# BRENT GRADUATED APPROACH FRAMEWORK

Brent

NHS
Brent
Clinical Commissioning Group

# Introduction

**Context is key – if 50% of your students need support with reading, this provision could be ordinarily available rather than targeted.**

This document outlines evidence-based strategies to support children and young people with SEND against Universal, Targeted and Specialist Support.

Each strategy is rated according to a key to give an idea of cost and impact, outlined on the next page. Strategies suitable for both Primary and Secondary are in bold. Hover over hyperlinked areas in the document to move through it, or to be directed to web resources.

This list is not exhaustive, but indicative of what could be included at each level. There is expansion on provision within the accompanying 'Ordinarily Available Offer' document. If the named strategy is underlined, clicking on the link will take you to further guidance. Some strategies you will find in multiple needs areas.

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# Working in partnership

| Expectations of All Settings | How we can do this |
|---|---|
| **The setting works in partnership with parents/carers and CYP in decision making.** | The school SEND information report is co-produced with parents/carers.<br>Parents/carers are signposted to the Brent Local Offer. This is referenced on the setting's website and in SEN Information Reports and Policies.<br>Parents/carers are aware of the range of communication channels available for sharing information about their child, including local forums, for example, Brent Parent Carer Forum.<br>Parents/carers are aware of the SEN status of their child and the provision to support, including any individually tailored interventions in place. They are involved in setting and reviewing targets for their child. SEND provision is made with the consent of the parents.<br>Formal and informal events take place to seek views in relation to SEN provision in the settings e.g. CYP and parent/carer surveys, coffee mornings, use of a home and setting diary. |
| **The effectiveness of this partnership is evident through their participation.** | CYP are involved in the Graduated Approach; assess, plan, do, review, process: setting and reviewing targets and identifying their own learning strategies and developing their own outcomes.<br>CYP are helped to understand their own barriers to learning and the strategies that can support them.<br>CYP are supported to value and celebrate their achievements.<br>CYP understand and are able to contribute to the targets they are working to achieve, and are instrumental in developing their outcomes. |

# Assessment of needs and seeking support

| Expectations of All Settings | How we can do this |
|---|---|
| **A regular cycle of Assess, Plan, Do, Review is used to ensure that CYP with SEND are making progress.** | CYP's strengths and difficulties in learning and behaviour are observed and monitored ina range of environments to inform planning.<br>Staff are aware of CYP's starting points so that expected progress can be measured.<br>Observation and assessment are used to inform planning and interventions starting from their strengths, interests and what they can do.<br>Consideration is given for individual CYP's unique journey.<br>Case studies are used to demonstrate holistic progress. |
| **Staff ensure that formative assessment and feedback are a feature of teaching and learning, taking a range of opportunities to gather this information and knowledge.** | A wide range of assessment strategies and tools are used to ensure a thorough understanding of CYP.<br>CYP have regular opportunities to evaluate their own learning. Self-Assessment is used to inform individual targets.<br>The impact of provision and interventions is critically evaluated.<br>Alternative approaches are explored to establish whether they may result in better outcomes for the CYP. |
| **A system is in place to manage reasonable examination arrangements for assessments, national tests and public examinations.** | Settings make adaptations to assessment arrangements based on the CYP's normal way of working and reasonable adjustments used to enable the CYP access their learning.<br>Arrangements guidance is available for Secondary at: JCQ. |

# Using pastoral support

| Expectations of All Settings | How we can do this |
|---|---|
| **The setting recognises, and responds to, the need for pastoral support for CYP with SEND, bearing in mind the individual's social and emotional needs and other relevant contextual circumstances.**<br><br>**See guidance from KCSIE around the needs of young people with SEND (Pg 46, S. 194).** | There is a calm and purposeful climate for learning where CYP feel they belong, and theircontributions are valued. CYP can identify an agreed safe space. Language used demonstrates unconditional positive regard for CYP, for example, using relational approaches.<br>Awareness that CYP with SEND are vulnerable to bullying and an appropriate level of support and monitoring is in place.<br>Aspects of the curriculum are used to develop wellbeing and resilience.<br>Peer awareness and sensitivity towards difference (including SEND) are raised at a whole setting level.<br>**Work is done with classes and groups regarding specific needs or conditions as appropriate, for example, LEAN.** |
| **CYP feel safe and valued. They know that they can approach staff and that their opinions and concerns are valued.** | A named adult/key person provides a stable point of reference when required.<br>Negative attitudes, beliefs and perceptions towards individuals and groups are challenged. CYP voice is encouraged and acted on. |

# Teaching and learning strategies

| Expectations of All Settings | How we can do this |
|---|---|
| **Staff are aware of the additional needs of their CYP, understand the nature and impact of these and how to respond to them.**<br>**Planning incorporates more detailed specialist advice.** | Aspects of structured teaching are used according to CYP needs e.g. visual timetables, clear concise instructions with written or visual prompts (e.g. now and next cards), particularly during transitions.<br>CYP are given time to process information before being asked to respond. Tasks are broken down into small manageable steps. These steps are shown explicitly. The pace and order of activities is varied to maintain interest and attention of all CYP. |
| **Staff differentiate to provide suitable learning challenges and cater for different learning needs and styles.**<br>**Use of success criteria or similar to promote independence, scaffold and support.** | Modelling, cueing, prompting, and self-scaffolding is used to aid understanding and promote independence.<br>Visual/audio demonstrations and visual cues/audio commentary are used. Key vocabulary is displayed with visuals. Alternatives to written recording are used routinely.<br>Skills to promote independent learning and/or study skills are explicitly taught. CYP have access to homework clubs, or additional support with homework. Homework is differentiated appropriately for CYP.<br>Staff handwriting on the board, working walls and in CYP's books is clear and legible. Technology e.g. interactive whiteboard, tablets etc are used to effectively promote engagement and scaffold the learning. |
| **Staff ensure that CYP have opportunities to work in different ways e.g. independently, in a variety of small groups and/or in pairs.**<br>**Staff provide opportunities for collaborative learning and peer support.** | Strategies are used to actively promote independent learning e.g. through pre-teaching, overlearning, appropriately differentiated resources.<br>Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role-models, mixed-ability groups, structured opportunities for conversation and sharing of ideas and access to additional adults where they are available.<br>Use of additional adults is planned to maximise their impact on learning. CYP are explicitly taught appropriate skills to manage routines and independence. |

# Resources

| Expectations of All Settings | How we can do this |
|---|---|
| **Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support is reviewed.** | Resources are within easy reach of CYP to promote independence and reduce stigma.<br>CYP have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets.<br>Resources are clear and uncluttered, labelled using text and images.<br>Print size and font is appropriate. Coloured backgrounds and paper are used to reduce visual stress. Physical resources such as PE and Maths equipment are adapted to promote independence e.g. different size balls. |
| **Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources.** | Tangible apparatus and adapted resources are available for those CYP who require it.<br>CYP are taught how to use these resources effectively.<br>Technology is used to support alternatives to written recording and to promote independent learning. The skills to use specific resources are taught e.g. touch typing. |

# The physical and sensory environment

| Expectations of All Settings | How we can do this |
|---|---|
| **The physical environment is adapted to meet the needs of CYP.** | The physical accessibility of the building and individual learning spaces are assessed. The accessibility plan is on the website and "reasonable adjustments" are made according to individual needs.<br>The furniture is the appropriate size/height for the CYP.<br>Extra-curricular activities and educational visits are planned to fully include CYP with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. "Reasonable adjustments" are made. CYP's views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require. |
| **Staff are aware of sensory needs and issues that may impact on CYP.** | CYP sensory needs are known and used to plan the environment, including seating arrangements and movement breaks.<br>Left and right-handed CYP are able to use equipment comfortably and seated so that they don't knock each other as they write/draw.<br>CYP who wear glasses and/or hearing aids wear them and are seated in the optimum position. Displays are meaningful and visually accessible to reduce sensory overload.<br>Staff are aware of lighting in the room e.g. use of natural light, glare from the board, where you stand in relation to the light.<br>Use of pale background and accessible font styles on the whiteboard.<br>Staff are aware of smells and noise in the room and any particular individuals who may be significantly impacted by these, for example, classrooms next to the canteen, music or DT rooms. |

# Staff skills and training

| Expectations of All Settings | How we can do this |
|---|---|
| **All staff make a positive contribution to progress.** | Additional adults are deployed proactively and their impact on the CYP is monitored carefully to ensure progress is supported and maintained. See guidance around MITA<br>Grouping/seating arrangements and additional support are used to promote independent learning as far as possible.<br>Strategies taught and used in interventions are integrated into teaching so that CYP can sustain progress within the classroom. |
| **There is a plan for ongoing Continuing Professional Development (CPD) in relation to the needs of the CYP.** | There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments.<br>Best practice is shared via local SENCO Forums and Cluster meetings. |
| **Staff collaborate and have effective links with other relevant outside agencies and specialists.** | Staff know when and how to refer for extra support or advice.<br>The setting is aware of and regularly communicates with any other professionals who are involved with each CYP. Advice received from other professionals is used to inform teaching and learning. |

# Transition and transfers

| Expectations of All Settings | How we can do this |
|---|---|
| **Support is in place for routine and life transitions when required.**<br><br>**Advice around transition can be found here:** | Transitions include:<br>• moving around the setting, preparing for weekends, the start of holidays and beginning of term<br>• moving from lesson to lesson, changing from structured to unstructured times, moving from one activity to the next within a lesson<br>• changes of staff - permanent and temporary<br>• special events: visitors, visits, celebrations<br>• life events: birth of a sibling, change in parenting arrangements e.g. change in parent/carers relationship status, loss and bereavement or contact visits<br>• puberty<br>Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. This includes CYP who:<br>• have insecure attachment, including but not limited to Looked After Children, Children who are subject to Child in Need or Child Protection Plan and Service Pupils<br>• have social communication difficulty, are neuro-diverse (ND) have suffered trauma, loss, or bereavement, are anxious<br>Plan should be made for unstructured times: safe spaces are available; there are structured alternatives such as games club or use of the library for vulnerable CYP. |
| **Procedures are in place for ensuring smooth progression within and between settings, particularly during all transition phases, including on entry and exit.** | Information is actively sought and shared about CYP to support successful transitions and manage change both within the setting and beyond.<br>This information is available for the CYP's parents/carers, other colleagues within the setting and receiving or previous settings as required.<br>Staff are aware of CYP who need additional support while transitions and adjustments are made, e.g. additional visits to a new setting/classroom with a familiar trusted adult, creating social stories.<br>For CYP with additional needs, a SEND Transition Plan should be coproduced by the exiting and receiving setting and parent/carer and CYP, as well as any relevant professionals/key people. |

# Graduating our approach to communication and interaction

| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made |
|---|---|
| **Difficulties saying what they want to and being understood.** | • Modelling language<br>• Small group or individual language sessions<br>• Language programme devised by a SALT<br>• Allow time for child to process and respond (10 second rule)<br>• Introduce a variety of language through rhymes, songs, good quality texts<br>• All attempts to speak are supported and valued Providing an additional method of communicating e.g. use of technology, symbol communication (e.g. Makaton, PECS, Aided Language Boards)<br>• Selective mutism is a communication difficulty that has anxiety at its core, support could be provided under the SEMH umbrella (See SMIRA) |
| **Difficulties understanding what is being said to them.** | • Check you have engaged the CYP's attention before talking to them, use their name<br>• Consider how many information carrying words a CYP can manage when giving instructions<br>• Tailor delivery style according to the CYP needs e.g. assertive language (give name and clear short instruction) or language modification techniques<br>• Provide visual prompts including key vocabulary and visual timetables<br>• Allow extra time to process what has been said<br>• Review and adapt the environment and limit any distractions<br>• Check that hearing has been tested<br>• Pre-teaching of key vocabulary<br>• Use of first, then, next…<br>• Access to an oral language modifier for assessments |
| **CYP does not understand or use social rules of communication.** | • Modelling/role play<br>• Small group sessions (e.g. circle of friends, Time to Talk, Socially Speaking etc)<br>• Social stories<br>• Prompts – symbols, signing systems<br>• Now (you are doing this) and Next (you are going to be doing that) boards |

| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made |
|---|---|
| **Difficulties with Language/Communication.** | • Use the CYP's name first to draw their attention, followed by key word instructions e.g. Jamie, stop.<br>• Simple instructions (avoiding idioms)<br>• Using literal language (avoiding sarcasm and figures of speech)<br>• Use of symbol communication such as Picture Exchange Communication System (PECS)<br>• Be very aware of your own body language (70% of what we communicate is non-verbal)<br>• Awareness of what would be an appropriate tone of voice (calm, not too loud)<br>• Awareness of what would be an appropriate environment (noise, room temperature, lighting, room layout)<br>• Ensure language use is developmentally appropriate for the CYP Difficulties with imagination<br>• Role play and drama, use of props (e.g. puppets)<br>• Modelling<br>• Story telling<br>• Photos used to talk through what might be happening |
| **Difficulty with social communication and developing relationships.** | • Small group / 1 to 1 tasks and activities<br>• Calm learning environment<br>• Clear communication of expectations<br>• Preparation for change of activity or routine<br>• Small group / 1 to 1 tasks and activities<br>• Calm learning environment<br>• Clear communication of expectations<br>• Regular mentor support, including adults or peers<br>• Visual timetable to be used in setting/school<br>• Social stories Sensitivity to sensory stimuli<br>• Sensory breaks and snacks<br>• Flexibility with uniform policy<br>• Consideration to the environment e.g. noise, room temperature, visual stimuli, proximity<br>• Flexible approach to transitions e.g. between lessons and to and from the setting<br>• Access to a safe space<br>• Sensory circuits and sensory rooms or resources |

| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made |
|---|---|
| **Physical outbursts causing harm to others and/or to self and/or damage to property.** | • A consistent approach to managing individuals with reasonable adjustments made<br>• Recognise that behaviour is a communication and understand the CYP unmet needs Understanding the frequency and location of triggers<br>• Communication with families about what might be happening at home (e.g. divorce, bereavement, illness), strategies that work/don't work and relaying this information to staff<br>• Preventative strategies in place<br>• Safe area/reflection room<br>• Appropriate de-escalation and regulation strategies in place<br>• Risk management plan<br>• Reintegration plans<br>• A clear plan of action, agreed with parents/carers with regard to physical intervention |
| **Limited attention span compared to developmentally appropriate milestones.** | • Regular, short breaks<br>• Differentiation<br>• Chunking, breaking tasks down<br>• Visual timetables and prompts to gain/maintain attention<br>• Backward chaining – break the task down into small steps and build the sequence so that the CYP completes the last part of the task so that they feel success and then gradually work back to increase more elements to complete the task Named instructions<br>• Asking the CYP to repeat back what activity they are going to do<br>• Use of timers, so they know they only have to focus for a comfortable amount of time<br>• Individualised timetables |

# Graduating our approach to cognition and learning

| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made |
|---|---|
| **Difficulties with learning, e.g. despite appropriate differentiation, making less than expected progress over time across the curriculum and working below age related expectations.** | • Assessment through teaching to identify the areas of need in consultation with the CYP<br>• Clear and simple instructions, breaking down longer instructions and giving one at a time<br>• Visual cues and prompts , social stories, visual timetables<br>• Give time before response is needed<br>• Pre-teaching – e.g. provision of staff to help prepare the CYP for the new learning<br>• Shared next steps – so they know what to expect<br>• Differentiated resources - teach the curriculum appropriate to the CYP not their chronological age (e.g. Year 5 child may be accessing Year 1 objectives in the same context |
| **Specific learning difficulties affecting one or more specific aspect of learning, e.g. literacy difficulties, numeracy difficulties or specific language impairment. Provision or support should be provided in line with the needs of the CYP and is NOT dependant on any formal diagnosis.** | • Assessment through teaching to identify the areas of need in consultation with the CYP or observation if more appropriate<br>• Metacognition approaches – learning to learn e.g. by trying to understand the CYP's difficulty and asking them what helps<br>• Recognising and celebrating success in other areas of their life<br>• Appropriate adaptations made e.g. font, coloured paper, line spacing, lighting, overlays, adaptation, technology – led by the needs of the CYP and what they find helpful<br>• Staff will have been informed of what strategies or approaches to use<br>• Evidence based interventions to develop skills e.g., spelling, handwriting, literacy, numeracy (Education Endowment Foundation) |
| **Generalised learning difficulties, e.g. difficulties across the curriculum but with some areas of strength.** | • Adjustment, modification and differentiation of the curriculum, right across the board, to enable the CYP to fully access the curriculum<br>• Active learning, concrete, pictorial and pragmatic approaches to learning<br>• Emphasis on self-actualisation – activities designed to develop skills which will support them to become independent and resilient learners<br>• Support to manage self-esteem – celebration of strengths, reinforcement of success |

# Graduating our approach to social, emotional and mental health needs

Settings should assess SEMH needs to help staff understand the barriers to learning that CYP face. Learning needs should also be reviewed using setting's own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty.

| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made |
|---|---|
| **All behaviour should be understood as a form of communication.** | • Use of whole setting approaches to promote wellbeing and resilience<br>• Policy and practice underpinned by relational approaches<br>• Use of relational and restorative practice to build, maintain and repair relationships<br>• Anti-bullying work<br>• Identification of key adult to build positive and trusting relationship<br>• Use of social stories<br>• Small group or 1 to 1 work with ELSA/Learning Mentor or equivalent<br>• Support available for staff working with CYP with SEMH via group or individual supervision or debrief sessions<br>• Emphasis on choice rather than control and "take up time" to respond to choice whenever possible<br>• Use of distraction techniques and giving responsibility<br>• Use of trauma informed approaches<br>• Explicitly teaching de-escalation and self regulation strategies – adults as stress and shame regulators through co-regulation, explicitly teach rules and routines, build self-esteem and develop social and emotional skills to all CYP including through use of PSHE, circle time and curriculum approaches<br>• Use of nurture principles |

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| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made |
|---|---|
| **Difficulties participating and presenting as withdrawn or isolated** | • Assessment through teaching – e.g. are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence<br>• Small group work e.g. friendship or social skills, nurture groups<br>• Play based activities<br>• Establish interests, create opportunities for CYPs to practise new things<br>• Buddying/peer mentoring<br>• Giving responsibility for looking after someone else<br>• Develop relationship with key adult - using relational practice and the PACE approach, attune to understand, share and acknowledge the CYP's experiences<br>• Flexibility in curriculum and routine – Brent EBSA |

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| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made |
|---|---|
| **Displaying behaviours that challenge e.g. refusal to follow instructions, aggression, damage to property.** | • A consistent message but flexible approach, e.g. "I want you to be in class learning" is the consistent message, the approach to support this happening may vary or be flexible depending on individual needs<br>• Reasonable adjustments are made such that we differentiate for SEMH in the same way that we differentiate for learning<br>• Understand the basis for the behaviour e.g. what is the history/context?<br>• Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the CYP? What are they trying to tell us with their behaviour? What need are they trying to meet? What skills do they need to be taught?<br>• Use of choices to allow the CYP some control with the same end result e.g. would you like to complete this on the computer or write?<br>• Teach the CYP different ways to get their needs met? E.g. develop social skills, strategies to regulate their emotions<br>• Develop readiness to learn through regulation strategies<br>• Use of individual behaviour plans, Pastoral Support Plans and risk assessments Consideration of the routine, timetable, and transitions. Make stress as predictable, moderate, and controllable as we can<br>• Staff to be aware of and monitor their own regulation and swap with another staff member when needed<br>• Drawing on relational approaches, a culture of self-reflection to be encouraged, modelled and supported whereby staff can reflect on their own interactions and responses and consider whether an alternative response could lead to a different outcome?<br>• Use of tools to assess and understand behaviour<br>• Communication with home/family e.g. what is going on at home, other agencies involvement? Structure should be clear and explicit – what are the expectations? |

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| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made |
|---|---|
| **Be aware that behaviours may reflect** | • Anxiety/depression<br>• Self-harming<br>• Substance misuse<br>• Eating disorders<br>• Developmental trauma<br>• Understanding what lies behind the behaviours Looking at the history, when did the behaviour start to change?<br>• Liaison and collaboration with home is essential to understand the wider picture<br>• Sensory or regulatory breaks<br>• Substitutes for self-harming behaviours e.g. elastic bands, marbles - after training on self-harm or seeking advice from MH professionals (MHST or CAMHS) National Self-Harm Network<br>• Activities that are stress reducing e.g. games, dance, colouring, gardening, animals, outdoor activity and play, messy play, sensory activities<br>• Keep a log and analyse pattern or trends to identify triggers<br>• Liaison with school nurse<br>• Be curious and listen to the CYP Attention difficulties<br>• Understanding the reasons, is there a pattern? Allowing plenty of time for movement or frequent small concentration periods, sensory breaks and regulation activities<br>• Have a clear structure to the day<br>• Have clear expectations regarding behaviours and a clear and consistent response to behaviours<br>• Being aware of times of the day that may be more difficult<br>• Supportive, structured curriculum<br>• Staff to all be trained and aware of any CYP with attachment difficulties and how to respond to them<br>• Consideration of teaching and reparative opportunities using natural consequences, rather than discipline procedures.<br>• Use relational influence rather than rewards Consideration of family context and the range of CYP that may have attachment difficulties e.g. adopted, forces children, previously CIN, LAC |

Settings should assess SEMH needs to help staff understand the barriers to learning that CYP face. Learning needs should also be reviewed using setting's own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty.

| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made |
|---|---|
| **Low level disruption or attention needing behaviours, e.g. frequent interruptions to learning, fiddling with objects** | • Differentiated use of voice, gesture and body language<br>• Focus on reducing anxiety and thereby behaviours<br>• Flexible and creative use of rewards and consequences e.g. 'catch them being good' Positive reinforcement of expectations through verbal scripts and visual prompts<br>• Safe space in the setting<br>• Sensory or regulatory breaks. 4 R's of co-regulation – Regulate, Relate, Reflect and Repair<br>• Small group/nurture group activities to support personal, social and emotional development<br>• A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time<br>• Look for patterns and triggers to identify what may be causing behaviours<br>• Calming scripts to de-escalate, including for example, use of sand timers for calming and de- escalation time<br>• Limited choices to engage and motivate<br>• Follow-Lead-Follow activities (reciprocal interaction)<br>• Provide structure-consistency without rigidity Visual timetable and use of visual cues i.e. sand timers to<br>• support sharing<br>• Identify and build on preferred learning styles Ensure a named, trusted adult is available for some 1:1 time in a safe place<br>• Patterns of nonattendance<br>• Feedback is used to collaborate and plan with parent/carer, to ensure consistency between the home and setting<br>• Maintain connection – let the CYP know you are keeping them in mind |

# Graduating our approach to physical and sensory needs

| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made |
|---|---|
| **Hearing impairment** | • Work together with other professionals to share strategies and advice<br>• Be made aware how best to support in school<br>• Have appropriate training i.e. Deaf awareness, BSL<br>• Be aware the CYP may use lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking<br>• Deliver instructions clearly and at normal conversational level<br>• Check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary, repeat/rephrase pertinent comments made by other members of the class<br>• Be aware that during PE or Games lessons and practical subjects it will be more difficult to follow instructions<br>• Encourage good listening behaviour: sitting still, looking and listening , enable CYP to have time to respond verbally<br>• Use CYP's name to gain their attention before speaking to them<br>• Be seated appropriately with clear view of adult's face and any visual material used - If the CYP has a unilateral loss - sit at front with better listening ear facing the speaker<br>• Be encouraged to ask when not sure what to do and encourage to access resources independently<br>• Words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles<br>• Visual reinforcement (pictures and handouts), to support learning , pre and post tutoring to introduce vocabulary and concepts |

| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made |
|---|---|
| **Friendly Classroom** | • Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise<br>• CYP should be seated away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the room etc. Minimise background noise and maintain a quiet working environment, particularly for specific listening work<br>• Visual timetable and use of visual cues i.e. sand timers to support sharing<br>• Appropriate safety and deliver and/or signpost to appropriate interventions , appropriate evacuation procedures in place<br>• Planned and unplanned breaks as appropriate<br>• Promote positive attitudes towards hearing impaired within the school environment<br>• Differentiated activities should reflect CYP individual needs to ensure full access to the curriculum<br>• Access to IT as appropriate Audiological Management - Staff working with the CYP HI should understand the use of hearing aids, radio aids and any other appropriate equipment. |

| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made |
|---|---|
| **Visual Impairment/Needs** | • Staff to work together with other professionals to share strategies and advice to support the child or young person as advised by Qualified Teacher for the Visually Impaired (QTVI) and/or Habilitation Specialist<br>• Promote positive attitudes towards visual impaired people within the school environment and local communities, with advice from the Vision and Hearing Team<br>• Plan and deliver differentiated classroom activities to reflect student's individual needs and ensure full access to all activities as well as support social, emotional, communication and physical skills<br>• Additional time to complete tasks Language mediation of visual information which is beyond CYP visual reach e.g. use auditory reinforcements<br>• Post and pre tutoring to ensure concepts are understood<br>• Provide uncluttered space and plain backgrounds to help the CYP person focus on the appropriate object<br>• Provide access to quieter learning environments at times if necessary<br>• Support to promote full social inclusion and to develop social skills<br>• Differentiated and modified visual learning material e.g. recommended print size and font type, decluttered, wider spacing, different coloured paper, modification of task at source<br>• Provision of stationary e.g., bold lined/squared paper, coloured paper, writing slopes, coloured glue sticks<br>• Large print library books and talking books<br>• Bold writing pens<br>• Use of real objects to support concept development and understanding<br>• Access to larger and tactile learning materials e.g. real life objects, tactile maps and globes, VI protractors and rulers<br>• Provide exam access arrangements as advised<br>• Use of ICT for example, iPad connected to whiteboard and electronic books<br>• Reading apps. E.g. Dolphin Easy Reader App<br>• Touch typing and touch typing programme when required to improve recording<br>• Use of magnification and accessibility features in IT/technology. E.g. visualisers, low vision aids iPads/tablets<br>• Support in practical lessons for Health & Safety<br>• Adapted PE activities e.g., brightly contrasting equipment<br>• Line marking and visually friendly environments as per environmental audit and similar interventions suggested by Habilitation Specialist or QTVI<br>• Implement strategies advised by Habilitation Specialist<br>• Take account of mobility needs such as accessing mobility training<br>• Equipment for life skills/curriculum activities e.g., talking scales |

| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made |
|---|---|
| **Physical Needs** | While not all physical environments might allow for all of the provision below, settings are expected to use their best endeavours to make reasonable adjustments.<br>• Staff to work together with other professionals to share strategies and advice to support the CYP<br>• Moving and manual handling training<br>• Support equipment e.g. standing frames, walkers, wheelchairs, protective helmets, high low tables<br>• Accessibility planning<br>• Accessible transport<br>• Accessible toilet<br>• Work chairs<br>• iPad and grips<br>• Staff have appropriate training to meet physical needs<br>• Adapted equipment to access specific aspects e.g. cutlery, crockery, scissors |
| **Severe and complex medical needs including a life threatening or life limiting diagnosis or condition** | • Support equipment such as lockable medicine cabinets, first aid bags, fridges<br>• Rotated medication/care training Tracheostomy protocol<br>• Liaising with specialist colleagues for up-to-date training<br>• Bereavement training and policies<br>• Regular home and setting contact when/if CYP is not able to attend, to maintain 'sense of belonging' with peers and the community |
| **Physical sensitivity including hyper and hypo responses and possible sensory processing difficulties (see SEMH section too)** | • Staff to work together with other professionals to share strategies and advice to support the CYP's sensory diet<br>• Sensory reduction planning<br>• Staff training through CPD<br>• Individual workstations<br>• Sensory circuits |

# Graduating our approach to SpLD

| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made<br>Please note: Assessment for SpLD should be part of the School offer. Guidance to literacy difficulties can be found here in the local offer.<br>The guidance here is the minimum expectation of all settings. |
|---|---|
| **Dyslexia** | • Make sure texts are uncluttered, with a simple/rounded font, using double lined spacing.<br>• Include visual clues that support the overall meaning of words.<br>• Important information could be highlighted, or put in boxes to add clarity.<br>• Limit copying – provide the young person with a copy of the resources for them to use.<br>• Build in natural breaks to allow for fatigue as a consequence of having to work harder to understand/ process and translate information.<br>• Give key subject specific vocabulary as a book mark with visuals to support spelling/understanding.<br>• Pre-teaching of vocabulary, and provide copies of texts before well in advance for pre-reading.<br>• Ensure that texts given have suitable readability for the young person.<br>• Offer alternatives to writing large amounts, for example, mind maps, bullet points, lists.<br>• Offer the use of recording devices.<br>• Visual task timelines for multi step activities . |
| **Dyscalculia** | • Practice processes regularly, rehearsing and recalling to supporting cementing understanding and fluency. Utilise multisensory learning approaches in the classroom, for example, objects for ordering and calculating. Visual reminders and prompts<br>• Make learning as practical as possible, giving the opportunity to explore concepts, for example, role play in relation to subtraction. Personalise learning, and provide additional time to complete tasks. |

| Identified barrier and/or need | Provision and/or strategies approaches, adjustments that could be made |
|---|---|
| **Dysgraphia** | Practice stretching out hands before starting writing, to get prepared rotating wrists, hands etc – anything to get hands moving and ready.<br>Touch typing practice/assistive technology and alternative forms of recording.<br>Cursive can be easier to navigate due to the fluidity of writing and less need to focus on spacing, and can be used as practice/support with fine motor skills.<br>Try different pens and paper types to see if there is a combination that supports fine motor skills. Different coloured paper may be beneficial as well.<br>Recite words our loud for spelling clarity.<br>Mind map ideas before starting to write to organise thoughts and ideas in a way that makes navigation easier when it comes to writing things down. |
| **DCD (Dyspraxia)** | Time to rehearse navigating spaces in school, for example, the dining hall, when less busy.<br>Adaptive equipment, for example, scissor and pencil grips, selected by the young person appropriate for their needs. Frequent, short rest breaks to ensure that the young person does not become too fatigued.<br>Breaking down larger tasks into smaller steps, and providing visual support for these.<br>Self advocating – the development of a pupil/communication passport outlining needs. Checklists/ organisational support – for example, a keyring with reminders of equipment needed on the day. Additional information can be found here |

We have costed and rated evidence based provision in the creation of this document. Through the visual GAF, you will notice a colour key. Below illustrates how we have devised this.

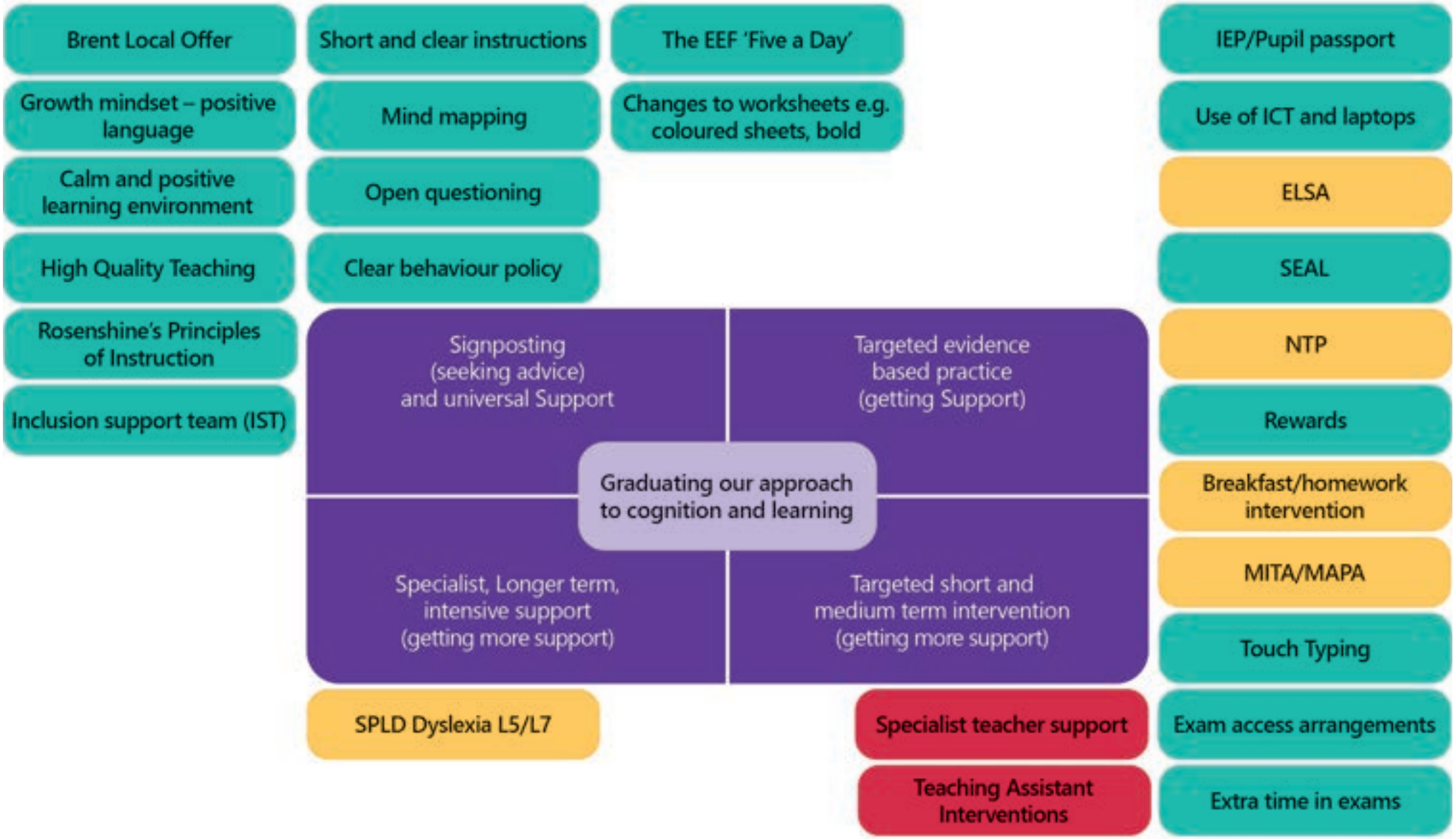
**High Impact, Strong Evidence Base, Low/No Cost**
**(Example, Lego Therapy, less than £2 per APDR cycle, SCERTS at £9.20 for APDR cycle)**

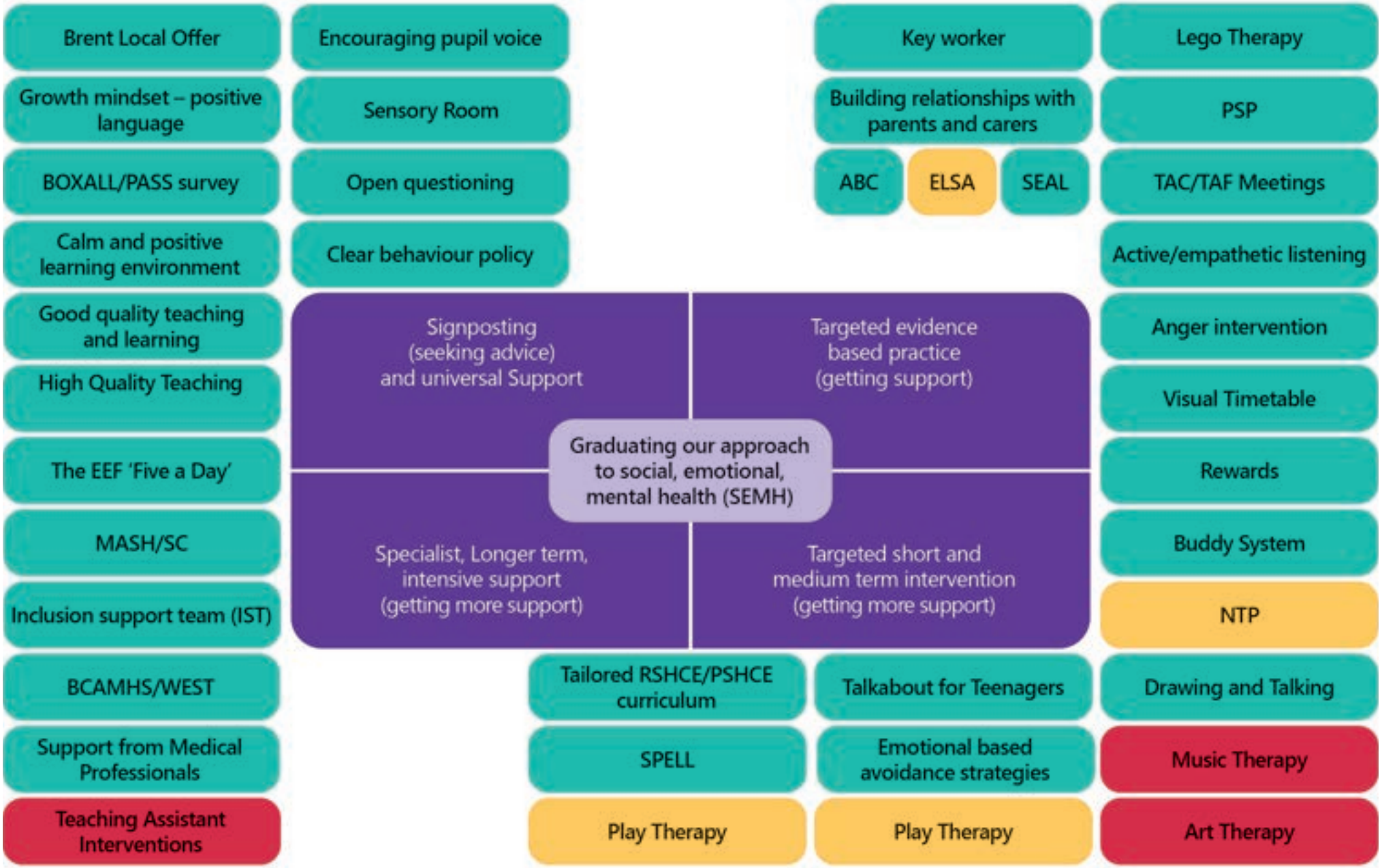
**Medium/High Impact, Evidence Base, Medium/High Cost**
**(For example, Play Therapy at £95 per APDR cycle)**

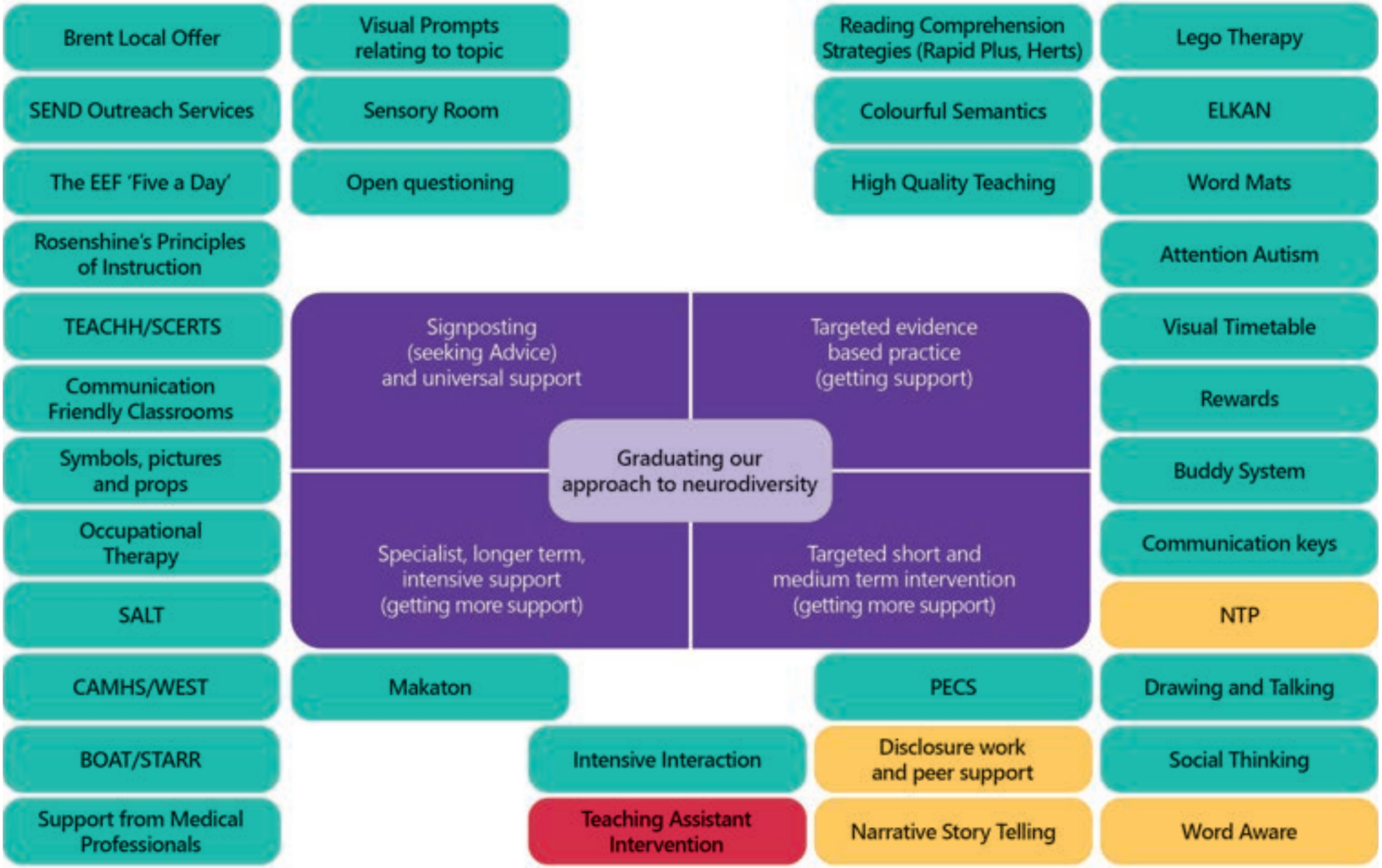
**Medium Impact, Evidence base, High Cost**
**(Example, Music Therapy at £240 for APDR cycle)**

Other evidenced based provision is available, this is a just a selection relevant to both Primary and Secondary Schools.

Brent Local Offer
The EEF 'Five a Day'
Colourful Semantics
Lego Therapy
SEND Outreach Services
Rosenshine's Principles of Instruction
Zones of Regulation
NTP
Communication Friendly Classrooms
Reading Comprehension Strategies (Rapid Plus, Herts)
Talk Boost
EKLAN
Visual Prompts relating to topic
Lunch/Breaktime Clubs
NELI
High Quality Teaching
Signposting (seeking aAdvice) and universal Support
Targeted evidence based practice (getting support)
Support from SALT
Graduating our approach to communication and interaction needs
Talking Mats/PECS
Attention Autism
Specialist, longer term, intensive support (getting more support)
Targeted short and medium term intervention (getting more support)
Drawing and Talking
Word Aware
Teaching Assistant Interventions
Inference Support
Narrative story telling
Support from SALT
Social Thinking
Disclosure work and peer support
Language Link
Makaton
Curiosity
Intensive Interaction


Brent Local Offer
Growth mindset – positive language
Calm and positive learning environment
High Quality Teaching
Rosenshine's Principles of Instruction
Inclusion support team (IST)
Short and clear instructions
Mind mapping
Open questioning
Clear behaviour policy
The EEF 'Five a Day'
Changes to worksheets e.g. coloured sheets, bold
Signposting (seeking advice) and universal Support
Targeted evidence based practice (getting Support)
Graduating our approach to cognition and learning
Specialist, Longer term, intensive support (getting more support)
Targeted short and medium term intervention (getting more support)
SPLD Dyslexia L5/L7
Specialist teacher support
Teaching Assistant Interventions
IEP/Pupil passport
Use of ICT and laptops
ELSA
SEAL
NTP
Rewards
Breakfast/homework intervention
MITA/MAPA
Touch Typing
Exam access arrangements
Extra time in exams


Brent Local Offer
Encouraging pupil voice
Key worker
Lego Therapy
Growth mindset – positive language
Sensory Room
Building relationships with parents and carers
PSP
BOXALL/PASS survey
Open questioning
ABC
ELSA
SEAL
TAC/TAF Meetings
Calm and positive learning environment
Clear behaviour policy
Active/empathetic listening
Good quality teaching and learning
Signposting (seeking advice) and universal Support
Targeted evidence based practice (getting support)
Anger intervention
High Quality Teaching
Graduating our approach to social, emotional, mental health (SEMH)
Visual Timetable
The EEF 'Five a Day'
Rewards
MASH/SC
Specialist, Longer term, intensive support (getting more support)
Targeted short and medium term intervention (getting more support)
Buddy System
Inclusion support team (IST)
NTP
BCAMHS/WEST
Tailored RSHCE/PSHCE curriculum
Talkabout for Teenagers
Drawing and Talking
Support from Medical Professionals
SPELL
Emotional based avoidance strategies
Music Therapy
Teaching Assistant Interventions
Play Therapy
Play Therapy
Art Therapy


Brent Local Offer
Visual Prompts relating to topic
Reading Comprehension Strategies (Rapid Plus, Herts)
Lego Therapy
SEND Outreach Services
Sensory Room
Colourful Semantics
ELKAN
The EEF 'Five a Day'
Open questioning
High Quality Teaching
Word Mats
Rosenshine's Principles of Instruction
Attention Autism
TEACHH/SCERTS
Signposting (seeking Advice) and universal support
Targeted evidence based practice (getting support)
Visual Timetable
Communication Friendly Classrooms
Graduating our approach to neurodiversity
Rewards
Symbols, pictures and props
Buddy System
Occupational Therapy
Specialist, longer term, intensive support (getting more support)
Targeted short and medium term intervention (getting more support)
Communication keys
SALT
NTP
CAMHS/WEST
Makaton
PECS
Drawing and Talking
BOAT/STARR
Intensive Interaction
Disclosure work and peer support
Social Thinking
Support from Medical Professionals
Teaching Assistant Intervention
Narrative Story Telling
Word Aware

Brent Local Offer
SEND Outreach Services
The EEF 'Five a Day'
Rosenshine's Principles of Instruction
BHIST/BVIST Support
Reasonable environmental adjustments (Please see further expansion in our 'Ordinarily Available Offer'
Seating arrangements
Occupational Therapy
Physiotherapy
High Quality Teaching
Sensory Break Cards
Fidgets
Sensory Safety Planning
Reading Comprehension Strategies (Rapid Plus, Herts)
Colourful Semantics
High Quality Teaching
Ordinarily Available Equipment Offer
Augmentative Communication/ICT
Support from Medical Professionals
Assistive Listening Devices (ALD)
Pre-Teaching/Post Teaching Opportunities
Fine/Gross Motor Skills Support
Sensory Room-Start cost high. Continuation cost low.
Support with processing/extra time
Mobility Training/ Independent Living Skills Support
Signposting (seeking advice) and universal support
Targeted evidence based practice (getting support)
Graduating our approach to physical and sensory needs
Specialist, longer term, intensive support (getting more support)
Targeted short and medium term intervention (getting more support)
Teaching Assistant Interventions – Practical Assistance

Noise Cancelling Headphones
Communication Friendly Classrooms
Advice from SEND Outreach Services – HI/VI/BOAT
Fidget Toys
Adapted grip pens
Visual Prompts/Timetables
Weighted Blankets
AAC
Crocodile Rulers
Signposting (seeking advice) and universal Support
Targeted evidence based practice (getting support)
Graduating our response: reasonable adjustments and accessibility considerations
Specialist, Longer term, intensive support (getting more support)
Targeted short and medium term intervention (getting more support)
Practical Assistant
Lighting/Sound Considerations
Sensory Rooms/Spaces
Handrails/Slopes to access buildings
Eiger Desks
Hoists and/or other mobility aids
Assistive Technology/Adapted ICT
Adapted PE equipment
Subtitles
Provision of Handouts, including on alternative coloured paper and in appropriate fonts/sizes
Augmentative Communication/ICT
Wobble Cushions
Writing Slopes
Adapted Furniture
Touch Typing
Subtitles

This version of the Graduated Approach Framework represents a revision and evolution of the original framework. This is following on from feedback from schools during our rollout phase and other collaborators. We would like to extend thanks to them for their work on this and their commitment to the best possible outcomes for children, young people and families in Brent.

For further information please contact: sendsupport@brent.gov.uk