

Graduated Approach at Christ the King Catholic Primary School

Quality First Teaching – All children

Teacher awareness and understanding of learning needs of all students
Excellent relationships between staff and pupils
Gospel Values at the heart of everything that we do
All children are recognised as individuals with their own special gifts and talents,
Positive praise used as much as possible to boost self esteem and confidence
Access to an inclusive and challenging curriculum
A PSHE curriculum which encompasses mental health and wellbeing
A warm and welcoming classroom where resilience is encouraged and students are able to develop their own strengths
Clear rules and expectations as part of the Behaviour Policy
A culture of reward, success and praise for all
Dyslexia friendly classroom strategies
Well-trained and attuned teachers who are proactive in identifying and assessing additional needs
Regular opportunities to demonstrate and check progress through formative and summative assessments
Access to a varied range of high-quality extra-curricular activities
Visual Timetable
Teachers and support staff have access to a range of CPD opportunities to increase their knowledge and understanding of various barriers to learning
A culture of aspirational expectations for all pupils

Additional Support – Many children

Access to class based group or individual interventions when needed – evaluated termly or according to curriculum content and need
Focused Phonics Interventions
Support during unstructured times (i.e. lunch club, social skills groups, time with teacher / SLT)
Additional resources in class used to make work accessible (e.g. practical resources, Now and Next, Incredible 5 Point Scale, writing scaffolds,
Targetted Teacher Planning (i.e. Guided Groups, Differentiated Work, Planning for Gap-Filling)
SALT Drop Ins
Booster groups

SEN Support – Some Children

My Plans with personalised targets lasting more than two terms designed and reviewed in collaboration with parents and pupil
Some personalised planning (i.e. personalised planning for English and/or Maths)
Access to a group SEN Intervention run by either an SENTA, TA or SENCO
Possible involvement of some external agencies (i.e SALT, EP, CAMHs, School Nurse, OT)
'Meet and Greets' before school where necessary
SENCOS observations and strategies given
Adapted Timetable (e.g. Learning Breaks)
Personalised Resources
Support during unstructured times

High Needs Support – A few children

Individual Provision Maps with a focus on outcomes identified in EHCP
Planning Meetings with SENCO
EHCP/Application for EHCP Needs
A range of external agencies involved (e.g. OT, SALT, EP)
Interventions personalised and planned around needs
Individualised Planning/Curriculum and/or Timetable influenced by Pupil Voice
1:1 SENTA Support where required
Annual Reviews

Interventions that we may offer include:

At SEN Support

- SALT interventions with SALT
- Language for Thinking,
- Black Sheep Resources
- Social Skills Groups – KS1: Time to Talk, KS2: Socially Speaking
- Self Esteem programmes
- Smart Moves / OT exercises
- Teacher planned / led interventions based around SEN need
- Toe by Toe, Power of One
- Individual Behaviour Plans
- Movement / Sensory Breaks
- Comic Strip Conversations

At Additional Support Level:

- Structured lunch time clubs
- Fine motor skills
- Gross motor skills
- Focused Phonics Interventions – Individual and Small group
- Circle of Friends
- Lego Therapy
- Anxiety Strategies
- Touch Typing programmes – Doorway Online, BBC Dance Mat