

Old Park Primary School – Our graduated approach

We offer a graduated approach to supporting pupils, structured into three levels of provision:

Wave 1 – Universal Provision

Support available to all pupils through high-quality teaching and inclusive classroom practices:

• Clear routines and expectations • Differentiated teaching strategies • Access to a broad and balanced curriculum • Regular assessment and feedback • Whole-school pastoral and behaviour support • Pale/pastel backgrounds where possible for IWB. • Minimal displays, neutral in colour, no bright borders and wallpapers. • Clear and clutter free classrooms • Questioning to check understanding and to develop learning	
Speech and Language difficulties • Key learning points are clear and reviewed during the lesson and at the end of the lesson • Model presentation – show them what you want it to look like. • Task planners to tick off each step. • The 10 second rule to give pupils time to process a question or request. • Scaffolding – writing frames and key vocabulary to support. • Widget symbols used in lessons and around the classroom.	Autism • Visual timetable on display • Prepare children for any changes. • Be clear on expectations – use task planners to support this. • Seat away from busy areas of the classroom and windows or doors. • Sensory diet – fidgets, ear defenders, sensory circuit, movement break etc • Pupil passports that name reasonable adjustments and strategies
Dyslexia and other specific learning difficulties • Revisit previous learning at start of the lesson. • Only invite pupils to read aloud if they want to. • Task planners to tick off steps • Visual prompts (pictures and symbols) • Scaffolded sheets • Use of resources (word mats tailored to the child/resources if dyscalculia/sloping boards and pencil grips if dysgraphia etc.) • Dyslexia friendly fonts • Laptops / Clicker 7 • Coloured overlays/paper	ADHD/ADD • Seat away from doors, windows and busy walkways. • Allow fidget toys, doodling and movement. • Prompts (verbal and visual) to support starting a task and remaining focused – use task planners. • Post its or jotters to write notes. • Planned movement breaks including sensory circuit, walk and talks, heavy lifting etc. • Resources to support need for movement (wobble boards, cushions etc)
SEMH • Timetable on display and referred to. • Speak to children in a relational way, away from others and without invading personal space. PACE – Playful, Acceptance, Curiosity, Empathy • Use Paul Dix behaviour scripts • Allow child time to regulate • Praise (where well received) at every opportunity but being specific in your praise. • Teacher 'meet and greet' in the morning. • Walk and talks and/or movement breaks.	

Wave 2 – Targeted Provision

Additional support for some pupils who may not make expected progress with universal provision alone:

- Plan Do Review - Individual Education Plans (IEPs) – a plan that sets out a target and how school will meet that target, usually through an intervention. This is then reviewed once a term.
- Small group interventions (e.g., phonics, maths, social skills)
- Additional adult support in class and in smaller groups
- Catch-up programmes
- Mentoring and emotional support
- Adapted resources or equipment

Support Area	Programmes / Interventions
Maths Skills	Plus 1, The Power of 2, Perform with Times Tables, Perform with Time, Nessy Numbers, Max's Marvellous Maths, Numbersense
Literacy Skills	Toe by Toe, Read Write Inc. Spelling Programme, Literacy Pathway, SNIP spellings
Social / Behavioural Support	Talk About, Lego Build to Express, Starving the Anxiety Gremlin, Starving the Anger Gremlin, ELSA Interventions, Nurture UK, sensory circuits
Fine / Gross Motor Skills	Write From the Start, Advice from Occupational Therapy, Occupational Therapy Online Toolkit
Speech and Language Support	Talk Boost, Makaton, Attention Bucket, Intensive Interaction, Contrastive Pairs, Contrastive Pairs Plus, Colourful Semantics, Concept Cat, Specialist programmes designed by SALT

Wave 3 – Specialist Provision

Specialist support for a few pupils with higher or more complex needs, where wave 2 interventions have not had the impact desired. It often involves external professionals:

- Specialist teaching strategies and access to a specialist class within school
- Support from external agencies (e.g., Speech and Language Therapy, CAMHS, Physiotherapists, Occupational Therapy etc.)
- Personalised curriculum or timetable.
- Education, Health and Care Plans (EHCPs) - a legal document which sets out the education, health and social care needs of a child or young person for whom extra support is needed in the educational setting, beyond that of which they normally provide.