TKASA Inclusion, Graduated Response and Behaviour Toolkit

Procedures and Practices

Belong. Believe. Be Proud.

Contents

This document should be read in conjunction with the following guidance and policies:

- **TKASA SEN Information Report**
- **TPLT SEND and Inclusion Policy**
- **TPLT Behaviour Policy**
- **TPLT Exclusions Policy**
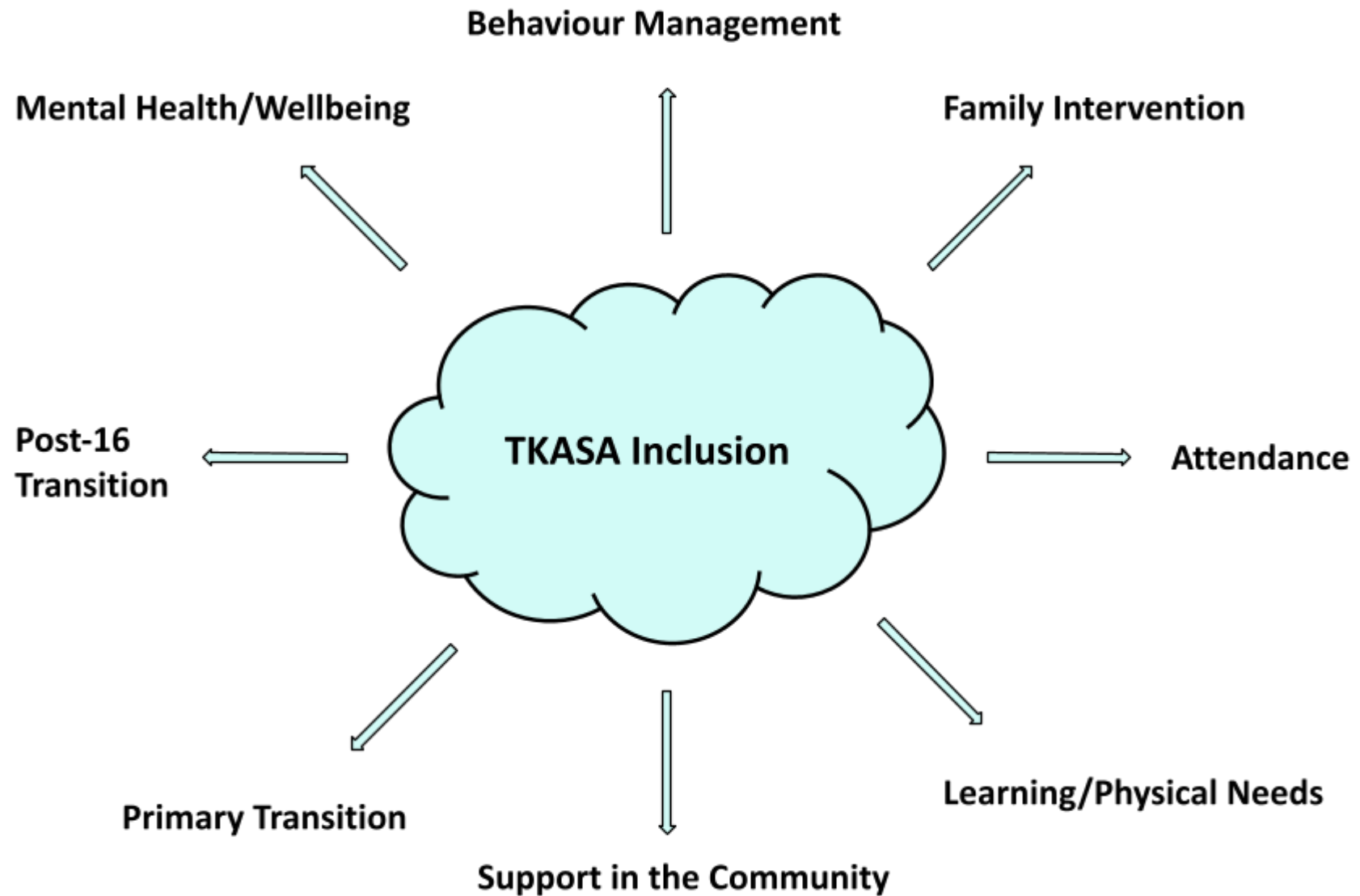- **TKASA Uniform Guidelines**

1. TKASA Culture and Ethos

At TKASA, we believe wholeheartedly in the importance of knowing every student, and dealing holistically with all types of behaviour. Our inclusive approach seeks to understand the needs and circumstances of every child in our care, whilst recognising the importance of clear boundaries and expectations.

We want every child to **Belong** to our 'TKASA family' and have cultivated a sense of community which ensures that every member of staff takes the time to get to know our students and works in partnership with their families. We promote responsibility, tolerance, trust and fairness within our school community and encourage students to take an active role in this.

We also endeavour to make every child **Believe** that they can achieve and set the highest expectations in terms of academic success but also personal development. We foster a culture of independence, resilience and also collaboration. We believe that every child who attends TKASA can achieve their full potential when they go on to their next steps.

We hope that every child who attends TKASA can **Be Proud** of who they are and their successes at the school. We offer a wide range of experiences both during lessons and in extra-curricular activities designed to enrich the lives of our young people and create well-rounded, tolerant and aspirational individuals.

Behaviour Management

Mental Health/Wellbeing

Family Intervention

Post-16 Transition

TKASA Inclusion

Attendance

Primary Transition

Support in the Community

Learning/Physical Needs

2.2 TKASA Support Offer

Behaviour Management	Learning/ Physical Needs	Mental Health/Wellbeing	Attendance	Family Intervention	Support in the Community	Primary Transition	Post-16 Transition
Tutor Support	Class Packs with SEN info	Inclusion team referral	Phone calls home/ visits	EHA	Promise Mentor	TKASA staff Primary school visits	SomersetWorks referral
In-Class Support	Pupil Passport	Mental Health Support Team referral	Inclusion team referral	Referral to TAS	Raised at Together Team	Summer Transition days	Focus 5 referral
Class/Set change	Internal triage referral	Young Somerset referral	Attendance letters sent	PFSA referral	Referral to TAS	Enhanced transition for SEND students	Youth Unlimited referral
Report Card	Solution Circle	Kooth	Attendance meeting held	FIS referral	Young Carers service		Somerset Transition Panel
Parking Reflections	APDR	2BU referral	Medical evidence requested	PEP/EPAC for Children Looked After	Friends of Young Carers		Careers interview
Reintegration Meeting	School Nurse referral	ICM/Somewhere House counselling	Personalised T/T		Village Agents referral		College visits
Restorative Justice	SLCN assessment	BASE/Barnardos referral	R2L		Referral to PREVENT		6th Former for a Day
Key worker/mentor	5 Point Scale	Support services through Somerset Big Tent e.g. Phoenix	Warning Period Notice		TOPAZ referral (CSE)		6th Form Open Evening
EHA	Positive Handling Plan	CAMHS referral	EHA		Violence Reduction Unit referral (including SASP)		
Referral to SENCO for Learning Needs support	OT Referral	Liaison with medical professionals e.g. GP, Paediatrician, CAMHS	Referral to TAS		Pathways 2 Independent living referral		
Exit Card	ELSA		ESO Step-in		Referral to SDAS		
R2L referral for specific subjects	Boxall Profile		Penalty Notice				
Personalised T/T	SEN Review		Legal casework				
Managed Transfer	SEN Register		CME referral				
Partnership Panel for advice	EHCP Application		Alternative Provision				
PRU In/Outreach e.g. RISE	LSA 1:1 Support		AV1 Robot				
TAC In/Outreach work	Liaison with Ed Psych		EHE Meeting at parents' request				
Alternative Provision (The Achievement Centre or the Pathfinder Centre)	CAMHS referral						
	Medical Tuition referral						
	Liaison with Somerset services e.g. Autism team, SENDIAS, CAOT, VST etc.						

3. Positive Praise

Achievements

We take every opportunity to use the rewards system to create a positive classroom environment for staff and students through the recognition of achievements.

Class Charts

During lessons, achievements will be displayed on the Praise Board in the classroom and then logged on Class Charts. Further achievements in between lessons will be recorded on Class Charts directly. These achievements are shared regularly with students during 'Fab Fridays' tutor time. We encourage all parents and carers to monitor their child's conduct through the Class Charts app or website.

Students of the week

Student of the week is issued weekly to students to celebrate excellent contributions to all aspects of school life. This is also shared via TKASA's online presence.

Friday Phone Calls

Every week, each member of staff makes three phone calls to parents or carers to recognise the efforts and achievements of TKASA students.

Celebration Assemblies

Throughout the year, achievements are celebrated with the year group by the Head of Year in assemblies. Prizes, awards and certificates are issued during this time. In Year 11 students are issued with a 'Passport to the Prom'. Targets are set annually to ensure that students understand that their behaviour choices will affect their Prom attendance.

We also hold annual Awards Evenings which recognise the achievements of students in all key stages and across all subject areas.

The Jill Dando Centre

The Jill Dando Student Journalists create The Post newspaper and also use this to share student's personal achievements and successes across TPLT.

School ethos

The school's ethos of *Belong, Believe, Be Proud* demonstrates our approach to the way staff treat students and how we hope all students feel about being a member of TKASA.

4. Staged Behaviour Process

Stage 1

- Student behaviour challenged through use of Praise boards in lessons and negative points recorded on Class Charts
- Students who receive three warnings in a single lesson will be sent to parking and receive a same day After School Detention, unless it is during Period 5, when it will be the following school day.
- Student's parents will be informed of the detention through Class Charts and a text message.
- Students who fail to attend their After School Detention will be required to sit a two hour After School Detention the following day.
- Students who fail to attend their two hour After School Detention will be required to spend a day in the Behaviour Support Room , remaining in school until 5pm. Parents will be informed of this through a phone call home from the Pastoral team and a letter.
- Students who receive more than one parking per term may receive **Graduated Response support at Level 1 and receive a letter home.**

Stage 2

- Students will be placed into the Behaviour Support Room following a missed 2 hour detention, or for more serious lesson or social time offences. These *could* include:

- Frequent parkings/disruptive behaviour	*- Fighting at social times*	*- Rudeness to staff*
- Bringing the school into disrepute	*- Misuse of IT*	*- Minor bullying events*
- Foul language, not directed at staff	*- Smoking*	

- Students who are parked frequently or spend at least one day per term in the Behaviour Support Room may receive **Graduated Response support at Level 2 and receive a letter home with an invitation to meet with their Head of Year or Pastoral Support Officer.**

Stage 3

- Students will be suspended for a period of 1-5 days for more serious offences. These *could* include:

- Use or threat of use of an offensive weapon or prohibited item	*- Theft*	*- Abuse relating to disability*
- Inappropriate use of social media or online technology	*- Physical assault against pupil*	*- Verbal abuse / threatening behaviour against pupil*
- Wilful and repeated transgression of protective measures in place to protect public health	*- Physical assault against adult*	*- Verbal abuse / threatening behaviour against adult*
- Damage to property	*- Bullying*	*- Racist abuse*
- Persistent or general disruptive behaviour	*- Sexual misconduct*	*- Drug and alcohol related*
- Abuse against sexual orientation and gender identity		

- **Any of these offences could be deemed serious enough to lead straight to Stage 5 and a Permanent Exclusion, depending on the circumstances.**
- Following any Suspension, students will not return to school before they and their parent/carer have attended a Reintegration Meeting with the Head of Year or a member of the Leadership Team. Paperwork will be completed and signed by all parties detailing clear action points.
- Students who frequently spend time in the Behaviour Support Room or have received 1-3 days Suspension may receive **Graduated Response support at Level 3 and receive a letter home with an invitation to meet with the Assistant Principal.**

Stage 4

- Students who receive 4 or more days Suspension may receive **Graduated Response support at Level 4 and receive a letter home with an invitation to meet with the Vice Principal and at least one member of the Academy Council.**

Stage 5

- Students who persistently breach the Behaviour Policy or commit an exceptional 'one off' offence will be Permanently Excluded.

Behaviour outside of lessons

Poor behaviour in between lessons or during social time will not result in a parking but will result in break or lunch time detentions, after school detentions, a period of time in the Behaviour Support Room or suspension, depending on the severity. Students will enter the Staged Behaviour Process and Graduated Response in exactly the same way as when poor behaviour occurs in a lesson.

Behaviour outside of school hours/ off the school site

The Leadership team has the option to sanction any student acting in an inappropriate manner outside of the school grounds and/or outside of school hours. This would fall under the category of *'bringing the school name into disrepute'*. Examples of this include students acting inappropriately outside the school grounds whilst wearing school uniform or seen smoking. This could be on the way to, or on the way home, from school. In some cases, students' poor behaviour outside of school grounds/hours would initiate liaison between the school and the designated Police Community Support Officer (PCSO) for the school. As members of TKASA, students should consider the message they are giving to the public.

TKASA Staged Behaviour Response

Stage 1
- Students who receive more than 1 parking per term
- Student may receive Level 1 Graduated Response support (Tutor/Teacher/HOD)
- Student receives letter home

Stage 2
- Students who spend more than one day in the BSR per term
- Student may receive Level 2 Graduated Response support (HOY)
- Formal meeting with HOY

Stage 3
- Students who have been suspended between 1-3 times per term
- Student may receive Level 3 Graduated Response support (HOY/SENDCO)
- Formal meeting with Assistant Principal

Stage 4
- Students who have been suspended 4 or more times per term
- Student may receive Level 4 Graduated Response support (HOY/AP/SENDCO)
- Formal meeting with Vice Principal and governing body

Stage 5
- Students who persistently breach the Behaviour Policy or commit an exceptional 'one off' offence will be Permanently Excluded

5.1 Graduated Response - Behaviour

	Behaviour	Date and NCY	Initial
	Infrequent Parkings		
LEVEL 1 **TUTOR/TEACHER**	Student views taken		
	Seating plan change		
	Parent/Carer conversation		
	Discussion with HOY		
	Tutor Report card issued		
	Class Charts used to record concerns		
	Behaviour toolkit' strategies used		
	Frequent Parkings/ Infrequent BSR or FTS		
LEVEL 2 **HOY/HOD/SENDCO**	Stages 2 Meeting with HOY and Parents		
	HOD Meeting/phone call home		
	Referral to SENDCO for support		
	Tutor Group change		
	HOY Report card issued		
	Exit Card provided		
	Request for PFSA involvement		
	Reintegration meetings held and recorded		
	Restorative Justice conversations held		
	Request for internal support		
	SASP Referral		
	Key worker/mentor allocated		
	Referral to Team Around the School		
	Referral for counselling		
	Referral to SDAS		
	Frequent BSR		
LEVEL 3 **HOY/AP/SENDCO**	Stage 3 meeting with AP and Parents/Carers		
	Early Help Assessment initiated		
	Request for external involvement		
	Pastoral Support Plan initiated		
	Personalised timetable initiated and reviewed		
	Family Intervention Service referral		
	Referral to Inclusion Team for advice		
	The Pathfinder Centre referral (KS3)		
	The Achievement Centre referral (KS4)		
	The Achievement Centre in-reach work		
	Off-site Direction discussed		
	Referral to Allocations Panel for advice		
	Frequent FTS/ Risk of PEX		
LEVEL 4 **AP/VP/SENDCO**	Stage 4 meeting with VP and Governors.		
	Referral to Allocations Panel for intervention		
	The Pathfinder Centre placement (KS3)		
	The Achievement Centre placement (KS4)		

	Off-site Direction undertaken		
	Alternative Provision placement e.g. REACH		
	KS4 external full time provision e.g. Bridge		
LEVEL 5 **VP/P**	**Permanent Exclusion**		
	Persistent serious breaches of the school's Behaviour Policy and/or serious harm to others' education or welfare in school		
	An exceptional 'one off' offence i.e. serious actual or threatened violence, supplying illegal drugs or use of /threat to use an offensive weapon		

5.2 Graduated Response - SEND

	SEND	**Date and NCY**	**Initial**
	Universal Need		
LEVEL 1 **TUTOR/TEACHER**	Class Packs utilised including Passports		
	All specialist guidance/reports read		
	Tasks scaffolded to meet student needs		
	Barriers to learning tool completed (next tab)		
	Somerset Graduated Response tool utilised		
LEVEL 2 **HOY/HOD/SENDCO**	**SEN Support**		
	Student added to SEND register		
	Initiate Assess/Plan/Do/Review process		
	Round Robin distributed/ Class observations		
	Pupil Passport issued		
	EHCP applied for		
	Social, Emotional & Mental Health		
	Complete Solution Circle with Pastoral team		
	Strengths and Difficulties questionnaire		
	Boxall Profile Assessment		
	Positive Handling Plan/Risk Assessment		
	5 Point Scale		
	ELSA Work undertaken		
	Zones of Regulation		
	Anger Management work		
	Communication & Interaction		
	Speech and Language Assessment completed		
	Talkabout sessions		
	ADHD/Autism Neurodevelopmental pathway		
	Cognition and Learning		
	Access Arrangements		
	BPVS		
	Dyslexia Portfolio		
	Literacy support e.g. NGRT		
	Numeracy support		
	Sensory & Physical		
	Referral to Occupational Therapist		
	Referral to relevant team e.g. VI team		

	High Needs		
LEVEL 3 **HOY/AP/SENDCO**	LSA 1:1 Support		
	EHCP issued		
	Continued use of APDR		
	Referral to CAMHS		
	Referral to Educational Psychologist		
	Referral to Childrens' Autism Outreach Team		

5.3 Graduated Response - Attendance

	Attendance	**Date and NCY**	**Initial**
	90% - 94%		
LEVEL 1 **TUTOR/TEACHER**	Tutor phone call home		
	Letter 1 sent - attendance monitoring		
	Letter 2 sent: parent meeting with HOY		
	Positive call for improved attendance		
	HOY/PSO to run daily attendance list		
	Attendance promoted in assemblies		
	Attendance report card		
	60% - 90%		
LEVEL 2 **HOY/HOD/SENDCO**	Letter 3 sent - medical evidence		
	HOY/PSO Return to school meeting		
	Referral to Return 2 Learn for specific subjects		
	Explore class/set/Tutor Group change		
	Attendance meeting held with AP		
	The Pathfinder Centre referral (KS3)		
	The Achievement Centre referral (KS4)		
	The Achievement Centre in-reach work		
	Home visits undertaken		
	Personalised timetable/NEET tracker		
	Internal referral for involvement		
	Warning Penalty Notice		
	Below 60%		
LEVEL 3 **HOY/AP/SENDCO**	Early Help Assessment initiated		
	Request for involvement from external agencies		
	Referral to Team Around the School		
	Referral to Inclusion Team		
	Pastoral Support Plan initiated		
	Personalised timetable initiated and reviewed		
	Attendance meeting with AP and ESS		
	The Pathfinder Centre placement (KS3)		
	The Achievement Centre placement (KS4)		
	The Achievement Centre in-reach work		
	AV1 Robot considered		

The TKASA

Behaviour Toolkit

Belong. Believe. Be Proud.

Routines @ TKASA

At TKASA, we have a number of key routines that we expect our staff to follow to ensure that we continue to promote high expectations:

- All classes must have seating plans of Class Charts
- Class Charts must be used to record both good and poor behaviour
- Students will be greeted at the door
- Students who arrive late will be given a break time detention on Class Charts
- Every lesson will start with a silent starter
- The register will be taken within 10 minutes of the lesson starting
- Uniform will be monitored and any concerns will be addressed and followed up with contact made with parents/carers
- Mobile devices will be confiscated whenever seen or heard - *See it, Hear it, Take it*
- If a student is parked, a restorative conversation must happen at the end of the day and parents must be contacted
- We challenge non-participation or poor engagement in the same way as poor behaviour
- Poor behaviour or rude language will always be challenged in lessons or during social times/ lesson change over - *"The standard you walk past is the standard you accept"*
- We approach behaviour with calm predictability - the systems are always followed with no emotional heat
- Teaching staff all carry out a weekly 'Building Relationship Duty' at break time - this is an opportunity to engage with our students
- Good behaviour is modelled and taught through our 'Behaviour curriculum' - weekly assemblies have a focus on different aspects of how to behave, which correlate to a key theme. These are promoted by all staff during the week
- Staff follow the 'Behaviour toolkit' of ideas to minimise the need to use parking wherever possible

1. Classroom Entry tools

Threshold Management

Stand at the threshold, and demonstrate clear expectations as students enter the classroom:

- "The silent starter is on the board - sit down, get your equipment out and make a start"
- "Your shirt is untucked, make sure your uniform is correct before entering"
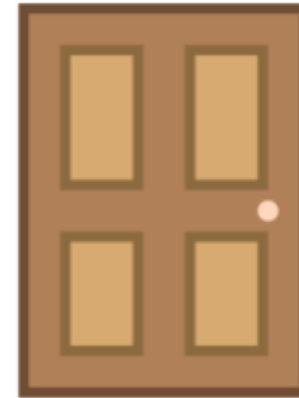
The Silent Starter

Make sure your Silent Starter is:

- Pitched appropriately, to enable all students to succeed
- Engaging and 'hooks' students in
- Building on prior learning
- Time limited, and doesn't drag..
- Silent - accept nothing less

2. Explicit Instruction tools

The 'Behaviour Curriculum'

Don't assume all students **know** how to behave - many don't, so teach them! As soon as possible, explain what you expect, what behaviour will be accepted, and what won't. Be clear on what the consequences of both will be. Avoid ambiguity and consider certain scenarios:
- What do you expect in the line up before lesson?
- What should happen when you are speaking?
- What about when they are working in pairs?

Behaviour 'norms'

Use language that normalises good behaviour. Students usually want to fit in rather than stand out, so misbehaviour must be seen as abnormal, not normal. Use phrases like: "In this classroom we…" or "We do it like this here…". Routines are absolutely crucial to good behaviour management - make good behaviour the easy, rehearsed option. Make sure you have a routine for:
- Classroom entry
- Packing away/ classroom exit
- Pair/group work
- Transitions between tasks e.g. countdown timer

3. Conflict resolution tools

Consequences

"Certainty over severity". It is essential that all students, regardless of external factors, understand that there are consequences to their actions. This is as important a lesson as any other. Sanctions must be immediate, and clearly communicated. Do this without any 'emotional heat': "You made the choice to do X, therefore the consequence will be Y". Consistency of your response to these situations is key - remember, good behaviour doesn't negate poor behaviour, a Learning Star does not negate a Learning Concern!

The language of choice

When a student is misbehaving, remove them from the situation and have a quiet word outside. Be sure to give them clear, unambiguous options e.g: "At the moment, you're on two warnings. They will not disappear but you don't need to receive a third. You have the choice to complete the activity I have asked you to do. If you choose this option there will be no further sanction. If you choose not to, you will receive a third warning and a parking."

Don't chase secondary behaviours

It often happens that warning 2 and 3 follow warning 1 very quickly. In the heat of the moment, students often follow up initial poor behaviours with attention-seeking follow ups, e.g. slamming the door on their way out. Give them a few minutes to calm down, even if they haven't followed your instruction immediately after warning 1. Try talking to them outside the classroom first, in a calm space with no audience.

Combine formal and informal warnings

Students understand that a warning on the board is a formal warning, and it is on display to the rest of the class. For many students, this works well, but for some, try balancing this with a quiet word in their ear, or a moment outside the classroom. It is important the processes are followed, but more subtle reminders are important for students who usually like the audience.

4. Empowerment tools

Roles and Responsibilities

When students misbehave, it is often in a bid for attention, power or control. If this is the case, in the next lesson, empower them with a positive role within the class. This could be book monitor, 'lead learner' who is able to help others who are stuck or equipment quartermaster..

Short term goals

Before each lesson, decide on a step by step set of goals which you write down and hand to a student who you believe may be disruptive. This will give them short term, achievable steps to success. For example:

1. Sit down quietly and get out your equipment
2. Listen carefully whilst I explain the instructions
3. Try to complete at least 2 paragraphs in the extended writing task
4. Listen to your neighbour during the group activity.
5. Pack away silently

Knowing your students' ability is crucial, as they must be able to succeed at each step.

5. Restorative and Communication tools

Communication is key

Communicating about a child's poor behaviour with a number of key stakeholders is essential to improving the situation:
- With parents/carers to ensure the same message is given to the child at home
- With key pastoral and safeguarding staff so effective interventions can be put in place. Do this through recording on Class Charts, and logging interventions you've tried on their Graduated Response
- Use the Barriers to Learning tool on the Graduated Response to highlight any possible learning needs. Often poor behaviour is a mask for SEND.

The Restorative 5

It is so important to break the cycle of negative behaviours by discussing the incident with the student at the end of the day, when they are calm. Ask these 5 important questions: What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? You can then think together about how things will be done differently next time.

Recording interventions and highlighting concerns

To find a student's Graduated Response, or start a new one, go to: **Shared Drives > TKASA Behaviour and Attitudes > Behaviour and Graduated Response.**

You can also find these on the students' **Pupil Passport** in Class Charts:

Log Level 1 interventions in the first section:

Graduated Response

https://bit.ly/3sEQmqy

	Infrequent Parkings			Universal Need			90% - 94%		
LEVEL 1 **TUTOR/TEACHER**	Student views taken			Class Packs utilised including Passports			Tutor phone call home		
	Seating plan change			All specialist guidance/reports read			Letter 1 sent - attendance monitoring		
	Parent/Carer conversation			Tasks scaffolded to meet student needs			Letter 2 sent: parent meeting with HOY		
	Discussion with HOY			Barriers to learning tool completed (next tab)			Positive call for improved attendance		
	Tutor Report card issued			Somerset Graduated Response tool utilised			HOY/PSO to run daily attendance list		
	Class Charts used to record concerns						Attendance promoted in assemblies		
	Behaviour toolkit' strategies used						Attendance report card		

Use the 'Barriers to Learning' tool to flag concerns around possible SEND. Tick any of the boxes under your subject which you believe reflect the student's needs. These will then be used by the Learning Support department to implement relevant interventions.

Barriers to Learning tool

Area of need	Area of concern - please tick the boxes which demonstrate the needs you have identified in your subject area.	English	Maths	Science	History	MFL	Geography	DT	Engineering	RS	PE	Computing	Music	Drama	PSHCE	Business Studies	Art	Summary of strategies
Cognition and Learning	Lack of progress, even with differentiated quality first teaching approaches which are targeted to gaps and barriers.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	• Understanding strengths and interests • Knowledge and understanding of barriers to learning • Knowing child starting point and next steps to develop learning • Model, scaffold to independence • Use of effective questioning to enable engagement in learning • Key word mats, vocabulary lists, glossaries • Avoid copying from the board • Recap information from the previous lesson, reminders of the 'big picture' of learning • Provide a visual model/example so the pupil knows what is required • Be prepared to repeat instructions or modify how the learning activity is presented • Gain child attention before giving instructions • Give processing time (wait time) • Dual coding (visual and aural presented together) • Clear visual environment • Relevant visual prompts • Give time to think and recall the word needed to answer question (take up time) • Chunk information • Visual processing - provide 'windows' to section off written material • Accompany talk with demonstration where possible
	Performance levels i.e., they are below the level within what most children and young people are expected to work.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	Difficulty acquiring basic literacy skills and knowledge, for example, phonics, reading fluency and reading speed.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	Difficulty acquiring basic maths skills and knowledge, for example, number bonds, applying and remembering maths learning.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	Retaining and recalling information—in the short and/or long term.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	Difficulty in dealing with abstract ideas, applying from prior learning and problem solving.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	Slow processing—they take longer to work through problems and tasks, but can do with longer time.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	Poor independent learning skills such as the ability to focus, listen, organise themselves, sequence, or sustain attention on a task.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	High level of dependence on adult support.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	Lack of confidence, avoidance of tasks and reluctance taking risks.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Communication and Interaction - Expressive Language	Expressive language—their ability to use language to communicate with others, for example, finding the words they need or putting them in a cohesive sentence.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	• Flexible grouping strategies, including ones where the pupil can work with peers of a range of abilities • Simplifying language • Sequential instruction giving • Checking back for understanding • Cue child into what you are saying • Modelling - adults to model and scaffold appropriate language and conversation skills • Provide a quiet space to work • Clear routine, verbal and written instructions • Keep noise and visual clutter to a minimum • Modelling language • Allow time for child to process and respond (ten second rule)
	Difficulty with speech sound or articulation skills.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	Difficulty using speech sounds accurately.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	Ability to use and express their ideas with clearly voiced and fluent speech, for example, stammering.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Communication and Interaction - Receptive Language	Ability to understand and process language including auditory memory and vocabulary, for example, remembering length of sentence.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	Ability to understand a sentence as a whole, for example, may	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	Attention and/or listening skills—their ability to engage successfully with language.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

Behaviour Stages ▾ | Graduated Response ▾ | **Barriers to Learning Tool** ▾

Explore