

OUR GRADUATED RESPONSE : To support pupils behaviour, SEND and wellbeing needs



Waterhouses CE Primary Academy

"Let your light shine"

Make your light shine, so others will see the good you do and will praise your Father in heaven. Matt 5 v 16



		+ TIER 2 SPECIALIST SUPPORT/ACTIONS	+ TIER 3 HIGHLY SPECIALIST SUPPORT	
		+ TIER 2 SPECIALIST SUPPORT/ACTIONS	+ TIER 2 SPECIALIST SUPPORT/ACTIONS	
TIER 1	+ TIER 1 TARGETED SUPPORT/ACTIONS	+ TIER 1 TARGETED SUPPORT/ACTIONS	+ TIER 1 TARGETED SUPPORT/ACTIONS	
ALL	Some Pupils	A small number of pupils	A very small number of pupils	
EVERY LESSON, EVERY DAY	SHORT-TERM INTERVENTION	MEDIUM/LONG-TERM/PERMANENT INTERVENTION		
<div>1. A culture of high expectations</div> <div>2. Quality First Teaching</div> <div>3. An appropriately ambitious, broad and balanced curriculum</div> <div>4. Clear rules and values</div> <div>5. Calm and consistent routines: Positive meet and greets and calm entry and exits to classes and throughout the school site.</div> <div>6. A focus on restorative practice to support pupils self-regulate and manage their behaviour and distractions.</div> <div>7. Consistent approach to behaviour – rewards and sanctions - consistently applied by all.</div> <div>8. Pastoral Care</div> <div>9. Attendance support – monitoring and challenge</div> <div>10. In school assessments and standardised testing termly to identify possible needs and target interventions</div> <div>11. Extra-curricular and memorable experiences</div> <div>12. Positive communication.</div> <div>13. Reward and celebration workshops</div> <div>14. Pupil roles and responsibilities – Trust valued and promoted.</div> <div>15. DoJo messages and communication</div> <div>Potential follow up</div> <div>16. Nurture</div> <div>17. Restorative Conversations and Meetings – HT and DSL/DDSL</div> <div>18. Phone calls home</div>	<div>1. Timetable variation</div> <div>2. Interventions: Reading for Understanding Phonics Physical Literacy Maths interventions/X tables NESSY</div> <div>3. Pastoral support: Nurture provision Positive play</div> <div>4. Home/School Agreement</div> <div>5. Liaison with parents/carers</div> <div>6. QEGS Transition for SEND</div> <div>Potential follow up</div> <div>7. Referrals to outside agencies for support</div> <div>8. GRIPS, EHCP applications</div>	<div>1. EHCP</div> <div>2. Internal / external suspensions</div> <div>3. Adapted timetables</div> <div>4. Risk assessments</div> <div>5. SALT</div> <div>6. Autism Outreach</div> <div>7. SSEN</div> <div>8. Behaviour support</div> <div>9. Early Help</div> <div>10. PCSO</div> <div>11. Bereavement Services : The Dove Service</div>	<div>1. Occupational therapy</div> <div>2. Physiotherapy</div> <div>3. Social Care</div> <div>4. Permanent Exclusion</div>	
	ASSESSMENTS			
	INTERNAL		EXTERNAL	
	<div>1. Diagnostic Reading Assessment</div> <div>2. INSIGHT tracking data</div> <div>3. Dyslexia Screener</div> <div>4. SEMH – Boxall Profile</div>		<div>1. CAMHS</div> <div>2. EHA (Early Help Assessment)</div> <div>3. EHCP (Education Health Care Plan assessment)</div> <div>4. EP (Educational Psychologist Assessment)</div> <div>5. Social Care referral</div> <div>6. QEGS Transition</div>	
OTHER INTERVENTIONS/THERAPIES/ALTERNATIVE PROVISION				
INTERNAL / ACCESSED ON-SITE (costs may apply)		EXTERNAL / ACCESSED OFF-SITE (costs may apply)		
<div>1. Outdoor Education</div> <div>2. EYFS Sports Club</div> <div>3. KS1 Sports Club</div> <div>4. S2 Sports Club</div> <div>5. Y6 SATS Club</div> <div>6. Collective Worship Leaders</div> <div>7. School Council</div>		<div>1. CAMHS</div> <div>2. Childline</div> <div>3. Emotional Resilience</div> <div>4. Healthy Young Minds</div> <div>5. NHS/School Nurse</div> <div>6. Young Minds</div>		