

<i>Area of need</i>	High Quality Teaching	Additional School Intervention and Support	High Needs Support
Cognition and learning	<p>Adapted planning and work. Multi-sensory teaching and learning Seating plans In-class teacher and LSA support/ hover support. Learning walls. Visual aids/mats/timetables Reward system – learning branches. Mixed ability group work/paired work. Peer assessment. Self-assessment. Golden time reward. Guided reading/ group work Use of phonic/writing frames. Success criteria steps. Visual aids- Now and then board/ timetable Use of computing equipment. Modelling/scaffolding. Use of mind maps. Talk partners. Experiences given. A range of recourses; Dienne’s material, flip charts. Cubes, etc. Marking prompts.</p>	<p>One page profile. Literacy and numeracy intervention. Intervention in class support. Phonological awareness programme. Booster lessons. Task managers. LSA/teacher pre-teaches concept. Precision teaching. Individualised timetable. Daily phonic intervention. Sensory Diet Intervention LSA led programme. Rapid Phonic intervention programme. Alpha to Omega Intervention Nessy Intervention Whole word intervention programme. Working memory support programme. Educational psychologist support. SEND Team support.</p>	<p>One planning. Individual learning plan. Personalised learning programme. Additional support from badge holder. Small group support. 1:1 focused work. Use of additional learning equipment. Individualised sensory diets. EHCP targets/ strategies. Exam concession. Meta cognition. Multi-sensory teaching and learning. Nurture group.</p>

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<i>Communication and interaction</i>	Differentiated planning and work In class LSA and teacher support. Visual timetables. Visual aids. Writing frames. ICT. Modelling/scaffolding. Clear/short phrases being used. Word meaning. Helicopter stories. Buddies Play/student leaders Talk partners. Paired/group work. Introduction of Makaton in EYFS. Questioning. Photos of areas/equipment. Songs/rhyme/phonics development. Class discussion/debating/oral presentation of work. Time to respond.	Target in class support. Socially speaking. Social skills work Individualised visual time table. Now/next board. Safe/calm space Workstations. E.A.L. Intervention Pre- teach topic vocabulary. Mind mapping. Movement breaks. Lego therapy Idioms non-literal language used. Play/Student leading. Wellcomm Intervention. Language for thinking Colourful semantics One page profiles. Educational psychologist support. Learning mentor support. Time to Talk intervention ELKLAN trained staff. SEND Team support. Sensory diet. LSA targeted support. One planning. Small group work. Speech and Language Therapy Service support.	Additional ICT programme. Individualised programme of support. Living Language support. Alternative recording methods. Kinaesthetic memory prompts. Speak for purpose support. Additional support from badge holder. Nurture group. EHCP guidance/strategies. Speech and Language Therapist Support Pecs system. Makaton Attention Autism Intensive Interaction

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<i>Social, emotional and mental health</i>	<p>Whole school behaviour policy./restorative justice. Seating arrangements. Branches to success Class/school representatives. Visual timetable. P.H.S.E curriculum Building resilience S.M.S.C Shared practise. Play / student leaders Growth mind-set approach-Displays Building positive relationships. Sensory garden. School council. Golden time. Risky play. Wellbeing representatives. Buddy system Buddy benches. Signed classroom rules charter. Visual aid/reminders. Behaviour tracker. School clubs./wellbeing clubs. Clear consistent routines. Clear expectations. Zones of regulation.</p>	<p>Emotional literacy support. Emotion card system. Targeted Interventions. Sensory diet. Sensory learning. Safe/calm space. – The Nest Zones stations Sandwich effect. Movement breaks. Outdoor learning. Intervention LSA led programme. Social stories/power stories Reward system. Lego therapy. One Page profile. Educational phycologist support. Social skill group, Social speaking. SEND Team support. Zones of regulation intervention Wellbeing check-ins Movement breaks Friendship skills intervention</p>	<p>Adult response plans/trackers Individual risk assessment. Positive handling. Self Interest Time. Reduced timetable. Individualised learning programme. Small group work. Specific Staff training. Resilience work. Self-esteem work. Child development centre support. EWHMS support. Attendance officer support One planning. EHCP Guidance/strategies. Nurture group. Learning mentor support. Mind referral/workshops. YCT / kids inspire referral.</p>

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<i>Sensory and Physical</i>	<p>Differentiated planning and work. Visually rich/enhanced environment. Visual timetables. Visual aids, stimuli. Pencil grips. Alternative seating arrangements where necessary. Building accessibility. School visit accessibility. Kinaesthetic approach. Metacognitive strategies. Child centred approach. Introduction of Makaton to EYFS. Use of computing equipment. Funky fingers (EYFS) Laptops for writing</p>	<p>Fine/gross motor skills activities. Dough Disco. Gym Trail. Writing slope. Use of Letter join programme. Alternative writing recourses- Speech to text. Specialist equipment. Yoga Tactile equipment. Alternative resources. Self-care support. Safe/calm space. Intervention T.A led programme. Sensory Diet. Movement breaks. Relaxation group. Wheelchair access. One planning. Education psychologist support. School nurse. Sensory needs met environment. SEND Team support.</p>	<p>Personalised reward system. Use of passage of time aids, Power stories Individualised risk assessment. Anxiety mapping. Specific staff training. Needs awareness training. Badge holder LSA support. Targeted physiotherapy programme. One planning. Specialist equipment. Pre teaching. Targeted occupational therapy programme. EHCP guidance/ strategies. Nurture group. Learning mentor. Clicker program Adaptive technology/learning recourses. Specialist Mobility Equipment</p>