

Provision at Gulval School

At Gulval School, we adopt a Graduated Response to provision for our SEND learners. Please visit <https://www.cornwall.gov.uk/graduatedresponse> for further information in line with the Local Offer.

Wave 1 (Universal)	Wave 2 (Targeted)	Wave 3 (Specialist)
Quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.	Specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.	Targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions from outside agencies.



Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
Universal Provision ○ Differentiated curriculum planning, activities, delivery and outcomes. e.g. simplified language, key words on working wall and on spelling lists. ○ Careful explanation of new vocabulary. ○ Structured school and class routines ○ Classroom arrangements promote good communication opportunities i.e. talking partners and collaborative group work. ○ Visual timetables ○ Focussed small group support on a 'needs led' basis. ○ Opportunities for talk outside lesson time i.e. clubs, lunchtimes etc. ○ Peer and adult support ○ Special arrangements in place for assessments ○ Opportunities to work with younger/older pupils ○ K a Day to facilitate social communication skills	Universal Provision ○ Appropriately differentiated curriculum taking into account individual learner's needs ○ Grouping and seating arrangements that facilitate learning ○ Careful consideration of language used ○ Whole school environment takes account of learning needs i.e. illustrated signs used on a regular basis ○ Pictorial, concrete and practical materials are available ○ Tools to support and scaffold learning are available i.e. word mats ○ Range of resources in classroom to support learning i.e. pencil grips, writing frames, word lists, coloured overlays, manipulatives for maths etc ○ Special arrangements in place for assessments, if required	Universal Provision ○ Curriculum differentiation that takes account of individual pupil needs ○ Frequent and sensitive monitoring of a pupils understanding ○ Repetition of contributions from others as required ○ Use of clear and precise instruction with repetition and review built in naturally ○ Follow any medical advice given for the pupil ○ Awareness of the classroom environment i.e. sensory overload ○ Grouping strategies promote independent and supported learning ○ Access to appropriate equipment i.e. pencil grips, adapted scissors, writing slope etc ○ Outdoor provision such as, tangle frame, tunnels, accessibility swing, tyres, shelter building frames and resources ○ Bushcraft and fire pit ○ Regular Funfit provision	Universal Provision ○ Positive relationships with staff and peers ○ Environmental adaptations to keep children safe including a safe space when children are finding it difficult to regulate their emotions ○ Effective seating plans used ○ Consistent behaviour management is used by all staff, especially reinforcement of positive behaviour ○ Meaningful rewards and sanctions in use, including visual prompts ○ Appropriate differentiation of the curriculum ○ PSHE scheme provides opportunity for social and emotional development ○ A flexible approach to different behaviours ○ Structured routines and use of visual timetable ○ An adult to talk to when needed ○ Responsibilities for school animals

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Targeted Provision ○ Traffic light visuals alongside verbal instructions ○ increasing intervention at both input and output ○ Flexible adult support on a 'needs led' basis ○ Pre teaching of key vocabulary ○ A 'narrative approach' small group for some aspects of learning ○ Explicit teaching of particular social concepts including the use of social stories. ○ Access to Autism Champion (PD) for advice and guidance as appropriate. ○ Additional ICT strategies ○ Supporting verbal instructions with visual aids. ○ Sensory room	Targeted Provision ○ Increasingly differentiated curriculum including activities and/or materials ○ Extended opportunity to learn through play for some children ○ Seating arrangements consider learner's needs ○ Careful adult support to promote and facilitate independent learning ○ Alternative recording methods ○ Visual timetable ○ Movement breaks may be built into the day ○ Opportunities for pre-teaching and over-learning ○ Support to develop key board skills for some pupils ○ Individuals and/or small groups follow evidence based interventions such as Read Write Inc or White Rose Maths ○ Sensory room	Targeted Provision ○ Access to individual teaching in small groups or on an individual basis ○ Additional and differentiated resources ○ Specialist teachers of the deaf or visually impaired if required ○ Use of appropriate ICT ○ Access arrangements for assessments ○ Movement/sensory breaks built into the day ○ Specialist equipment for sensory processing i.e. ear defenders, wobble cushions ○ Opportunity to learn keyboard skills ○ Fine and gross motor skill interventions ○ Alternative recording methods i.e. ICT ○ Alternative inclusive PE activities for the whole class ○ Emergency evacuation plan/risk assessments ○ Outdoor equipment such as, tyres, shelter building and tangle frame for gross motor skills ○ Accessibility swing ○ Balance bikes, go carts and trikes ○ Fun fit ○ Sensory room	Targeted Provision ○ Access to programmes that support and develop social and emotional learning (Thrive) ○ An adapted curriculum or activities at points during the week ○ Adaptations to the learning environment to reflect and support needs ○ Supportive arrangements for break/lunch times ○ Responsibilities for school animals ○ Support with time in the polytunnel ○ Expedition week ○ Snowden expedition ○ Sensory room

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Specialist Provision ○ An individual visual timetable or/and use of Now/Next boards ○ Social stories ○ Support from a teaching assistant at points through the day ○ A communication plan written by the Speech and Language Therapy Service ○ An Individual Learning Plan (ILP) when set personal targets on a regular basis ○ Use of sign or symbol systems such as Makaton or the Picture Exchange System (PECS) ○ Other outside agencies, such as ASD support team if required. ○ Access to a learning environment where social demand is less for part of the day. ○ A high level of supervision as required ○ A highly structured and individualised learning programme as appropriate ○ Sensory room	Specialist Provision ○ Support from a teaching assistant at points throughout the day ○ An Individual Learning Plan (ILP) which sets personal targets on a regular basis ○ Other outside agencies, such as Physical and Medical Service if required. ○ A structured and safe learning environment ○ A highly structured and individualised learning programme ○ Daily home-school communication ○ Explicit teaching of independent learning skills using learning tools such as ICT, visual timetable /prompts, alternative recording methods etc ○ Sensory room	Specialist Provision ○ Specialist teachers of the deaf or visually impaired, if required ○ Building access arrangements/ equipment i.e. ramps, accessible toilet etc ○ Staff trained in moving and handling for specialist teaching ○ Access to a quiet area for specialist teaching ○ Access to specialised resources, such as braille, if required ○ High level of adult support to aid delivery of individualised learning ○ Specialist equipment recommended by OT i.e chairs, cutlery ○ Occupational Therapy Programme facilitated, with adult where necessary ○ Involvement of community nursing service and an Individual Health Care Plan written and regularly reviewed ○ Sensory room	Specialist Provision ○ Highly modified learning environment and timetable ○ A high level of adult support, including care and supervision ○ Staff trained in supporting pupils with challenging behaviour (Thrive) ○ Access to identified key adult(s) ○ Support from outside agencies such as ASD support teams or CAMHS ○ Responsibilities for school animals support with time in the polytunnel ○ Sensory room

