

The Graduated Response

The purpose of this document is to provide advice for London Borough of Sutton learning settings and families for supporting C/YP with speech and language, and occupational therapy related needs.

At the heart of this guidance is the belief that we must work together to provide an embedded approach, whereby learning settings, families and therapies collaborate to identify and deliver the best support into the everyday life of the child/young person in preparation for adulthood.

The [SEND Code of Practice](#) states that a graduated approach to meeting the needs of all C/YP including those with SEND should be used: high quality teaching is the first step when a pupil is not making expected progress. The vast majority of C/YP will have their needs met in this way. Some C/YP may require support that is additional to or different from this 'universal support'. This is termed 'targeted support'. A small minority of C/YP may require support in addition to this, at a 'specialist level'.

For the purposes of this document 'therapeutic support' refers to the communication and interaction, and physical and sensory needs of children and young people. This includes Sutton's schools, academies, early education settings, sixth forms and colleges of further education supported by Speech and Language Therapy (SaLT) and Occupational Therapy (OT).

This is a working document and will be regularly updated by Cognus Therapies to ensure that it provides up-to-date and accurate information.

Aims

- To create a guide and tool kit with recommended therapeutic support for educational settings to meet the needs of all pupils, including those with SEND. This will enable them to implement the requirements of the SEND Code of Practice follow local guidance, Special Educational Needs and Disabilities (SEND) in Sutton (2020).
- To create a resource for schools and to support SENDCos and school staff to make effective use of their notional funding and other resources.
- To empower and provide resources to the local area to meet the learning and development needs of children and young people.
- To effectively prioritise and manage specialist therapy provision to meet needs in learning provisions
- To work in partnership with the local area to meet the special educational needs of C/YP and support their inclusion in line with Sutton's Graduated Response
- To enable every C/YP to benefit from high-quality inclusive education that supports them to fulfil their potential
- To work in close partnership with schools, parents and carers, and other professionals to support the C/YP to thrive within their education environment and remove barriers to learning.

Key Principles

The key principles that underpin the Local Area's approach in Sutton are set out below:

- The Local Area offer should be based on systems that are fair, transparent, and equitable
- Strong partnerships with health, social care, parents/carers and C/YP are critical to developing successful services for children and young people.
- Parents, carers, children, and young people will be involved in all that we do.
- Collaboration, sharing of best practice and peer moderation is critical to achieving consistency, accountability, and quality.
- The decisions we make will be modelled on evidence based practice and the effective use of data.
- An approach based on identification and early intervention is critical to good outcomes.
- Effective communication is critical
- Children and young people's needs should be the passport to support; the presence or absence of an EHCP should not be a barrier to pupils getting the support they need.
- C/YP should be as independent as possible and contribute to their local community
- C/YP should achieve their potential and be prepared effectively for their adulthood

“WE ARE COLLECTIVELY AMBITIOUS FOR OUR CHILDREN AND YOUNG PEOPLE. TOGETHER WE WANT TO PROVIDE THEM WITH THE BEST CHANCES TO ACHIEVE THEIR BEST OUTCOMES IN LIFE, WHATEVER THEIR STARTING POINT, AND PREPARE THEM EFFECTIVELY FOR ADULTHOOD.”

HOW TO USE THIS DOCUMENT

- This document outlines recommended therapy support and signposting to local resources and is structured into three stages: Stage 1 Universal Support, Stage 2 Targeted Support, and Stage 3 Specialist Support.

Definition of terms

- **Stage 1- Universal Support** should be ordinarily offered by all education settings in the local area and available to all children and young people. This should always be the first level of intervention, in which individual targets are set and monitored in line with high quality teaching.

The Stage 1 universal support guidance below is designed to empower education staff/parents/carers to support all C/YP and particularly those with emerging Speech, Language and Communication Needs (SLCN) and Occupational Therapy (OT) needs. The aim is to encourage the use of a 'whole school approach' in which therapeutic strategies are embedded throughout the curriculum. The overall aim is to enable inclusive education and high-quality teaching for all children and young people.

- **Stage 2 - Targeted support** is in addition to universal, quality first teaching.
It is used to provide focused intervention and support for C/YP identified as being in need in a certain area of development and is designed to support those who may not meet age-related expectations. Targeted interventions are appropriate if a C/YP is expected to make progress with a little additional support. This support will be delivered by key education staff who have undergone training. A block of targeted support is initially recommended for a time limited period before being reviewed.
- **Stage 3 - Specialist support** is required when despite high quality teaching and provision of targeted intervention children and young people's needs persist. Assessment results will indicate a need for specialist interventions guided by a therapist. Therapy will focus on the specific needs of the learner within their context. The therapist will work in partnership with the C/YP teaching staff, and parents/carers to ensure that strategies are embedded into their daily routine and curriculum. The need for ongoing specialist therapy provision will be reviewed on a regular basis.

- **Communication and Interaction**

C/YP with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding and using the social rules of communication. These issues may also affect their reading, learning, behaviour, socialising, ability to make friends and control of emotions (DfE, 2018).

- **Physical and Sensory**

C/YP with occupational therapy needs may have difficulty with the physical ability to carry out daily activities and/or the ability to process and interpret sensory information from the environment and then organise their behaviour and actions. These issues may also affect their psychological wellbeing.

AN EMBEDDED APPROACH

An embedded approach is one where learning settings, families and therapies work together to identify and deliver the best support into the everyday life of the C/YP. An embedded approach means that the C/YP will have better access to the curriculum and their ability to learn and generalise skills is maximised. This includes ensuring that the support and the curriculum provides opportunities for C/YP to practice and reinforce skills, and that the adults who support them, know, and understand how to provide for them.

STAGE 1 – UNIVERSAL SUPPORT

Communication and interaction	Aim	Universal interventions/Quality first teaching/An embedded approach
<p>Access to learning</p>	<p>Follow and understand language used in the classroom</p> <p>Follow the class routine</p> <p>Be independent with learning</p>	<ul style="list-style-type: none"> • Quality First Teaching embedded in all classrooms to ensure inclusion • Language should be modified in order to allow access for all learners • Ensure new vocabulary is modelled and generalised – use of word webs may be helpful • Allow opportunities for children or young people to work collaboratively. Group children or young people with a range of skills to add to learning opportunities • Provide opportunities for practical learning including the use of multi-sensory resources to both engage learner and support understanding • Visual support systems should be available to those who need it. These should include tools that will provide additional support to access lessons including classroom timetable. Prompt cards to enable children or young people to indicate when they have not understood, and verbal information listed on the white board. Class objectives should be made simple and clear, and personalised as required • Modelling of session objectives should be provided to all C/YP • Clarification of understanding sought through group and individual discussions • Children or young people that struggle with maintaining attention and engagement should be prioritised and seated where most appropriate for them • See the Classroom Supporting Observation Tool (ican.org.uk) for support to create a communication friendly classroom <p>Useful resources can be found here via the Cognus Limited website:</p> <p>click here</p>
<p>Attention and listening</p>	<p>Demonstrate good attention behaviours i.e. sitting, looking, listening</p>	<ul style="list-style-type: none"> • Ensure volume of voice is appropriate to gain attention of class • Ensure that there are visual supports in order to provide a visual platform of learning (see above) • Use the names of children or young people to gain their immediate attention

	<p>Focusing and maintain attention to tasks</p> <p>Self-regulating emotions</p> <p>Ignore environmental distractions</p>	<ul style="list-style-type: none"> • Positive reinforcement used throughout the lesson to maintain motivation to task • Regulation activities such as Brain Gym to support readiness for learning • Lessons should include frequent reinforcement of learning, including questions, repetition, and modelling • Ensure lesson is delivered using appropriate language and visual supports to allow access to all learners • Ensure appropriate consideration has been given to the environment i.e. reduction of background noise, close blinds etc. <p>Useful resources can be found here via the Cognus Limited website:</p> <p>click here</p>
<p>Receptive language</p>	<p>Understand key vocabulary and concepts</p> <p>Follow instructions</p> <p>Follow and in engage in conversations and class discussions</p>	<ul style="list-style-type: none"> • Differentiation of the classroom curriculum • Simplify language by using more 'concrete' vocabulary and reducing the number of words used • Break instructions down into small chunks • Repeat instructions if needed • Emphasise key words and explain new words • Encourage pre-learning of vocabulary before it's presented in a lesson, e.g. sending a word list home. • Use visuals alongside instructions (see above) • As well as using visuals, use other non-verbal cues when talking, e.g. signs, gestures, facial expression • Give practical demonstrations of new concepts with a high level of practical experience • Check that the C/YP has understood what has been said to them, e.g. by asking them to repeat back what they need to do or asking them "<insert name> has asked us to...?" to check understanding and interpretation of what they've been asked to do • Teach and encourage the C/YP to ask for help if they haven't understood, e.g. putting up their hand or holding up a symbol for 'help' (e.g. a green vs red card or an agreed gesture / symbol). • Give additional time to process spoken information

		<ul style="list-style-type: none"> • Additional resources are available e.g. alternative worksheets with less information on them • Repeat class member’s discussion points and rephrase them <p>Useful resources can be found here via the Cognus Limited website: click here</p>
<p>Expressive language</p>	<p>Learn and use new vocabulary, particularly abstract words, and concepts</p> <p>Use strategies to overcome word finding difficulties (tip of the tongue feeling)</p> <p>Express wants, needs, thoughts and emotions</p> <p>Put words together into sentences</p> <p>Form long, complex, and grammatically accurate sentences</p> <p>Answer questions</p>	<ul style="list-style-type: none"> • Expand on what the child/ young person says by repeating their words and adding a word, e.g. If the child/ young person says, “Dad car”, you could say, “Dad driving car.” • Recast what the child/ young person has said by saying what they could have said if they’d been able to, e.g. modelling accurate grammar in sentences without correcting them (If the child/ young person says, “Granny buyed me sweets” – reply, “Great, Granny <u>bought</u> you sweets!) • Model how to respond to specific question words, e.g. Where is the girl? She’s in the garden. • Give choices to support the child/ young person to answer questions. • Give additional time to respond when asked questions or having a turn in a conversation/ discussion. • Give opportunities for the child/ young person to practice their response before sharing it in a group. • Provide sentence starters to support verbal responses, e.g. “On Saturday I....” • Accept and encourage all forms of communication, e.g. nonverbal (facial expressions, gestures) and verbal (sounds, symbolic noises, words), as well as use of more established augmentative and alternative communication (AAC) systems, such as tablet based communication apps. • Give children/ young people access to alternative forms of communication to express themselves, e.g. visuals (photos, pictures, symbols), signs • Provide multiple opportunities to practice using new vocabulary on its own and in sentences. • Encourage pre-learning of vocabulary before it’s presented in a lesson, e.g. sending a word list home. • Teach strategies to help word retrieval, e.g. describing the word, acting it out, naming the first sound

		<ul style="list-style-type: none"> • Use of visuals, e.g. story frames for narratives, word webs for vocabulary learning • Make us of Talking partners to pair children/ young people of differing skill level (think, pair, share) • Verbal responses are scaffolded to provide sentence starters and use of gap fill <p>Useful resources can be found here via the Cognus Limited website: click here</p>
<p>Social interaction and play</p>	<p>Demonstrate awareness of social ‘rules’ including personal space and turn taking</p> <p>Demonstrate awareness of others, e.g. walking into other children in order to gain something they want</p> <p>Understand non-verbal communication, e.g. gesture</p> <p>Initiate and maintain conversation</p> <p>Play imaginatively, (play may be repetitive)</p> <p>Play socially and appropriately with others</p> <p>Make friends and maintain friendships</p> <p>Express and manage own emotions and recognise the emotions of others</p>	<ul style="list-style-type: none"> • Social skills should be explicitly taught and modelled throughout the day • Model appropriate conversational rules and responses, e.g. asking for help, starting, and ending a conversation appropriately, greeting others etc. • Use a peer buddying system to model social and play skills • Encourage and facilitate interaction with peers, e.g. ‘Talking Time’ with a partner during lessons or at other opportunities such as having 5 minutes before break to engage in interaction or a game with a peer • Set rules as a class and have a reminder at the start of each lesson, e.g. ‘One person speaks at a time, I will try to listen to the person speaking. • Clear classroom expectations for social skills • Give the child/ young person responsible role which can help with social interaction, e.g. taking a message to another teacher • Reward and praise appropriate behaviour - be specific • Unstructured times of the day can be difficult - provide opportunities/resources for more structured play at free play times, e.g. having a choice of board games as well as supporting physical games such as What’s the Time Mr Wolf? • Use visuals to teach and remind of the rules of games • Increase awareness of emotions through labelling your own feelings. • Label emotions in pictures, stories, and scenarios at a level appropriate to the C/YP. Discuss the reasons for the emotions and what the character can do next. <p>Useful resources can be found here via the Cognus Limited website: click here</p>

Physical/Sensory	Aim	Universal interventions
<p>Fine motor skills</p>	<p>Use tools, objects, and materials i.e. toys, pens, scissors, can opener</p> <p>Develop handwriting skills</p> <p>Independence with self-care tasks in line with peers.</p> <p>Use of a range of functional grasps</p> <p>Establish hand dominance</p> <p>Manipulate small items in hand using fingers i.e. buttons, zips, pencil sharpener</p> <p>Use hands together in a coordinated way to carry out everyday tasks</p> <p>Stabilise items using fingers/hand</p> <p>Demonstrate adequate hand strength and grips for functional tasks</p>	<p>Offer daily fine motor activities that incorporate hand strengthening, dexterity, coordination, and a broad range of fine motor skills</p> <p>Offer daily opportunities to practice functional fine motor tasks i.e. doing zipper up on coat, using scissors</p> <p>Pinpoint specific functional grasps that the C/YP is unable to use and introduce fine motor activities that practice this i.e. for a tripod grasp needed for pencil control introduce tweezer and peg activities.</p> <p>Introduce multi-sensory activities to support the C/YP to practice the ability to form letters with fingers, hands, movement, tools/utensils and use a variety of media i.e. rice, sand, paint, shaving foam, dough</p> <p>Try a different range of pens, pencils, or pencil grips to help support/maintain a functional pencil grasp</p> <p>Review desk set ups to ensure seating posture is optimal for handwriting, hips, knees, and ankles should all be bent at 90 degrees with feet flat on floor to provide a stable surface for postural adjustment and stability. Ensure heights of chair and table accommodate the body and limbs at these angles.</p> <p>Introduce visual motor activities and strategies when a C/YP struggles with handwriting such as sizing, formation, ability to sit letters on the line i.e. adapted handwriting paper, mazes, cutting shapes with scissors, doing puzzles.</p> <p>To support the ability to develop hand dominance and use of hands together in a coordinated way, introduce activities that require the use of hands working together such as cutting out shapes, opening/ closing jars, threading beads, using a ruler, use of knife and fork, play dough and shape cutters, Lego activities.</p> <p>Before fine motor activities or handwriting, complete a basic hand warm up routine to activate the muscles and sensors of the hand</p> <p>Extra time to be given to complete tasks and rest breaks when necessary to reduce fine motor fatigue</p>

		<p>Break new fine motor tasks down into more manageable steps and offer graded support where needed i.e. forward or backward chaining</p> <p>Useful resources can be found here via the Cognus Limited website:</p> <p>click here</p>
<p>Gross motor skills</p>	<p>Reach gross motor developmental milestones</p> <p>Engage with structured physical activities/ games/ equipment i.e. ball play</p> <p>Independence with self-care tasks in line with peers.</p> <p>Maintain seating posture on carpet or at desk</p> <p>Use strategies to overcome clumsy or uncoordinated movements</p> <p>Copy basic movement patterns</p> <p>Engage with gross motor play and activities confidently</p> <p>Engage in gross motor activities alongside peers</p>	<p>Offer daily gross motor activities that incorporate a broad range of gross motor skills i.e. core strengthening, coordination skills.</p> <p>To support learning of new gross motor activities, use a graded approach - initially support using a hands-on approach with gaining/ maintaining position if required modelling, then reducing to verbal or visual assistance.</p> <p>Break the sequencing of actions down into manageable steps before putting them together. For example, for a 'Jumping Jack' (star jumps) start with standing upright with hands by your sides, then jump, spreading arms and legs at the same time, stop, and jump back. Master each step before starting to put them together.</p> <p>For children not meeting developmental milestones offer a gross motor programme including the actions they need to develop. For example, playing hopscotch to practice jumping with both feet together, hopping, balancing on one leg.</p> <p>For C/YP who slouch at the desk or struggle to maintain an upright posture offer basic core strengthening activities.</p> <p>Offer daily support to practice functional gross motor tasks and use of equipment using a graded approach or forward/backward chaining i.e. dressing for P.E., use of P.E or playground equipment.</p> <p>Review desk set up to ensure seating posture is optimal for handwriting. Hips, knees, and ankles should all be bent at 90 degrees with feet flat on floor to provide a stable surface for postural adjustment and stability. Ensure heights of chair and table accommodate the body and limbs at these angles.</p> <p>Trial use of 'Wobble Cushion' to support development of core muscles in sitting for periods of the day, or for pupils seeking lots of movement and having difficulty sitting still.</p>

		<p>Trial use of a 'Posture Pack' which includes a seating wedge and a writing slope which are designed to support an upright seating posture. A writing slope will also encourage isolated movements of the hand when writing rather than over involvement of the wrist, whole arm/shoulder movements which affect pencil control.</p> <p>Review the environmental set up around the C/YP and the impact on their ability to access activities independently and safely, consider environmental adaptations to increase independence i.e. use of rails, clearing obstacles for the use of mobility aid.</p> <p>In the event of medical/ health issues causing fatigue use energy conservation techniques to support engagement where possible, learning breaks, sitting down to complete activities requiring standing, breaking tasks down so they are more manageable.</p> <p>Useful resources can be found here via the Cognus Limited website: click here</p>
<p>Sensory processing</p>	<p>Register and filter specific information i.e. verbal instructions in a busy environment</p> <p>Increase tolerance of specific sensory information, noise, tactile, food textures, movement.</p> <p>Engagement in activities usually avoided as a result of emotional/ behavioural reactions to specific sensory input.</p> <p>Responsiveness to specific sensory information leading to engagement and ability to register new information</p> <p>Being able to attend and engage with learning activities using self-regulation strategies</p>	<p>In order to understand the sensory differences of the C/YP complete a questionnaire with the parent and/or child to ask them what their sensory likes and dislikes are in the areas of touch, sound, visual, smell/tastes, and movement (use link below for access to a sensory questionnaire). This will enable you to understand their sensory profile, and how their emotions, behaviour, and ability to self-regulate are affected.</p> <p>Do their sensory preferences/dislikes affect their behaviour pattern i.e. avoidant behaviour in particular situations? Are some of the sensory differences, 'triggers' causing emotional/ behavioural responses? Do they affect their ability to maintain self-regulation and attention during learning activities?</p> <p>In order to support the C/YP first consider the environment around them. Are there any reasonable adjustments that can be made, considering the current impact the sensory differences are having?</p> <p>For example, for a C/YP that is displaying emotional reactions to noise/busy environment of the classroom offer a less stimulating space with reduced noise, visual information (lighting/busy colours), movement.</p>

	<p>Being able to manage emotions and behaviours related to sensory triggers</p> <p>Demonstrate awareness of body position and movements reducing clumsy or uncoordinated movements i.e. bumping into objects, leaning on items, difficulty calibrating force of movement and physical contact.</p>	<p>If a C/YP displays avoidant behaviour, can activities be graded and introduced slowly to encourage increased engagement/ tolerance?</p> <p>What self-regulating activities can be offered throughout the day to either reduce levels of alertness or increase levels of alertness? i.e. calming sensory activities for over alertness, and alerting sensory activities to increase alertness levels.</p> <p>For over response/sensitive C/YP- trial the use of sensory tools used to minimise sensory information e.g. ear defenders</p> <p>Trial the use of sensory tools and activities to support self-regulation i.e. movement or sensory breaks, weighted blankets, TheraBand's, fidget toys, wobble cushions, vibrating cushions, large bean bags, therapy balls.</p> <p>Establish a calming corner/sensory area either inside or outside the classroom and/or a class sensory box.</p> <p>Allow C/YP to remove themselves from overstimulating environments.</p> <p>Advance preparation of changes to sensory environment is key, this can be completed by offering timetables of planned activities, the use of a calendar, plan of the day/week, 'now and next' in a visual format where required.</p> <p>Useful resources can be found here via the Cognus Limited website:</p> <p>click here</p>
<p>Life skills and occupations</p>	<p>Independence with everyday life skill tasks and occupations in line with peers</p> <p>Independence with self-care activities required in, and to access learning provision i.e. dressing, feeding or toileting, travelling and community skills.</p>	<p>Life skills encompasses all the occupations children and young people need to be able to do in order to learn and develop independence, and is inclusive but not restricted to self-help, work/productivity, play/leisure, and community based activities.</p> <p>Break activities down into steps, offer visual information for each step where needed using photographs, pictures, symbols. Consider how the C/YP may like to do things and in what order, and any cultural differences i.e. we all make tea differently.</p> <p>Use forward or backward chaining support techniques until a child/ young person is able to carry out the task independently.</p>

	<p>Able to follow and manage the day/weekly routine</p> <p>Use of every day tools and materials within functional activities independently i.e. knife and fork, can opener, vegetable peeler</p> <p>Demonstrates safety awareness during functional tasks</p> <p>Ability to notice/respond to environmental cues/ information</p> <p>Able to problem solve during activities</p> <p>Able to sequence everyday tasks in a logical order</p> <p>Organise personal belongings required for learning activities</p> <p>Organise tools and materials required for workspace</p>	<p>When teaching the use of new tools break down into manageable stages, offer graded support i.e. initially hand over hand, reduce to partial physical assist, model, and then verbal prompts.</p> <p>Teach and provide visual information where necessary on environmental safety, potential hazards, good hygiene i.e. such as where and how to store food in fridge, use of visual prompts in the environment.</p> <p>Consider signage in the environment to support independence i.e. clear directions, where things are stored.</p> <p>Consider use of strategies to support organisation of personal belongings required for activities i.e. personal organisers calendars, phone reminders, diaries, visual timetable or lists, digital watch.</p> <p>Consider the use of assistive technology or devices to support safety and independence i.e. a cooking timer, a perching stool.</p> <p>Useful resources can be found here via the Cognus Limited website:</p> <p>click here</p>
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STAGE 2: TARGETED SEND SUPPORT

- Targeted support is in addition to universal and quality first teaching.
- It is used to provide focused intervention and support for C/YP identified as being in need in a certain area of development and is designed to support those who are at risk of not meeting age related expectations.
- Targeted interventions are appropriate if a C/YP is expected to make progress with a little additional support. This support will be delivered by key education staff who have undergone training.

Communication and interaction	Aims	Targeted interventions
Access to learning	<p>Follow and understand language used in the classroom</p> <p>Follow the class routine</p> <p>Be an independent learner</p>	<ul style="list-style-type: none"> • Personal timetables should be adjusted daily and be available to the C/YP throughout the day • In-task schedules should be provided to break down components of a given task in a format that the C/YP is able to follow • Language levels to be established and differentiation of teaching should be delivered ensuring that the language used can be understood by C/YP • Modelling of task requirements provided individually as part of a small group • Opportunities to clarify understanding should be provided following all learning objectives and differentiated as required • Each task is modelled for the C/YP individually or as part of a small group • 'Now/Next' can be used alongside
Attention and listening	<p>Demonstrate good attention behaviours i.e. sitting, looking, listening</p> <p>Focusing and maintain attention to tasks</p> <p>Self-regulating emotions</p> <p>Ignore environmental distractions</p>	<ul style="list-style-type: none"> • Specified resources for individuals should be implemented e.g. quiet space, seating arrangements and fidget toys to support attention and engagement • An individual workstation within the classroom for C/YP that are unable to maintain attention as a whole class group • Use of sand timers or visual 1, 2, 3/Now-Next charts to ensure activity is time bound and demonstrates a clear start and end point to the task • Any recommended regulatory activities have been carried out prior to commencement of teaching • Provide individual and explicit instructions as to what the expectations are

		<ul style="list-style-type: none"> • Ensure rigorous effort to supporting the environment, reduced noise, blinds closed and minimal distractions on the walls, for example • Use of learning breaks • Use of an adapted and personalised visual timetable • Use of small group activities to promote attention and listening skills, e.g. Attention Autism
<p style="text-align: center;">Receptive language</p>	<p>Understand key vocabulary and concepts</p> <p>Follow instructions</p> <p>Follow and in engage in conversations and class discussions</p>	<p>For children at the Early Years Foundation Stage review developmental milestones to establish the child's current level of receptive language ability.</p> <p>Resources:</p> <ul style="list-style-type: none"> • https://www.foundationyears.org.uk/files/2015/04/4Children_ParentsGuide_2015_FINAL_WEBv2.pdf (DfE) • From Birth to Five Years: Children's Developmental Progress: Children's Developmental Progress Paperback (Mary Sheridan) 23 Jan. 2014 <p>For older C/YP complete speech and language trigger questionnaire</p> <p>Resources:</p> <ul style="list-style-type: none"> • SLCNS speech and language trigger questionnaire - see Cognus Limited website click here <p>Identify key staff within the school to access training on aspects of communication and interaction needs who can develop their skills and knowledge to deliver targeted interventions.</p> <p>1:1 or small group evidence-based intervention to promote understanding of vocabulary, concepts, instructions and questions, e.g. ICAN programmes (Talk Boost, Early Talk, Primary Talk, Talk about Talk secondary), Word Aware, Language for Thinking</p> <p>Pre-teach key vocabulary and new topic specific words before they are presented in a lesson.</p> <p>Individualised Speech and Language Therapy targets provided by therapies should be incorporated into lessons, e.g. use of word webs to support vocabulary learning</p> <p>Use of compensatory strategies, e.g. teaching a C/YP how to ask for classroom support or becoming more independent with their learning</p>

<p style="text-align: center;">Expressive language</p>	<p>Learn and use new vocabulary, particularly abstract words, and concepts</p> <p>Use strategies to overcome word finding difficulties (tip of the tongue feeling)</p> <p>Express wants, needs, thoughts and emotions</p> <p>Put words together into sentences</p> <p>Form long, complex, and grammatically accurate sentences</p> <p>Answer questions</p>	<p>For children at the Early Years Foundation Stage review developmental milestones to establish the child's current level of expressive language ability.</p> <p>Resources:</p> <ul style="list-style-type: none"> • https://www.foundationyears.org.uk/files/2015/04/4Children_ParentsGuide_2015_FINAL_WEBv2.pdf (DfE) • From Birth to Five Years: Children's Developmental Progress: Children's Developmental Progress Paperback (Mary Sheridan) 23 Jan. 2014 <p>For older C/YP complete speech and language trigger questionnaire</p> <p>Resources:</p> <ul style="list-style-type: none"> • SLCNS speech and language trigger questionnaire - see Cognus Limited website click here <p>Identify key staff within the school to access training on aspects of communication and interaction needs who can develop their skills and knowledge to deliver targeted interventions.</p> <p>1:1 or small group evidence-based intervention to promote use of vocabulary, concepts and grammatically accurate sentences, e.g. ICAN programmes (Talk Boost, Early Talk, Primary Talk, Talk about Talk secondary), Word Aware, Colourful Semantics</p> <p>1:1 intervention with a trained member of school staff to improve speech sounds as advised by Speech and Language Therapist</p> <p>Key staff members to model and support use of alternative and augmentative communication (AAC) systems in lessons and across the school day following training from a Speech and Language therapist</p> <p>Pre-teach key vocabulary and new topic specific words before they are presented in a lesson.</p> <p>Individualised Speech and Language Therapy targets provided by therapies should be incorporated into lessons, e.g. use of story frames to production of spoken and written narratives</p>
<p style="text-align: center;">Social interaction and play</p>	<p>Demonstrate awareness of social 'rules' including personal space and turn taking</p>	<ul style="list-style-type: none"> • Small group activities to promote shared attention e.g. Attention Autism this can be delivered by teaching staff following formal training.

	<p>Demonstrate awareness of others, e.g. walking into other children in order to gain something they want</p> <p>Understand non-verbal communication, e.g. gesture</p> <p>Initiate and maintain conversation</p> <p>Play imaginatively, (play may be repetitive)</p> <p>Play socially and appropriately with others</p> <p>Make friends and maintain friendships</p> <p>Express and manage own emotions and recognise the emotions of others</p>	<ul style="list-style-type: none"> • Explicitly teach and model social skills and conversation skills in small groups, e.g. teaching social ‘rules’ through role play. Interventions such as <i>Talkabout</i> and <i>The Social Use of Language Programme</i> with training and support from a Speech and Language Therapist. • Help develop awareness of others and increase eye contact by playing looking games, e.g. Pass the nod/smile, ‘Change one thing’ , ‘Find someone who... has blue eyes, has glasses etc’ • Use of evidence-based interventions such as Social Stories and Comic Strip Conversations to help develop greater social understanding. • Support C/YP to understand, express and regulate their emotions by labelling their emotions and your own, supporting with visuals and offering choices of strategies – for example, see Zones of Regulation Curriculum™ (Leah Kuypers) • Adult support is provided during unstructured times to lead games and support peer interactions • For younger children, use play opportunities to encourage development of play skills through imitation of the child’s actions and extending by adding new actions • Offer choices of play activities, support with visuals. • Provide opportunities to play structured turn taking games with an adult and then a peer • Support turn taking by providing visuals, e.g. photos with an arrow to show whose turn is next • Use photos of familiar adults and peers to encourage C/YP to use names when gaining attention, making requests and to choose play partners. • Use ‘Intensive Interaction’ techniques to encourage joint attention, social interaction, and communication during the day.
Physical/Sensory	Impact observed	Targeted interventions
Fine motor skills	<p>Use tools, objects, and materials i.e. toys, pens, scissors, can opener</p> <p>Develop handwriting skills</p>	<p>Review developmental milestones to establish specifically the C/YP’s current level of fine motor ability.</p> <p>Resources:</p> <ul style="list-style-type: none"> • https://www.foundationyears.org.uk/files/2015/04/4Children_ParentsGuide_2015_FINAL_WEBv2.pdf (DfE)

	<p>Independence with self-care tasks in line with peers.</p> <p>Use of a range of functional grasps</p> <p>Establish hand dominance</p> <p>Manipulate small items in hand using fingers i.e. buttons, zips, pencil sharpener</p> <p>Use hands together in a coordinated way to carry out everyday tasks</p> <p>Stabilise items using fingers/hand</p> <p>Demonstrate adequate hand strength and grips for functional tasks</p>	<ul style="list-style-type: none"> From Birth to Five Years: Children's Developmental Progress: Children's Developmental Progress Paperback (Mary Sheridan) 23 Jan. 2014 <p>Identify key staff within the school to access training on aspects of physical and sensory needs who can develop their skills and knowledge to deliver targeted interventions.</p> <p>Offer targeted interventions 1:1 or in a group to teach key skills in addition to the existing curriculum i.e. a handwriting group or fine motor programme</p> <p>Establish a personalised support plan for C/YP in line with advice from relevant professionals e.g. OT, Physiotherapist</p> <p>Alternative ways of recording including typing, use of assistive technology such as voice recognition software and peer support</p> <p>Trial equipment to support access to learning e.g. writing slopes, Wobble Cushions, adapted cutlery, adapted scissors</p> <p>Support from a member of staff for note taking and providing accessible notes</p>
<p>Gross motor skills</p>	<p>Reach gross motor developmental milestones</p> <p>Engage with structured physical activities/ games/ equipment i.e. ball play</p> <p>Independence with self-care tasks in line with peers.</p> <p>Maintain seating posture on carpet or at desk</p> <p>Use strategies to overcome clumsy or uncoordinated movements</p>	<p>Review developmental milestones to establish specifically the C/YP's current level of gross motor ability.</p> <p>Resources:</p> <ul style="list-style-type: none"> https://www.foundationyears.org.uk/files/2015/04/4Children_ParentsGuide_2015_FINAL_WEBv2.pdf (DfE) From Birth to Five Years: Children's Developmental Progress: Children's Developmental Progress Paperback (Mary Sheridan) 23 Jan. 2014 <p>Identify key staff within the school to access training on aspects of physical and sensory needs who can develop their skills and knowledge to deliver targeted interventions.</p> <p>Offer targeted interventions 1:1 or in a group to teach key skills in addition to the existing curriculum i.e. additional practice of P.E. activities, or gross motor programme</p>

	<p>Copy basic movement patterns</p> <p>Engage with gross motor play and activities confidently.</p>	<p>Establish a personalised support plan for C/YP in line with advice from relevant professionals e.g. OT, Physiotherapist</p> <p>Graded support for physical tasks in relation to set targets e.g. manipulating items, PE, playground</p> <p>Staff trained in moving and handling</p> <p>Make specific adaptations to the environment in order to meet an individual C/YP's accessibility needs and ability to be independent from a physical perspective.</p>
<p>Sensory processing</p>	<p>Register and filter specific information i.e. verbal instructions in a busy environment</p> <p>Increased tolerance of specific sensory information, noise, tactile, food textures, movement.</p> <p>Engagement in activities usually avoided as a result of emotional/ behavioural reactions to specific sensory input.</p> <p>Responsiveness to specific sensory information leading to engagement and ability to register new information</p> <p>Being able to attend and engage with learning activities using self-regulation strategies</p> <p>Being able to manage emotions and behaviours related to sensory triggers</p> <p>Demonstrate awareness of body position and movement reducing</p>	<p>Provision of low stimulation environments e.g. own workstation, learning breaks as and when required to support engagement with learning.</p> <p>To establish a personalised plan to support a C/YP's sensory needs across the day, incorporate sensory breaks within the daily routine, consider their environmental needs and sensory tools needed.</p> <p>Establish strategies both environmental and use of tools to support C/YP that find transitions dysregulating</p> <p>Offer targeted interventions 1:1 or in a group to teach key skills in addition to the existing curriculum i.e. Zones of Regulation™, sensory circuits, fun with food groups.</p> <p>Establish a personalised support plan for pupils in line with advice from relevant professionals e.g. OT, Physiotherapist</p> <p>In order to understand the sensory differences of the C/YP complete a questionnaire with the parent and/or child to identify the sensory related triggers for a child C/YP and establish a personalised support plan for all staff to offer a consistent approach. click here for an example of a questionnaire. It is essential that all staff proactively offer sensory based support when the C/YP is becoming dysregulated in order to reduce incidents of emotional and behavioural reactions that may harm themselves or others.</p> <p>Provide specific sensory tools and equipment that the C/YP finds the most useful and make these accessible at appropriate points during the day</p> <p>For C/YP who are difficult to engage with learning activities offer a more sensory based curriculum, and sensory breaks after each learning activity.</p>

	<p>clumsy or uncoordinated movements i.e. or bumping into objects, leaning on items, difficulty calibrating force of movement and physical contact</p>	<p>Ensure visuals are used in the classroom to support a C/YP's ability to communicate how they are feeling, and to offer them choices in terms of self-regulating activities that are available.</p> <p>Consider the use of a reward system for a C/YP who is able to self-regulate with or without adult support and is then able to return to learning tasks as a result.</p>
<p>Life skills and occupations</p>	<p>Independence with everyday life skill tasks and occupations in line with peers</p> <p>Independence with self-care activities required in, and to access learning provision i.e. dressing, feeding or toileting, travelling.</p> <p>Able to follow and manage the day/weekly routine</p> <p>Use of every day tools and materials within functional activities independently i.e. knife and fork, can opener, vegetable peeler</p> <p>Demonstrates safety awareness during functional tasks</p> <p>Ability to notice/respond to environmental cues/ information</p> <p>Able to problem solve during activities</p> <p>Able to sequence everyday tasks in a logical order</p>	<p>Establish a C/YP's level of independence both at home and in the local community in line with their age group via parent/C/YP's questionnaire</p> <p>Prioritise the self-help and life skills activities the C/YP would ideally be able to complete independently by the end of the school year/key stage/end of primary/secondary/post 16 education, in preparation for adulthood.</p> <p>Acknowledge that some C/YP with more complex needs may not establish complete independence i.e. with accessing the community, but will achieve small steps towards these, which are meaningful and purposeful, such as being able to safely cross the road, buy a list of items in a supermarket.</p> <p>Establish specific functional self-help and independence SMART goals on a termly basis with the C/YP/parent/class team</p> <p>Identify key staff within the school to access training on aspects of life skills training who can develop their skills and knowledge to deliver targeted interventions.</p> <p>Offer targeted interventions 1:1 or in a group to teach key skills in addition to or as part of the existing curriculum i.e. community skills, or self-care activities</p> <p>Establish a personalised support plan for pupils in line with advice from relevant professionals e.g. OT, Physiotherapist</p> <p>Trial assistive devices to support a C/YP to be independent with a specific activity i.e. toilet frame, kitchen timer, mobile phone reminders/timer.</p>

	Organise personal belongings required for learning activities Organise tools and materials required for workspace	
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STAGE 3: SPECIALIST THERAPY SERVICES TO DETERMINE SUPPORT NEEDS

Specialist support is in addition to universal and targeted support being successfully embedded within the learning environment. Assessment results will indicate a need for specialist interventions guided by a therapist. Therapy will focus on the specific needs of the learner. The therapist will work in partnership with the child or young person, teaching staff, and parents/carers to ensure that strategies are embedded into their daily routine and curriculum. The need for ongoing specialist therapy provision will be reviewed on a regular basis.

Cognus Therapies Specialist Services			
Intervention		Aim	Services available
Therapy Provision	Assessment by qualified therapist	To determine needs, impact of needs, outcomes, and provision required to support a child or young person	OT and SaLT specialist assessments provided where requested, and report shared with teaching staff /parents/ young people
	Specialist direct and indirect therapy provision	To support the needs of the C/YP through the use of evidence-based therapy interventions. Support will be delivered alongside key staff/ parents/ carers to promote access to the curriculum and preparation for adulthood	The delivery of direct or indirect therapy will involve partnership working via an embedded model involving teaching staff, parents, carers within the context of the C/YP's learning environment The therapy can be delivered 1:1, in a group or in the classroom in partnership with teaching staff who will be actively engaging with the session in order to embed the strategies into everyday practice.
	Specialist seating	Assessment and provision of specialist seating required within the education setting	SENDCo to identify need and organise visit from Cognus Occupational Therapy Service. Social Services or NHS OT to highlight need to Cognus OT of C/YP with specialist seating needs in education settings.

	Specialist training	For teaching staff/ parents/ carers to develop the knowledge and skills required to support the specific needs of C/YP within their environment	Specialist training to support the bespoke needs of the C/YP delivered by an appropriately trained therapist.
	Highly specialist therapeutic interventions	To deliver highly specialist interventions by an appropriately trained therapist to achieve outcomes	As part of an embedded therapy approach, specialist therapy for individual C/YP or groups of C/YP may include a range of training and support for whole school approaches and practice, for example Down Syndrome, Hearing Impaired, ASD.
	Provision of written documentation	<ul style="list-style-type: none"> ▪ To set targets with relevant contributors ▪ Track progress against targets ▪ Provide therapy programmes ▪ Assess and review needs which may include EHCP outcomes. 	<p>To include:</p> <ul style="list-style-type: none"> ▪ Commissioned reports ▪ Target sheets ▪ Therapy programmes
	Attendance at relevant meetings	<p>To provide feedback on needs and progress</p> <p>To provide information and support to teaching staff/parents/carers</p>	<p>May include:</p> <ul style="list-style-type: none"> • EHCP annual review meetings • Parents' evening • Curriculum planning (where school curriculum is co-developed with therapy staff) • Professionals meetings • Team Around the Child meetings (TAC).

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WHERE CAN THE SCHOOL/COLLEGE FIND MORE SUPPORT?

Cognus Therapies provides expert therapy support and advice across universal, targeted and specialist stages. Below is a brief summary of the type of services that can be available under each of these headings. More information, including the costs for those services which are not free, can be found on the Cognus website: [click here](#)

Universal Support

Document: Cognus Therapies Graduated Response

Author: Cognus Therapies

Creation Date: Jan 2021

Version: 1

Revision Date:

Intended Audience: education settings/families/stakeholders/Cognus Limited

Classification: Public - Information that can be released to the public

- Staff Training
- Parent/Carer workshops
- Training Videos
- Universal therapy programmes and resources to support school delivery
- Link therapists for individual schools, as well as for SENDCo clusters and Therapy Champion groups
- Access to specialist advice e.g. Hearing Impairment, Down Syndrome, Autism

Targeted Support

- Assessment by a qualified therapist
- Therapy programmes to target specific needs designed by the therapists
- Staff training to support delivery of the above targeted therapy programmes
- Therapeutic modelling to support staff training and curriculum delivery
- In class support and consultation e.g. individual and group strategies including the learning environment
- Provision of formal reports and other key documentation
- Attendance at key meetings
- Parental engagement and support work

Specialist Support

- Ongoing assessment and review by a qualified therapist coupled with bespoke package and advice
- Specialist direct and indirect therapy provision
- Specialist equipment for example seating
- Specialist training
- Highly Specialist therapeutic interventions
- Provision of formal reports and other key documentation
- Attendance at key meetings

REFERENCES

- *Special Educational Needs and Disability Code of Practice: 0 to 25 Years* (Department for Education and Department of Health, 2015) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- *What to Expect When* (Department for Education, 2015) https://www.foundationyears.org.uk/files/2015/04/4Children_ParentsGuide_2015_FINAL_WEBv2.pdf
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- *Supporting Children with Speech, Language and Communication Needs Within Integrated Children's Services: Position Paper* (2006) Marie Gascoigne
- *From Birth to Five Years: Children's Developmental Progress: Children's Developmental Progress* (23 Jan. 2014) M Sheridan
- *Occupational Therapy with Children and Young People. Occupational Therapy Evidence Fact Sheet.* (August 2014, updated April 2015). Accessible via RCOT website: <https://www.rcot.co.uk/>