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| ***Area of need*** | **High Quality Teaching** | **Additional School Intervention and Support** | **High Needs Support** |
| **Cognition and learning** | Differentiated planning and work.  In-class teacher and T.A 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.  Use of phonic frames.  Use of writing frames.  Success criteria steps.  Use of computing equipment.  Modelling/scaffolding.  School clubs.  Use of mind maps.  Talk partners.  Experiences given.  A range of recourses; Dienne’s material, flip charts. Cubes, etc.  Marking prompts.  Now and then board | One page profile.  Literacy and numeracy catch up intervention.  Intervention in class support.  Phonological awareness programme.  Booster lessons.  Task managers.  T.A./teacher pre-teaches concept.  Precision teaching.  Individualised timetable.  Daily phonic intervention.  Rapid reading intervention programme.  Movement Breaks.  Intervention T.A led programme.  Rapid Phonic intervention programme.  Rapid maths intervention.  Rapid writing intervention.  Times table rock stars.  Alpha to Omega  Nessy  Whole word intervention programme.  Working memory support programme.  Educational psychologist support.  SENDCo support. | 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.  Brain breaks.  EHCP targets/ strategies.  Exam concession.  Meta cognition.  Multi-sensory teaching and learning.  Supported homework club with phase TA.  Nurture group. |

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| ***Area of need*** | **High Quality Teaching** | **Additional School Intervention and Support** | **High Needs Support** |
| ***Comunication and interaction*** | Differentiated planning and work  In class TA and teacher support.  Visual time tables.  Pecs system.  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  Work stations.  E.A.L. Intervention  Pre- teach topic vocabulary.  Mind mapping.  Movement breaks.  Lego therapy  Idioms non-literal language used.  Play/Student leading.  Wellcomm Intervention.  One page profiles.  Educational psychologist support.  Learning mentor support.  Time to Talk intervention  ELKLAN trained staff.  SENDCo support.  Sensory diet.  TA targeted support.  One planning.  Small group work.  Speech and Language Therapy Service support. | Additional ICT programme.  Colourful Semantic work.  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 |

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| ***Area of need*** | **High Quality Teaching** | **Additional School Intervention and Support** | **High Needs Support** |
| ***Social, emotional and mental health*** | Whole school behaviour policy./restorative justice.  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 clubs  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. | Emotional literacy support.  Emotion card system.  Targeted Interventions.  Sensory diet.  Sensory learning.  Specific seating arrangements.  Safe/calm space.  Sandwich effect.  Movement breaks.  Outdoor learning.  Intervention T.A led programme.  Social stories/power stories  Reward system.  Lego therapy.  One Page profile.  Educational phycologist support.  Social skill group,  Social speaking.  Friends for life programme.  SENDCo support.  Zones of regulation intervention | 5 Step plans  5 step plan trackers.  Individual risk assessment.  Positive handling.  Individual behaviour plan.  Self Interest Time.  Reduced time table.  Individualised learning programme.  Small group work.  Specific Staff training.  Resilience work.  Self-esteem work.  Cognitive behaviour therapy.  Child development centre support.  EWHMS support.  Attendance officer support  Family liaison officer support  One planning.  EHCP Guidance/strategies.  Nurture group.  Learning mentor support. |

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| ***Area of need*** | **High Quality Teaching** | **Additional School Intervention and Support** | **High Needs Support** |
| ***Sensory and Physical*** | 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.  School clubs.  Use of computing equipment.  Funky fingers (EYFS)  Laptops for writing | 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.  SENDCo support. | Personalised reward system.  Use of passage of time aids,  Power stories  Individualised risk assessment.  Anxiety mapping.  Specific staff training. Needs awareness training.  Badge holder T.A support.  Targeted physiotherapy programme.  One planning.  Specialist equipment.  Pre teaching.  Targeted occupational therapy programme.  EHCP guidance/ strategies.  Nurture group.  Learning mentor.  Clicker program |