



Graduated response in St Joseph's Catholic Primary for children with Moderate Learning Needs (MLN).

(St Joseph's Catholic Primary school will endeavour to use the responses below whenever possible to support pupils in their care, each suggestion at each range is in addition to that at the previous range)

Range 1	Descriptor	Weaknesses in the understanding and use of language, literacy and numeracy skills. Difficulty with pace of lessons. Lower end of 'average' ability range.
	Provision	<ul style="list-style-type: none"> ✓ Quality first teaching ✓ Part of normal school and class assessments ✓ Full inclusion within the curriculum through use of differentiation and group support (based on identification need e.g. listening/thinking) ✓ Emphasis on concrete, experiential and visual supports ✓ Main provision by class/subject teacher with advice from SENCO ✓ Additional adults routinely used to support flexible groupings and differentiation ✓ Differentiation by presentation, activity and/or outcome ✓ Simplify level/pace/amount of teacher talk ✓ Emphasis on identifying and teaching gaps highlighted by LD Baseline assessment ✓ Opportunities for skill reinforcement/revision
Range 2	Descriptor	Mild, persistent difficulties in the understanding and use of language, literacy and numeracy skills. May need some adult support in some areas. Below average ability range.
	Provision	<ul style="list-style-type: none"> ✓ Quality first teaching ✓ SENCO may be involved in more specific assessment and observations (may seek advice from educational and non-educational professionals as appropriate) ✓ Adults use the developmental level of language appropriate to the child in questioning and explanation ✓ Time limited programmes of small group work based on identified need ✓ Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored ✓ Advice from LD/EP is reflected in targets ✓ Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate ✓ Programme includes differentiated and modified tasks within an inclusive curriculum ✓ Modify level/pace/amount of teacher talk to pupils' identified if needed ✓ Programmes to consist of small achievable steps ✓ Pre teach concepts and vocabulary ✓ Emphasis on using and applying and generalisation of skills ✓ Individual targets within group programmes and/or 1:1 carefully monitored and reviewed

Range 3	Descriptor	Moderate, persistent difficulties in the understanding and use of language, literacy and numeracy skills. Significant difficulties working independently and needs adult support. Significantly below average ability range.
	Provision	<ul style="list-style-type: none"> ✓ Quality first teaching ✓ SENCO takes advice from assessment by LD/EP and the involvement of educational and non-educational professionals as appropriate ✓ Curriculum plans and progress are closely monitored by CASPA or school tracker ✓ Targets are individualised, short term specific ✓ Individualised programmes are incorporated into provision ✓ Adults use the developmental level; of language appropriate to the child in questioning and explanation ✓ Mainstream class, predominantly working on modifies curriculum tasks ✓ Frequent opportunities for small group work based on identified need ✓ Daily opportunities for 1:1 support focussed on specific IEP targets ✓ Main provision by class/subject teacher with support from SENCO and advice from educational and non-educational professional as appropriate ✓ Additional adult under the direction of the teacher provides sustained targeted support on an individual/group basis. May include withdrawal, carefully monitored ✓ Tasks and presentation increasingly individualised and modified in an inclusive curriculum ✓ Visual clues to support auditory information at all stages of delivery ✓ Individualised level/pace/amount of teacher talk ✓ Ensure transfer and generalisation of skills has occurred before teaching anything new ✓ Small step targets within group programmes and/or 1:1