

The Bythams School
Research-based provision for SEND within the Graduated Approach

Tier 1: Universal - High quality differentiated teaching (HQDT)	
Provision and area of need	Research-based overview
<p>Visual Timetable Communication and interaction</p>	<p>A visual timetable is a schedule that uses objects, pictures, symbols and/or words to help children see what is going to happen over the course of a morning, afternoon, day or a single activity (now and next schedule). Visual timetables support children who need to have clear structure and expectations.</p>
<p>Visual communication supports Communication and interaction</p>	<p>A visual support refers to using a visual item such as an object, photograph, sign, picture, video or phrases to enhance communication and support children’s understanding. This approach includes word and vocabulary mats.</p>
<p>Task chains Communication and interaction</p>	<p>A sequence of photographs, symbols or pictures with words to help children develop independence in routines, e.g. handwashing, toileting, putting coat/shoes on. The sequence supports working memory to organise and perform the task, aiding attention. For some children, having visuals to show them what will happen next in the sequence of events reduces stress and anxiety as it adds predictability to the task.</p>
<p>Talk for Writing Communication and interaction</p>	<p>Developed by Pie Corbett and Julia Strong, this is an engaging framework for teaching literacy across the curriculum. It enables children to imitate, compose and rehearse the key language they need orally before they try reading, analysing and recording it. It is a fun, creative approach where children create actions to accompany the oral re-telling of the story.</p>
<p>Talk partners Communication and interaction</p>	<p>This approach provides the opportunity for individual children to respond by thinking and participating with a partner, rather than putting hands up in whole class teaching contexts. It promotes opportunities for quality talk and engagement in the classroom.</p>
<p>Zones of Regulation Communication and interaction Social, Emotional & Mental Health Sensory and Physical</p>	<p>Created by occupational therapist Leah Kuypers, this is a systematic approach to teach regulation and independent problem solving by categorizing all the different states, feelings and emotions we experience into 4 different coloured zones. Children build skills in emotional and sensory regulation, executive functioning and social understanding. The Zones of Regulation curriculum also incorporates Social Thinking and builds emotional literacy.</p>
<p>Growth Mindset Communication and interaction Cognition and Learning Social, Emotional & Mental Health</p>	<p>This approach helps support children by making learning more effective and efficient, unlocking their self-belief to ultimately lead to higher achievement. It encourages children to reframe their thinking through positive language, visuals and resources.</p>

Forest School Communication and interaction Social, Emotional & Mental Health	A child-centred outdoor learning process, which offers opportunities for holistic growth through regular sessions that scaffold play, exploration, creating and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.
Sensory play Sensory and Physical Communication and interaction	Sensory play includes any activity that stimulates a child's senses of touch, smell, taste, sight and hearing, as well as anything which engages movement and balance. It helps foster social interactions, language and communication and encourages sensory experimentation, as well providing mindfulness.
Numicon Cognition and Learning	A multi-sensory way of learning using a system of flat plastic shapes with holes in them. Each shape and number of holes represents a number from 1 to 10 and each number has its own colour. Numicon's approach to teaching maths helps children to see connections between numbers, supporting children as they learn early maths skills and beyond.
Read, Write Inc. One-to-one phonics tutoring Cognition and Learning Communication and interaction	Created by Ruth Miskin as part of the wider RWI Phonics programme, one-to one phonics tutoring supports children who need further practice of assisted blending and may be struggling to progress from reading isolated sounds to words. The wider WRI programme is designed to create fluent readers, confident speakers and willing writers.
Maths Mastery Pre and post teaching Cognition and Learning Communication and interaction	Pre-teaching is the teaching of knowledge, vocabulary, and skills required for an upcoming lesson as part of personalised learning. Post-teaching is used to address any misconceptions or gaps in learning that individuals may have.
Explicit teaching and modelling Cognition and Learning	A system of step-by-step instructional approaches where teachers directly model the individual elements of a task and continually check for understanding. Once a skill has been explicitly taught, modelled and practised a number of times, the child can generalise the skill to other contexts in learning to perform it with independence. This approach can also be used to correct misconceptions.

Tier 2: Targeted intervention	
Provision and area of need	Research-based overview
Precision Teaching Cognition and Learning	A structured, fast-paced teaching intervention designed to improve the accuracy and fluency of reading, spelling and maths. The main goal is to target and improve specific skills within a 1:1 highly focused intervention. Sessions lasts 10 minutes designed to get learners to think quickly until they're able to recall almost instinctively with fluency and confidence. There are 8 steps and children only move on to a new skill once they've mastered the skill they are currently working on.

<p>Colourful Semantics Communication and interaction</p>	<p>Developed by Alison Bryan aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.</p>
<p>Blanks Levels Communication and interaction</p>	<p>Marion Blank's levels of language are concerned with are four different levels of questioning; Naming, Describing, Retelling/Narrative and justifying. The levels are graded in complexity and go from understanding concrete questions to more abstract questioning and inferencing.</p>
<p>Paired reading Cognition and Learning</p>	<p>Paired reading is an evidence-based intervention which aims to improve children's reading accuracy, fluency and motivation. By reading together with a reading helper, children's reading experience is modelled and supported without attention being drawn to their errors.</p>
<p>Emotional Literacy Support Assistant (ELSA) intervention Communication and interaction</p>	<p>Developed by Sheila Burton (educational psychologist). Trained teaching assistants deliver individualised support programmes to meet the emotional needs of children. They provide the time and space for the child to think about their personal circumstances and how they manage them. Programmes will last for 6 to 12 weeks, helping the child to learn some specific new skills or coping strategies.</p>
<p>Therapeutic stories Social, Emotional & Mental Health Communication and interaction</p>	<p>A therapeutic, or healing, story is a teaching strategy which uses metaphor and story as an indirect tool for regulation of behaviour and helping with trauma. Therapeutic storytelling is a subtle yet effective means of addressing challenging and traumatic situations and topics.</p>
<p>The Incredible 5 Point Scale Communication and interaction Social, Emotional & Mental Health</p>	<p>The Incredible 5-Point Scale (Buron and Curtis) is a behavioural support that breaks down behaviours and social interactions into clear, visual, and tangible pieces so that individuals can learn appropriate ways to respond and interact in difficult situations, including managing anxiety. A visual scale can be created using colours, pictures, or a rating system of 1 to 5. The scale can work in tandem with the Zones of Regulation curriculum.</p>
<p>Social Thinking Communication and interaction Social, Emotional & Mental Health</p>	<p>Created by language therapist Michelle Garcia-Winner, this approach breaks down social concepts to teach them in fun ways that make sense to children, helping them to better understand social interactions. The approach teaches understanding the nuances of language and communications such as expected vs unexpected behaviours, active listening, how our behaviour impacts on others, making inferences, theory of mind, being a detective, problem solving, big vs little problems, whole body listening, etc.</p>
<p>Structured teaching Cognition and Learning Communication and interaction</p>	<p>Structured teaching includes SPELL and TEACCH Autism research-based approaches as visually based approaches to creating highly structured and physically organised teaching and learning environments that can help to support differences for neurodiverse learners.</p>

Sensory and Physical	
Workstation containing a work system (TEACCH approach) Communication and interaction	As part of the TEACCH Autism approach, a desk is organised with a physically structured work system as a method of guiding the child through their work tasks with lots of visual cues. Workstations set out what needs to be done and separate out tasks into 'to do' and 'finished' sections so the child can work independently and focus attention on the tasks. All the tasks that need to be done are set up to the left of the child. Then the child can move each one through to the centre as they do the task and then to the right-hand side as they finish each one.
Sensory diet/movement breaks Sensory and Physical	A sensory diet is a tailored plan of physical activities and accommodations designed to meet a child's sensory needs. Sensory diets can be used to alert or calm children and should be designed through the use of sensory profiling first. The goal of a sensory diet is to reach the optimum state of alertness for learning.
Sensory circuits Sensory and Physical	Designed by occupational therapist, Jane Horton, a sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit lasts about 15 minutes and aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit should be an active, physical and fun activity that children enjoy doing.
Lego Therapy Communication and interaction	The Lego therapy intervention is commonly used to improve social skills and communication through teamwork. Lego therapy interventions can be of particular use for pupils with ASD.

As part of the graduated within the SEND Code of Practice, we also use Lincolnshire outreach services through joint working with:

- **Working Together Team**, Lincolnshire's Autism and Social Communication SEND Service
- **Specialist Teaching Team** to provide assessments to identify dyslexia and/or specific learning difficulties in maths including dyscalculia
- Lincolnshire **Behaviour Outreach Support Service (BOSS)**

We may also refer to health services such as:

- Community Paediatrician
- Child and Family Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Sensory Education Support Team
- Occupational Therapy Service

Tier 3: Specialist intervention

Communication and interaction Cognition and learning Social, Emotional & Mental Health Sensory and Physical	<p>Tier 3 is a highly personalised tier of SEND for children who have more complex needs which require specialist intervention through assessment and joint working with other professionals, including health and care services. These may include speech and language therapist, teacher of the deaf, occupational therapist, educational psychologist, CAMHS, professional counselling services, social care services, school nurse, community paediatrician, etc.</p> <p>Individual children at this tier may have an Education and Health Care Plan (EHCP) and a SEND case worker from the Local Authority. The EHC Plan outlines the specific educational provision that must be delivered, through programmes and recommendations from other professionals and services, including health and care.</p>