



**Tier 1 – Universal learning Provision: Effective whole school practice and inclusion of all learners**

<p><b>Quality First Teaching</b></p> <ul style="list-style-type: none"> <li>● Appropriate and focussed use of support assistants.</li> <li>● Regular access to training for all staff on effective practice and inclusion</li> <li>● Positive, consistent communication</li> <li>● Pupil centred practice</li> <li>● Clear instructions (short, concise, visual)</li> <li>● Positive whole-school and classroom ethos</li> </ul>	<p><b>Assistive Technology</b></p> <p>All computers within St David's have the following software:</p> <ul style="list-style-type: none"> <li>● Microsoft Learning Tools (including Immersive Reader)</li> <li>● Basic magnification tools</li> <li>● Dyslexic friendly font</li> </ul> <p><b>Additional use of equipment</b></p> <p>such as Chromebook, laptops, iPads, etc.</p> <p><b>Quiet spaces</b></p> <p>The conservation area and break out spaces on each floor are available to all pupils to spend time in.</p>	<p><b>Access to targeted literacy and numeracy skills sessions</b></p> <p>All learners are screened to identify if they require access to literacy or numeracy sessions to help support their learning.</p> <p>Precision Teaching in Literacy &amp; Numeracy</p> <p>All pupils can have a reading buddy to support their reading if appropriate.</p>	<p><b>Enrichment Activities</b></p> <p>Enrichment gives learners the chance to have fun whilst they learn. Learners can take part in lots of different activities such as eco club, coding club, dance, sports, outdoor activities and much more.</p> <p><b>SELFIE</b></p> <p>Pupils from Y2 onwards use the SELFIE tool twice a year – Feedback from questionnaires identifies pupil's specific needs.</p> <p>SHRN and Happen Survey – wellbeing focus</p> <p><b>Mission Teams</b></p> <p><b>Action for Happiness journals (Outreach)</b></p>	<p><b>Health and Wellbeing</b></p> <p>Our curriculum, is responsive to current issues affecting young people. Lessons are designed to explore these issues and provide opportunity for discussion.</p> <p><b>Access to our Health and Wellbeing Coordinator and ELSA's</b></p>	<p><b>Assessment for and provision of EOYT access arrangements (EAA) or special considerations</b></p> <p>Reasonable adjustments include:</p> <ul style="list-style-type: none"> <li>● Extra time</li> <li>● A reader</li> <li>● Rest breaks</li> <li>● Use of a computer to complete an exam</li> <li>● Enlarged or adapted papers</li> <li>● A scribe</li> </ul> <p><b>Pupil Progress Meetings</b></p> <p>All pupils will be reviewed by class teachers in meetings with SLT. Those who are not making appropriate progress can meet with the teachers to look at way forward. Parents will be liaised with also.</p>
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**Tier 1 - In addition to the above, the school provides for....**

<b>Hearing impaired needs</b>	<b>Visually impaired needs</b>	<b>Emotional, Social or Behavioural Needs</b>	<b>Physical Sensory &amp; Medical needs</b>
<p><b>Classroom strategies to improve access to the curriculum for the learners:</b></p> <ul style="list-style-type: none"> <li>● Environmental noise kept to a minimum – doors and windows shut, fans and air conditioning quietened.</li> <li>● Pupils seated towards the front of the class in clear sight of the teacher.</li> <li>● Staff check to ensure the pupil is looking at the speaker before they start talking.</li> <li>● Avoidance of talking whilst writing on whiteboard.</li> <li>● Speakers stand with face in good lighting.</li> <li>● Use of assisted microphones when needed.</li> </ul>	<p><b>Classroom strategies to improve access to the curriculum for the learners:</b></p> <ul style="list-style-type: none"> <li>● Appropriate, well-maintained lighting, blinds, and boards.</li> <li>● Resources are clear, uncluttered, and well-contrasted, and pupils have time to read and view these fully.</li> <li>● All environments are safe and well laid out for all – bags and chairs are placed safely, and corridors are clear.</li> <li>● Different coloured PP backgrounds Larger size and thicker fonts.</li> </ul>	<p><b>Classroom strategies to improve access to the curriculum for the learners:</b></p> <ul style="list-style-type: none"> <li>● Clear boundaries and Expectations.</li> <li>● A positive, supportive ethos.</li> <li>● Calm, understanding approach to all learners.</li> <li>● Advice regarding wellbeing support.</li> </ul>	<p><b>Classroom strategies that improve access to the curriculum for learners:</b></p> <ul style="list-style-type: none"> <li>● An Equality and Diversity Policy</li> <li>● Adherence to the Equalities Act</li> <li>● Basic First Aid/designated First Aiders</li> <li>● Meeting continence needs</li> <li>● Accessible classrooms, toilets, and communal areas.</li> <li>● Access to sensory regulation spaces when needed.</li> </ul>



**Tier 2 – ALN Provision: *The school implements support, strategies & interventions to meet individual learner needs – outlined on either a School Support Plan or Individual Development Plan***

Support	Good quality teaching focussed on the needs of the individual pupil with ALN through:	Effective individualised differentiation of work including:	Established communication with home including:	Experienced Staff
<ul style="list-style-type: none"> <li>● Shared or 1:1 support in class as needed</li> <li>● Regular access to a readiness to learning activity</li> <li>● Support to and from class as needed</li> <li>● Regular, timetabled learning support in addition to universal differentiation.</li> <li>● Transition arrangements can be made to offer visits at quiet times, additional visits to new class or keep in touch days, etc.</li> <li>● A named emotionally available adult available to pupils.</li> <li>● Start of day check-ins to support in organisation of learning.</li> </ul>	<ul style="list-style-type: none"> <li>● School support plan or if ALN determined then Individual Development Plan (IDP) devised with learners; parents/carers &amp; agencies involved with the pupil.</li> <li>● Suitable adaptations made when transitioning in and out of school.</li> <li>● A focus on individual pupil wellbeing and promoting independence.</li> </ul>	<ul style="list-style-type: none"> <li>● Tasks broken down into achievable steps, fostering success for the individual.</li> <li>● Tailored resources to support/scaffold learning, such as words mats, letter mats, number lines, writing frames, key words, sentence starters, visual/symbol reinforcement.</li> <li>● Use of technology to support I-Pad assigned to specific pupil.</li> </ul>	<ul style="list-style-type: none"> <li>● IDP reviews, through which school staff maintain open dialogue with parents/ carers about learner progress.</li> <li>● Individual communication strategies agreed and in place.</li> <li>● School staff offer signposting for support where needed.</li> <li>● Yearly progress meeting with parents, ALNCo, class teacher and relevant agencies.</li> </ul>	<ul style="list-style-type: none"> <li>● ALNCoS engage in regular (termly) discussions with LA to discuss pupils of concern, specialist staff needed, provision, paperwork, training etc.</li> <li>● ALNCoS understand the requirements of the ALN Act and Code.</li> <li>● ALN staff at school share good practise with other settings.</li> <li>● Consideration of ALL CPD/Training available.</li> <li>● Development of Restorative Approach &amp; interventions.</li> </ul>

## St David's Graduated Response Programme 2025-2026

Tier 2 - In addition to the above, the school provides for....							
Hearing impaired needs	Visually impaired needs	Neurodivergence needs	Specific learning needs	Moderate Learning difficulties needs	Physical disabilities/ Medical needs	Social, Emotional & Behavioural needs	Speech, Language & Communication needs
<ul style="list-style-type: none"> <li>BSL communicators through LA</li> <li>Note-takers.</li> <li>Referral to HI Team to access specialist equipment and support.</li> </ul>	<ul style="list-style-type: none"> <li>In-class support (key adult if needed)</li> <li>Modification support for resources.</li> <li>Mobility support.</li> <li>Braille support through the Local Authority.</li> <li>Specialist equipment</li> <li>Referral to VI Team.</li> <li>Enhanced transition support.</li> <li>Specialist support for teachers from VI Team. School seeks advice from qualified habilitation specialist to ensure safe access to buildings, and dignified, independent movement within school spaces.</li> <li>School to ensure that equipment is kept safely and maintained and made available to support access in line with professional advice.</li> <li>School would ensure appropriate equipment and spaces were available to staff to provide differentiated resources in a timely manner and to keep equipment safe.</li> </ul>	<ul style="list-style-type: none"> <li>In-class support in mainstream lessons as needed.</li> <li>Bespoke curriculum as needed.</li> <li>Support from Engagement service Outreach Program</li> <li>Access to Health and Wellbeing ELSA as part of a bespoke curriculum.</li> <li><u>All staff</u> have had training in neurodiversity.</li> <li>ASD Toolkit</li> <li>Access to sensory and regulation spaces.</li> <li>Consideration is given to more unstructured times and, where appropriate, support is given to scaffold social interaction and / or alternative opportunities are made available such as clubs, buddies, support to understand games.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist SpLD lessons</li> <li>Specialist literacy and numeracy support</li> <li>In class support</li> <li>Liaison with specialist outreach teacher</li> <li>School staff have access to appropriate and focused cognition and learning training and professional development courses.</li> </ul>	<ul style="list-style-type: none"> <li>Access to LSA support.</li> <li>Speech and Language trained support workers.</li> <li>Bespoke curriculum – working towards independence.</li> <li>School staff have access to appropriate and focused cognition and learning training and professional development courses.</li> </ul>	<ul style="list-style-type: none"> <li>Key adult support at school if needed.</li> <li>Multi agency meeting to discuss and plan a way forward.</li> <li>Complex individual health care plan written by a Health professional.</li> <li>Complex individual risk assessment.</li> <li>Specific medical awareness training e.g. epilepsy training.</li> <li>Manual handling training.</li> <li>Regular input from manual handling trainer.</li> </ul>	<ul style="list-style-type: none"> <li>Support from an emotionally available adult.</li> <li>Referral to appropriate support services.</li> <li>Liaison with organisations such as CAHMS to create unified plans.</li> <li>Bespoke curriculum towards developing independence.</li> <li>Behaviour Support Plan and Risk Assessment.</li> <li>Planned enhanced transition of vulnerable and anxious learners prior to start date.</li> <li>Referral to SEMHP Panel for advice.</li> <li>Development of modified programmes of support to sustain the inclusion of ALN learners and to prevent risk of disengaged learners.</li> <li>All staff have access to training in ACES/ Trauma awareness.</li> <li>Consideration is given to unstructured times and, where appropriate, support is given to scaffold social interaction and /or alternative opportunities are made available such as clubs, access to the Health and Wellbeing Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>Referral to the Joint mainstream SLCN Team and SALT Referral panel, with a description of need and evidence of interventions and strategies and their impact.</li> <li>Formal Training. School staff can access appropriate focussed speech, language and communication training.</li> <li>LSA staff have access to appropriate training in Makaton.</li> <li>Classroom teachers can access Inset to provide basic competence in Makaton signs.</li> </ul>