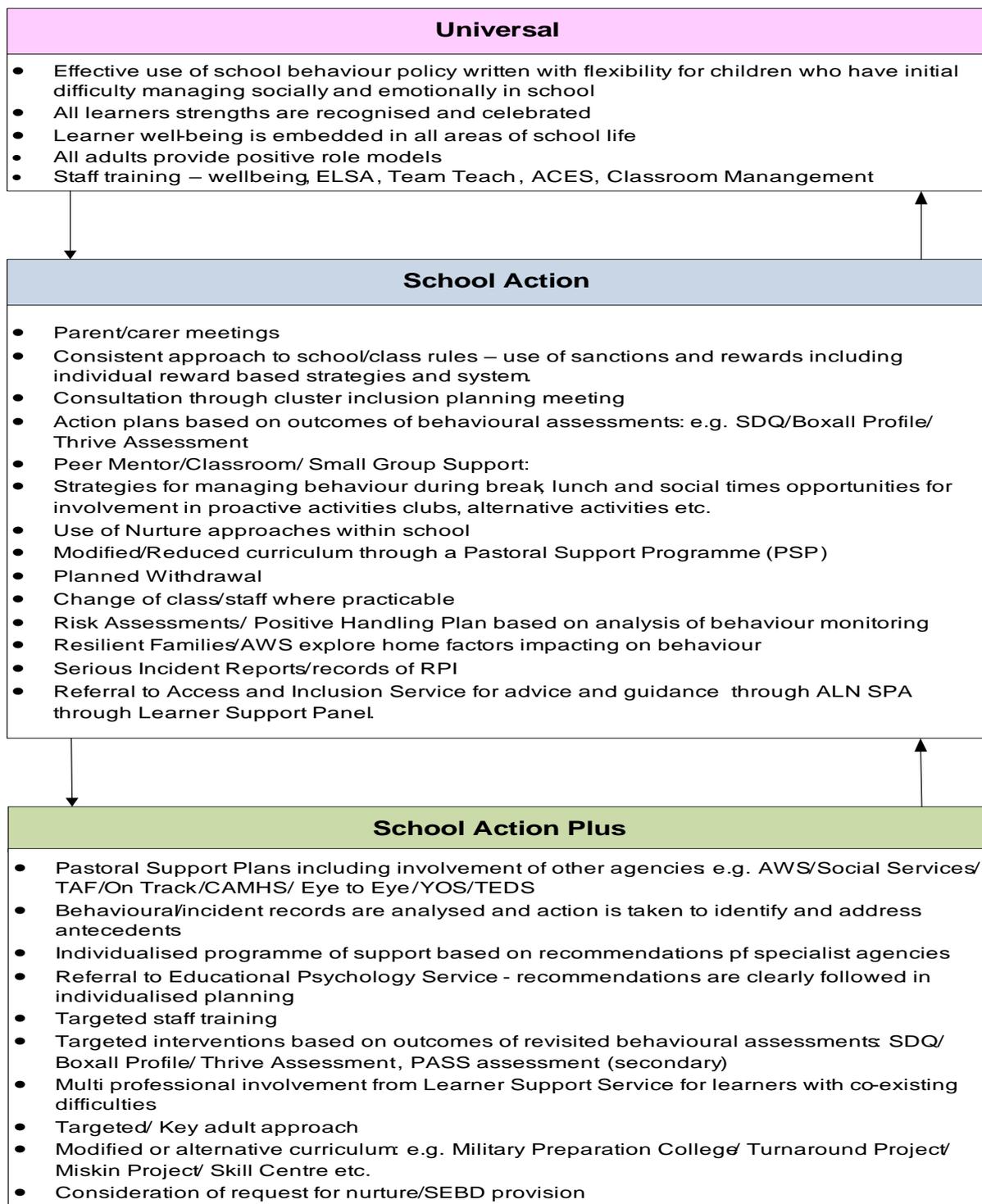
Level of Support	School Response	Local Authority Support
<b>No specialist support</b>	Inclusive Teaching	Access and Inclusion Training Brochure
<i>Where a learner's difficulties prove less responsive to mainstream differentiated provision then an early start must be made in considering provision which is 'additional to or otherwise different from' that already provided</i>		
<b>Some school based support</b> School Action	<p>Effective Inclusive Classroom</p> <ul style="list-style-type: none"> <li>• Teacher notices some difficulty</li> <li>• Discuss in Progress Meetings               <ul style="list-style-type: none"> <li>○ Implement personalisation</li> <li>○ One Page profile IEP/IBP/Play plan</li> </ul> </li> <li>• Relevant school based assessment to inform planning</li> <li>• Analyse tracking data</li> <li>• Discussion with SENCO re provision</li> <li>• Consider Checklists/audits of current provision</li> <li>• Differentiate tasks as appropriate</li> <li>• Discuss with pupil and parents/carers</li> <li>• Think about removing barriers to achievement and personalisation</li> <li>• Consider referral to external agencies</li> <li>• Targeted interventions with clear entry/exit criteria</li> </ul>	<p>Consultation through Inclusion planning meetings</p> <p>Consultation with Educational Psychology Service Attendance and Wellbeing Service and Learner Support Service.</p>
<i>Where a learner makes very little or no progress in response to appropriately differentiated and targeted provision at School Action over at least two terms, then the school should consider making additional provision at School Action Plus.</i>		
<b>Additional specialist support</b> School Action Plus	<p>All of the above plus:</p> <ul style="list-style-type: none"> <li>• Act on specialist advice</li> <li>• Discuss progress at Review Meetings</li> <li>• Review and augment one page profile</li> <li>• Review and amend IEP/IBP/Play plan to reflect advice from external agencies</li> <li>• Use person centred planning tools to identify what's important to and for and what's working and what's not.</li> <li>• Provision mapping</li> <li>• Health Service Referrals (NDT,SALT, OT, Physio)</li> </ul>	Learner Support Pathway Further Educational Psychology service involvement
<b>Exceptional Support</b> Specialist placement	Request Statutory assessment	<p>Undertake Statutory Assessment if criteria are evidenced in the request pack.</p> <p>Provision of additional resourcing to support learners needs either through SNSA or placement in a specialist provision or Special School</p>

## Flow Charts of Graduated Response

The following information exemplifies an appropriate continuum of support for each area of need in line with the requirements of the SEN Code of Practice for Wales (2002)

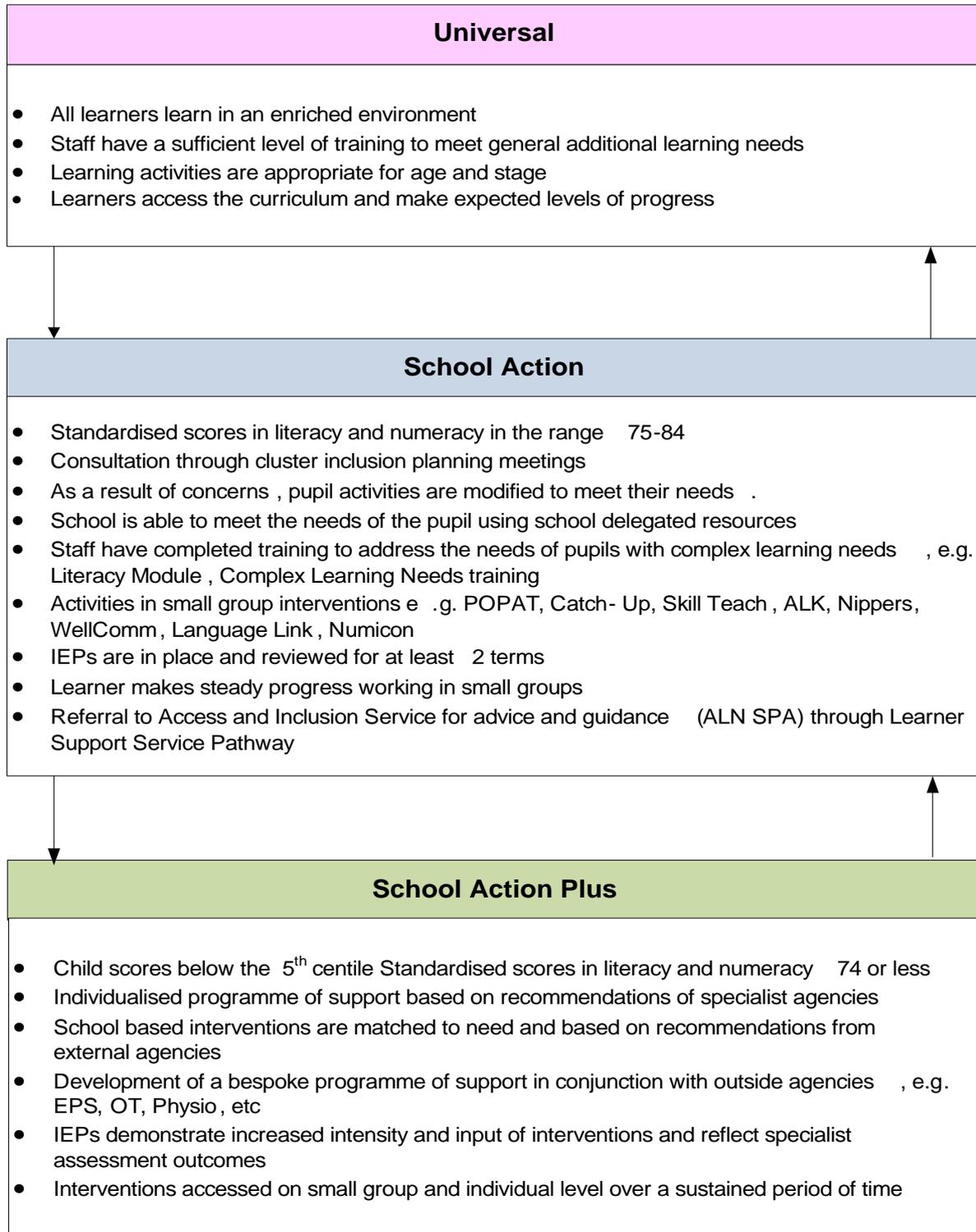
### Social Emotional and Behavioural needs

#### Graduated Response: Social, Emotional and Behavioural Needs



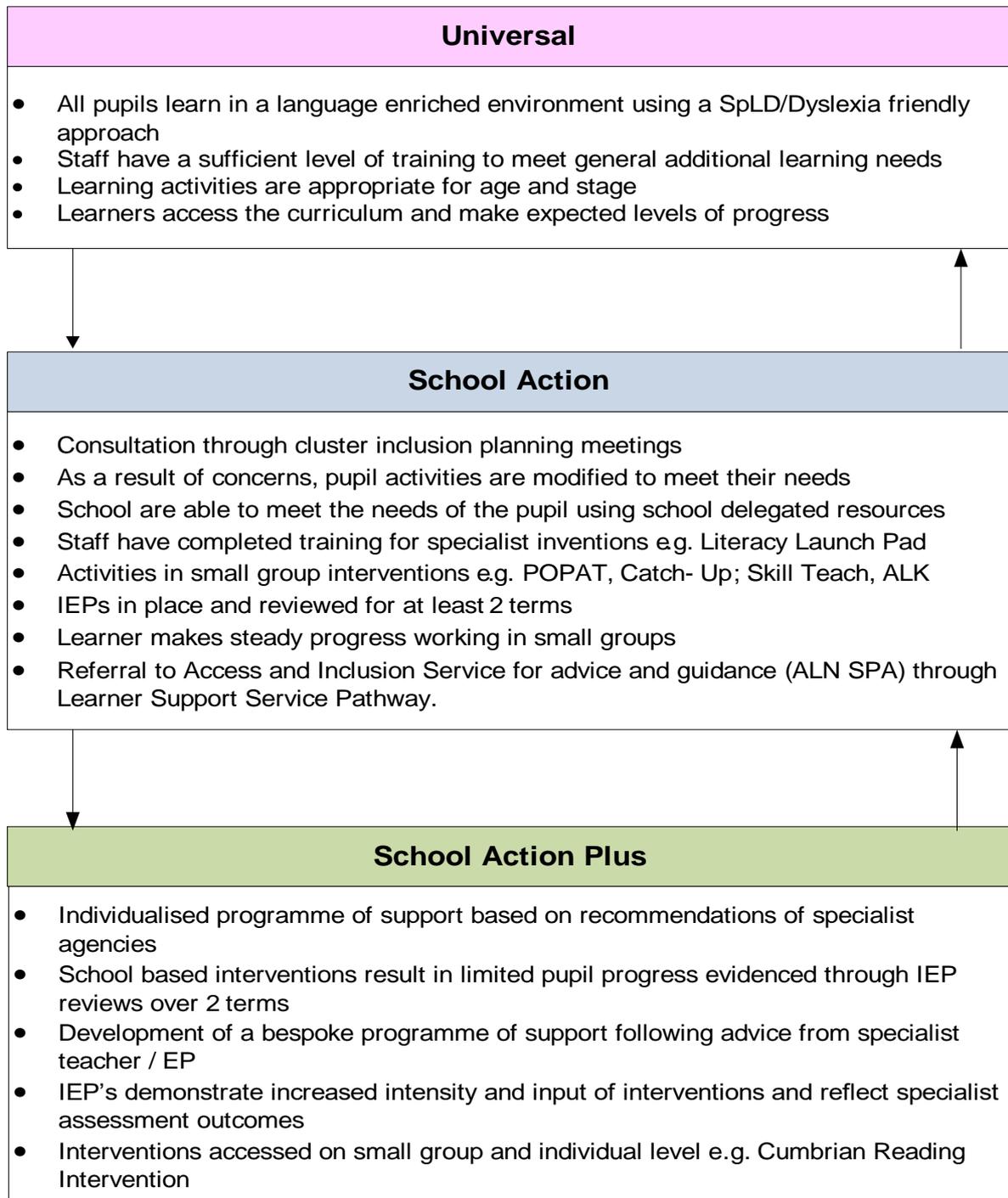
## Complex Learning Difficulties

### Graduated Response: Complex Learning Difficulties



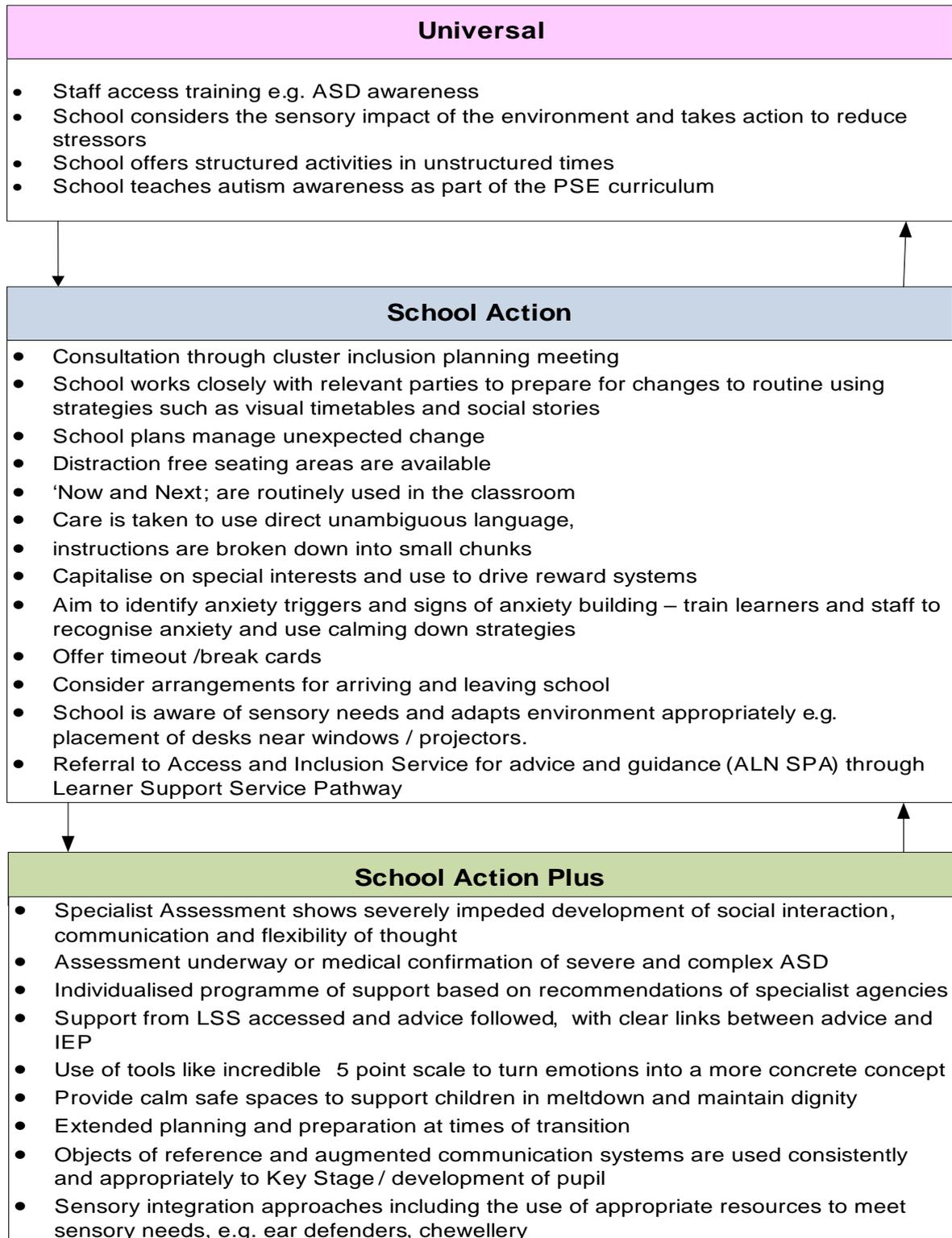
## Specific Learning Difficulties

### Graduated Response : Specific Learning Difficulties



## Communication and Interaction (ASD)

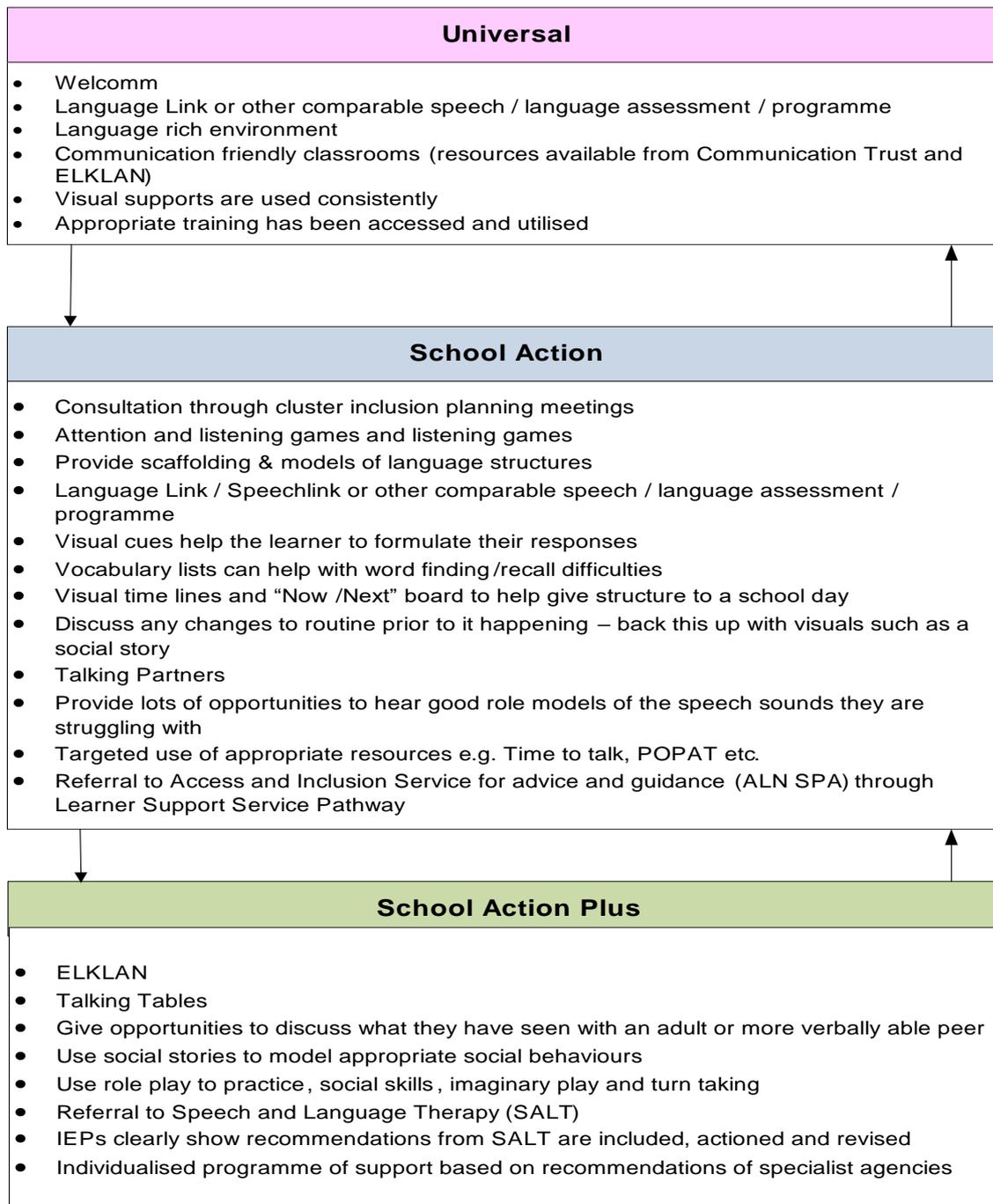
### Graduated Response: Communication and Interaction (ASD)



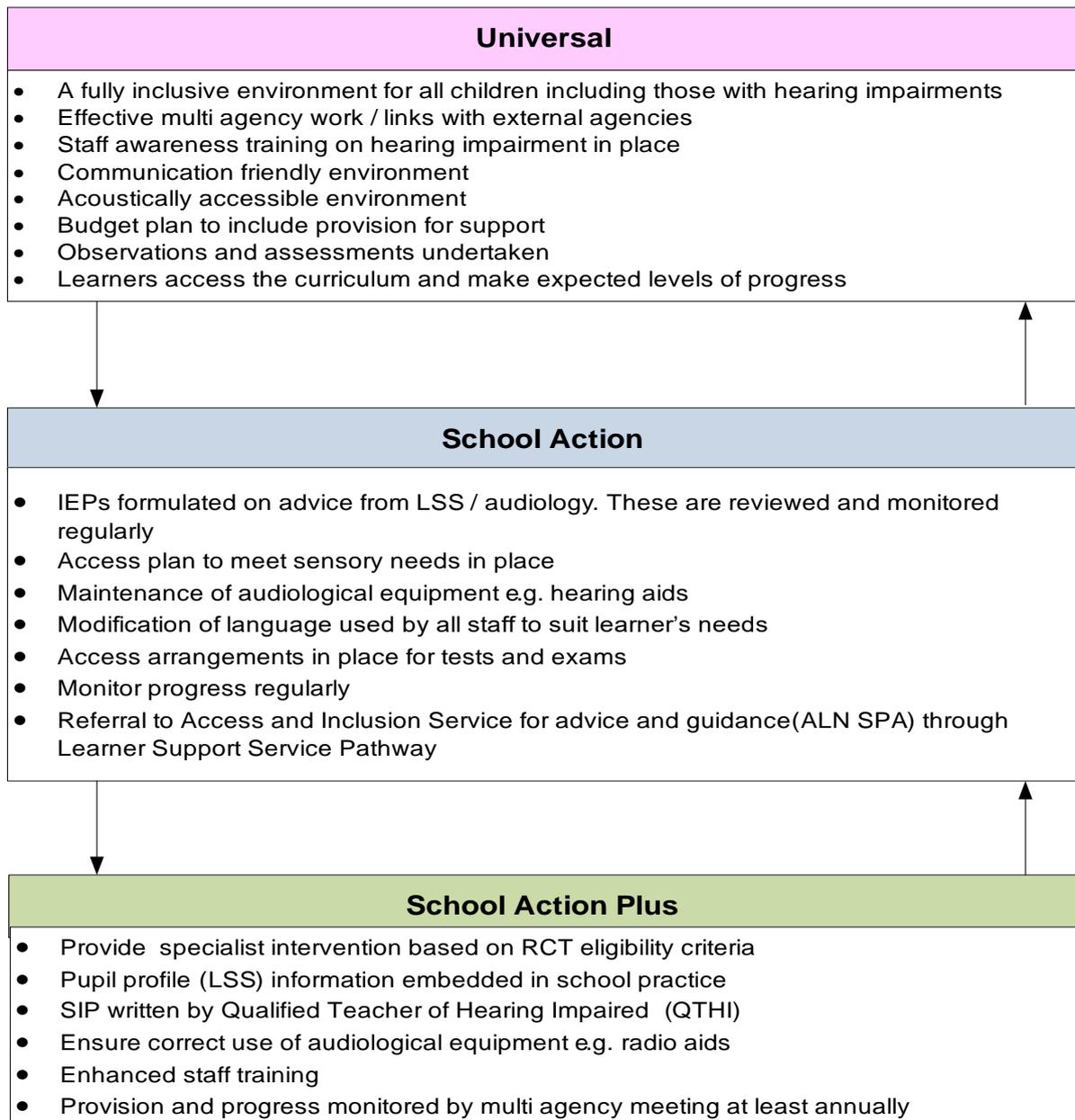
## Speech, Language, Communication:

This includes receptive language difficulty, expressive language difficulty, pragmatic/social communication difficulty and speech/ sound difficulty

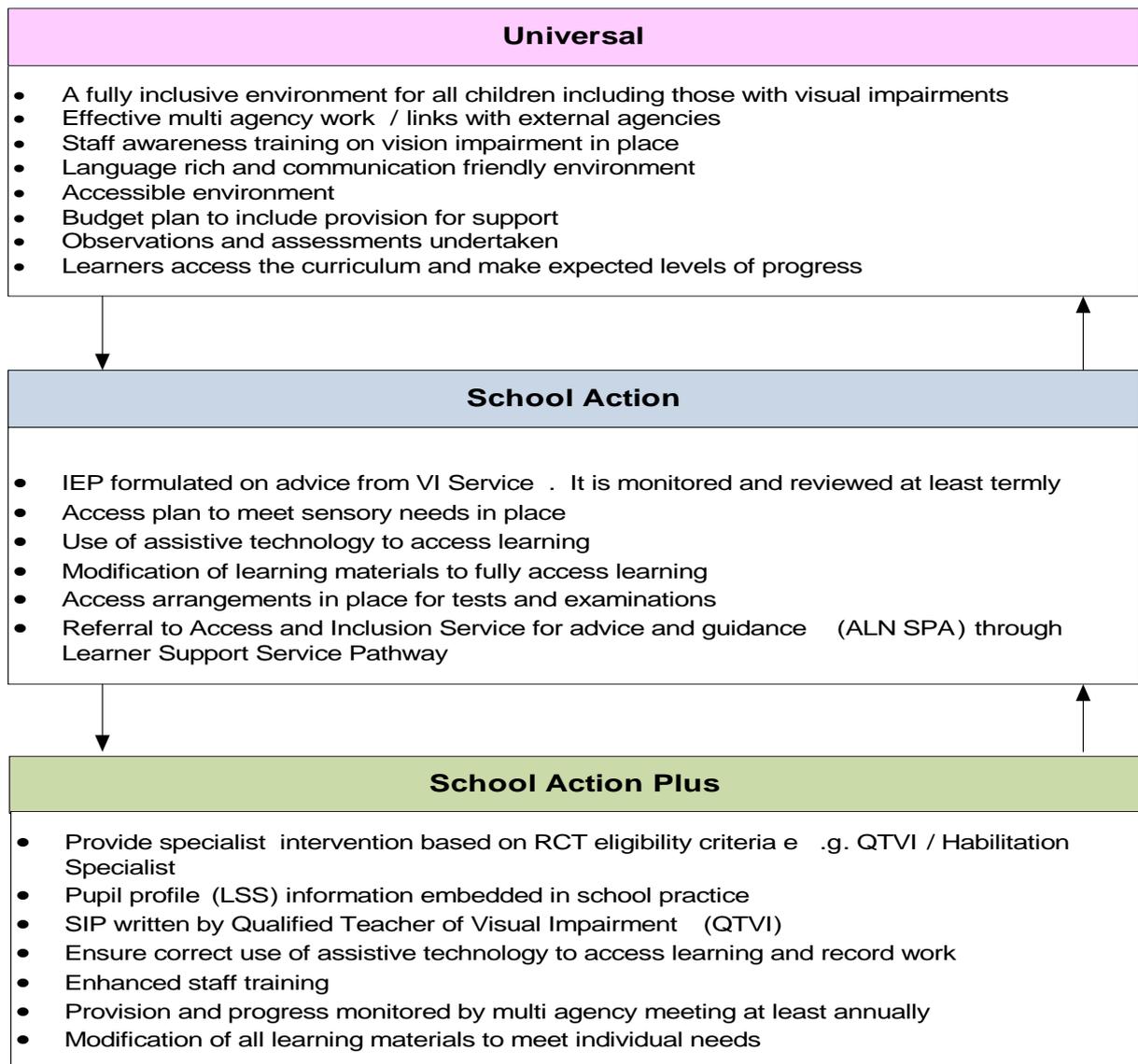
### Graduated Response Speech, Language and Communication



## Hearing Impaired

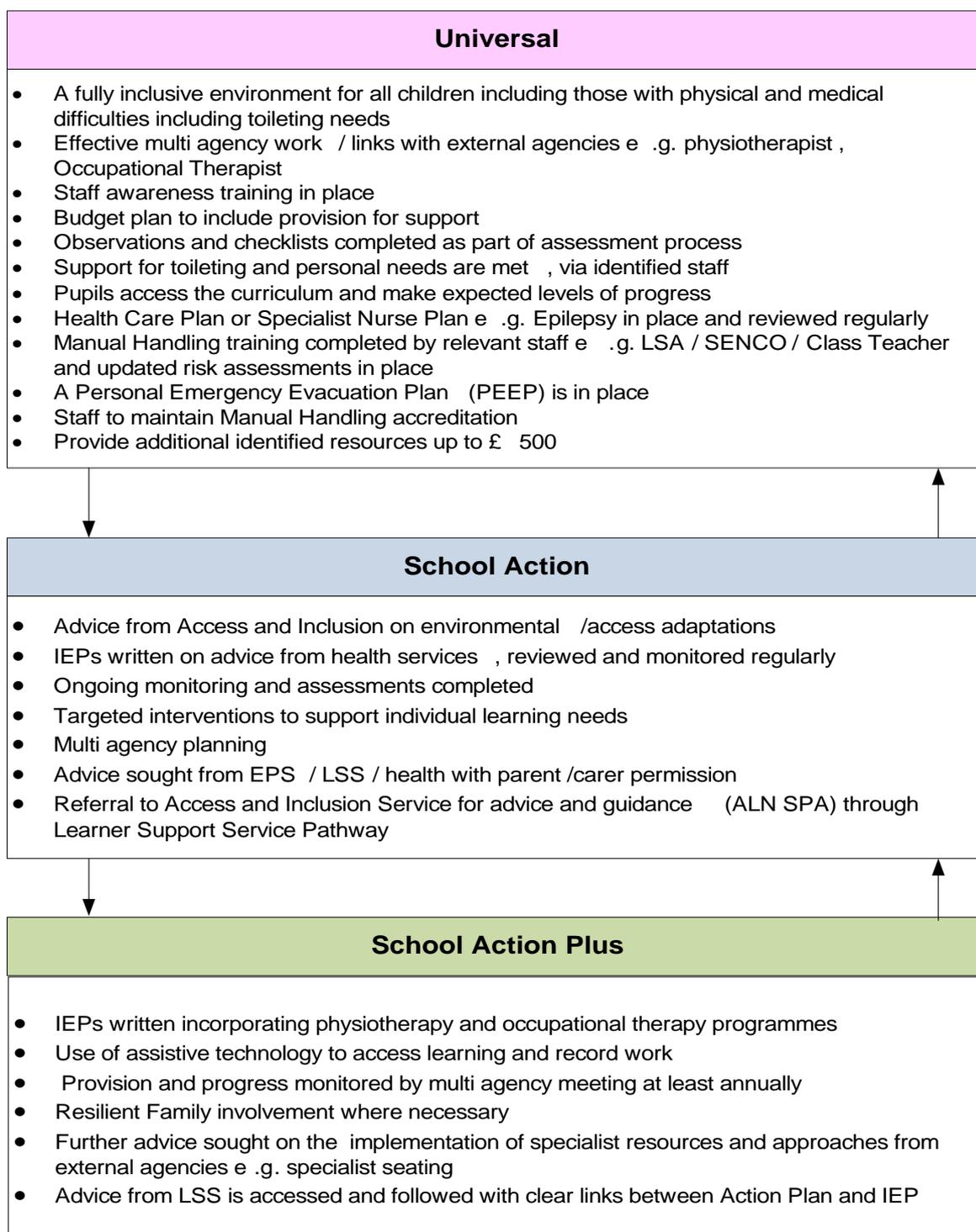


## Visually Impaired



## Physical / Medical Difficulties

### Graduated Response : Physical / Medical Difficulties



## Supportive Discussion between Teacher and SENCO

<b>What are the presenting concerns?</b>
<b>What has already been tried to address these concerns?</b>
<b>What success was noted? (however small)</b>
<b>What are the learner's strengths? How have these been built on? (Or used to support changes in teaching approaches)</b>
<b>What should we try next? Over what timescale?</b>
<b>What will success look like? And how will it be measured?</b>

