

Graduated Response and Adaptations Document

Roche CP School

September 2026



TPAT is driven to create a sense of belonging and mattering within our school communities and to create learning environments where all pupils, regardless of their individual differences or needs, feel valued, respected, supported and are facilitated to participate fully in their learning experiences.

Our commitment goes beyond including pupils with disabilities and encompasses all forms of diversity, including those with different learning preferences, cultural backgrounds, socioeconomic statuses and lived experiences.

Visual Adaptations within books and on iPads

Supporting pupils doesn't mean creating entirely separate lessons; it means designing learning that is **accessible, ambitious, and flexible**. With increased level of need then often increased levels of adaptations will be needed.



1. Adapt Learning Objectives

Keep the *same long-term ambition* but adjust the route:

- 1: Same task, different scaffolding (most inclusive).
2. Everyone gets on the bus and we move forward in small steps (based on assessment)



2. Adapted Work & Planning

Clear evidence includes:

- Sentence stems eg. Mastering number, PVPG
- Streamed/ adjusted reading texts
- Scaffolded work
- Word mats or vocabulary banks
- Reduced writing demands
- (e.g. 3 sentences instead of a full paragraph)
- Maths with models, images, concrete examples drawn or stuck in.
- Shortened tasks to meet

need of learner

Greater adaptations:

- Individualised adapted tasks and objectives.
- Replacement or alternative curriculum activities



3. Adult Support (Strategic)

You will commonly see:

- Live marking in books
- Written prompts from the adult
- Guided examples completed together (We Do).
- Feedback that promotes independence

Greater adaptations:

- Adult scribing
- Bespoke scaffolded tasks (White Rose group/ English group)
- Individualised timetables
- Individualised adapted learning objectives



4. Alternative Recording

Evidence looks like:

- Typed work printed and stuck in to books or stored on iPad.
- Speech-to-text pieces (iPad)
- Photographic record
- Video record of task.
- Voice notes or recording
- Use of Widget to present a response to begin in Autumn 2026)
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Visual Adaptations within books and on iPads

Supporting pupils doesn't mean creating entirely separate lessons; it means designing learning that is **accessible, ambitious, and flexible**. With increased level of need then often increased levels of adaptations will be needed.



5. Adapted Instructions

Books might show:

- Highlighted or underlined key words
- An example model
- A *worked example* completed jointly with the teacher
- Sentence starters or writing frame
- Use of Widget to simplify instructions (to be started in Autumn 2026)



6. Chunking Tasks

Evidence may include:

- Tasks broken into numbered steps
- Boxes separating sections of work
- Shorter, scaffolded tasks instead of long, open-ended ones



7. Visual Supports

You might see:

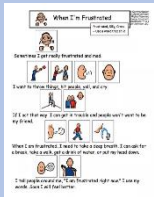
- A *now/next* board
- Visual success criteria (e.g., checklists with icons)
- Colour-coded steps for tasks
- Word banks with images

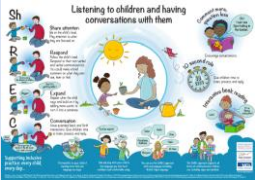


8. Sensory adaptations

Although these in themselves are not in the books, you might see:

- Shorter bursts of written work
- Neater work or more focused after movement breaks
- Work completed on iPads on coloured overlays; highlighted lines
- More complete answers (because the child had time)
- Fewer unfinished tasks
- Slower pace across pages but higher accuracy
- Fewer scribbles or emotional outbursts on the page - calm, focused work following regulation breaks
- Tasks completed in short sections with gaps in between
- Behaviour charts or learning check-ins

	Wave 1 (Universal) Provision	Wave 2a Provision	Wave 2b Provision	Wave 3 Provision
C&I Communication and Interaction	- Clear objectives - Teacher modelling - Cold calling - Think, pair, share, - Show me board - Visual timetables Start of lesson expectations visuals on resources needed. - Simplified instructions - Vocabulary sessions (to be started in Autumn 2026) - Thinking time - Check understanding - Vocab re-visiting - Speech sound modelling (Do NOT ask them to repeat it. YOU say it back correctly in a natural sentence.) - Relational Approach eg.	- Chunking information and tasks into smaller steps - Now and next boards - WELLCOMM screener targets (or similar) 1:1 or small-group speech sound work - Social stories  - Transition support - Timers (Individual sand/ digital) - Zones of regulation / 5-point scale 	- Consider SENCo-led referral to Communication team - Consider SENCo-led referral to Speech and Language Team - Consider SENCo-led ND profiling Tool - Consider SENCo-led SALT referral - Specialist SLCN programmes - Speech sound intervention with review - Structured vocabulary programmes - Formal attention & listening sessions.	- SALT input and plan - Alternative communication (objects of reference) - Sign-supported communication eg. AAC - Intensive Interaction and modelling of language structures. - Individually tailored visuals and communication systems. - Social communication groups - Specialist support for communication and social understanding.

	Child is upset after a disagreement. Adult kneels beside and uses calm voice: • “I can see you’re feeling cross.” • “It’s okay to feel cross, but it’s not okay to shout at people.” • “Let’s take 3 breaths together.” • “When you’re ready, we can sort the problem.”  • Timers(sand, digital) • ShREC approach (EYFS) – Share attention, Respond, Expand, Conversation  • Signalled transitions from one task to another.			
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Social Communication



	Wave 1 (Universal) Provision	Wave 2a Provision	Wave 2b Provision	Wave 3 Provision
SC Social Communication	• Emotion coaching / provide social stories •	• 1:1 or small-group social skills • Social stories	• Consider SENCo-led ND profiling tool • Consider SENCo-led liaison/referral with EP/ASD outreach	• 1:1 specialist support in class • 1:1 support at breaks and transitions • Personalised learning schedule

Emotion coaching style

Step 1: Awareness

Step 2: Recognising the child or young person's feelings and empathising with them
"I understand why you would be upset/angry etc."

Step 3: Validating the feelings and labelling them
"I wonder", "I imagine", "I notice"

Step 4: Setting limits on behaviour
e.g. "It is ok to be angry, it is not ok to..."

Step 5: Problem-solve and guidance with the child or young person

- Year 6 transition work with Secondary Schools
- Predictable routines
- Visual timetables
- Transitions warnings (on visual timetable, social story)
- Roles/responsibilities - sport/learning champions, classroom monitors
- Restorative conversations

Example:

After a conflict between children:

- "What happened?"
 - "How were you feeling at the time?"
 - "How do you think the other person felt?"
 - "What needs to happen now to fix the situation?"
- End with a short agreed action:
- "Let's play together for 5 minutes and start again."



- Adult-supported transitions
- Adapted play/lunch
- Catch-me card



- Safe space
- Zones of regulation / 5-point scale



- Makaton (if appropriate)
- Subtitles when using videos

- Specialist social communication programmes
- Social stories written with SENCO
- Structured play/social coaching.
- Personalised timetables
- Personalised workspace

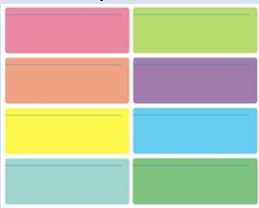
- Specialist social communication plans.

	Safe spaces Calm corner in classroom			
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Cognition & Learning

	Wave 1 (Universal) Provision	Wave 2a Provision	Wave 2b Provision	Wave 3 Provision
C&L Cognition and Learning	- Clear objectives - Live feedback - Modelling - Cold calling - Think, pair, share, - Show me board - Regular retrieval practice/ revisiting the curriculum. - Extra processing time	- Chunking of tasks into smaller steps. - Dual coding (e.g. word mat, instruction/behaviour strip)  - Small-group adult support	- Consider SENCo-led ND Profiling Tool - Consider SENCo-led Cognition and learning/EP referral - Screening tools used to identify barriers & set personalised targets - Touch Typing programme – e.g. Nessy fingers	- Cognition and Learning/EP specialist input - Personalised learning schedule - Reduced timetable (multi-agency) - Curriculum adaptations from specialist assessments.

• Low arousal environment (silent / quiet working) • AfL/adaptive teaching - do children need visual supports/manipulatives/ work with a partner/challenge question • Streamed Read Write inc. phonics • Streamed Reading Comprehension group • Streamed spellings • Mastering Number • Maths.co.uk • Times Table Rockstars • PVPG • Numbots • Whole class Precision Teach • Socrative • Chunked instructions/simple language • Larger lines / squares to record onto • Revisiting broader curriculum/ frequent review • Multisensory teaching (two or more senses working together – e.g. manipulatives, acting it out) • Seating plan considered	• Pre-teach/catch-up / overlearning • 1:1/small group boosters • Scaffolded <u>tasks</u> • Individual workstations • Foundational skills assessment (or other assessment) • 1:1 phonics intervention • White Rose maths group • Bespoke Literacy Group • Nessy • Precision teach • Alternatives to writing (See ideas below*) • Assistive technology (speech to text) • Catch-me card  • Individual readers • Working memory groups • Use of iPads with Showbie to enable pupils to refer back to PowerPoint slides (recap / task board / instructions).	• <i>Specific, targeted intervention for SPAG/Maths/handwriting/ sentence formation or other area. Nessy spelling and reading</i>	• Technology-led learning support (specialised apps, dictation software)
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	- Cognition and learning Dyslexia awareness assembly - Coloured overlays (screen filter on iPad) 			
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Social, Emotional & Mental Health



	Wave 1 (Universal) Provision	Wave 2a Provision	Wave 2b Provision	Wave 3 Provision
SEMH Social, Emotional and Mental Health	- Whole School Positive Behaviour Reward System - Whole School and Class Rules - Emotion coaching and adult emotional check ins and co-regulation.	1:1 check-ins - Increased home-school links 1:1/Small-group nurture/therapeutic MHST (child/parent) - Personalised Zones of regulation/5-point scale	- Consider SENCo-led ND Profiling Tool - Consider SENCo-led referral to Nurture/therapeutic groups MHST (child/parent) - Consider SENCo-led referrals to EP/Bloom/CAMHS	CAMHS involvement 1:1 specialist support Multi-agency SEMH plan Personalised specialist regulation tools Individualised behaviour support plan.

Emotion coaching style

Step 1: Awareness

Step 2: Recognising the child or young person's feelings and empathising with them

"I understand why you would be upset/angry etc."

Step 3: Validating the feelings and labelling them

"I wonder", "I imagine", "I notice"

Step 4: Setting limits on behaviour

e.g. "It is ok to be angry, it is not ok to..."

Step 5: Problem-solve and guidance with the child or young person

- PSHE lessons and assemblies

Consistent routines

- Low arousal classroom and safe spaces
- Calm corner in classroom
- Calm/supported/relational start and end to the day
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Examples:

- meet-and-greet at door/ end and send
- first 5 minutes in a quiet area with a trusted adult/ proprioceptive activity
- simple low-demand tasks (Lego, sketching, whiteboard doodle)
- morning visual timetable already displayed

- Whole class movement breaks

- Co-regulation

Example:



- Decompression end-of-day routine

- Catch-me card



- Sensory room
- Individualised movement breaks

- Use of timers

- Consider SENCo-led referral to Early Help

- Personalised regulation plans

- Home/school diary

- Anxiety/self-regulation programmes (child/parent)

- Personalised, daily 'Into school' routines – soft start.

- Personalised, daily 'leaving school' routines – soft close.

- Behaviour interventions

	• Child starts to escalate. Adult stays close and models regulation: • slow breathing • soft tone • grounding: "Feet on the floor, hands still." • "You can borrow my calm." • "Let's breathe together... in... out..."			
	• Restorative practices; Example: After a conflict between children: • "What happened?" • "How were you feeling at the time?" • "How do you think the other person felt?" • "What needs to happen now to fix the situation?" End with a short agreed action: • "Let's play together for 5 minutes and start again."			
	• Roles/responsibilities around the school. • Use of Breathing Techniques • Adapted play/lunch			

Physical & Sensory

	Wave 1 (Universal) Provision	Wave 2a Provision	Wave 2b Provision	Wave 3 Provision
P&S Physical and Sensory	• Low arousal environments • Carefully considered seating plans. • Individual work spaces / working environment (standing to write etc). • Movement breaks • Whole sensory breaks • Pen/Pencil choices • Ear defenders  • Considered seating • Techniques/Strategies to aid with Visual Perception e.g. use of highlighters, darkening lines. • Adapted play/lunch.	• Sensory audit and diet • Targeted sensory strategies • Personalised equipment • Soft start - personalised • Wobble cushions  • Fidget tools (school may provide to prevent inappropriate tools  • Sensory tools – fidget tools, chewellery, chair bands, theraputty) • Adaptive tools (pen grips, easi Grip scissors, sloped boards • Uniform adaptations	• Consider DSDQ screener • Consider SENCo-led ND Profiling Tool • Consider SENCo-led referral to OT • Sensory diet with SENCo/OT • Additional sensory breaks; OT equipment • Personalised workspace	• OT input/plan • Physio input/plan • 1:1 support for PE • Adaptive technology • Medical team involvement • Personalised sensory diet • Specialist medical care plans.

		 • Catch-me card • Touch Typing programme • Gross/fine motor intervention • Decompression end-of-day routine		
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Graduated Response Cycle

