

Suggestions for interventions for different levels of need

special need	UNIVERSAL – GOOD QUALITY TEACHING IN CLASS WITH DIFFERENTIATION FOR SEN	TARGETTED SUPPORT – SUPPORT ADDITIONAL TO GOOD QUALITY TEACHING IN CLASS	SPECIALIST SUPPORT – INFORMED BY EXTERNAL PROFESSIONALS (For children/ young people without EHC plan)	EHC PLAN / STATEMENT SUPPORT DELIVERED AS AGREED AT EHC PLAN MEETING
<ul style="list-style-type: none"> <li>Communication and Interaction</li> </ul>	<ul style="list-style-type: none"> <li>Good teaching including</li> <li>Differentiation for learning level and learning styles (kinaesthetic, visual, auditory)</li> <li>breakdown of tasks and instructions into manageable chunks</li> <li>visual cues and support</li> <li>pre-teaching of vocabulary</li> <li>participatory teaching styles – paired talk; group interactions; targeted differentiated questioning;</li> <li>opportunities to model and rehearse sentences and vocabulary for speaking, reading and writing eg use of drama</li> <li>structure of activities to promote active listening; games to develop listening skills,</li> <li>games to develop memory skills.</li> <li>social skills taught/ modelled eg turn taking, discussion points modelled, active listening.</li> <li>presentation skills taught to develop confidence in class participation</li> <li>provision of “safe environment” that supports all children to participate</li> <li>variety of recording technologies incorporated eg “talking tubs”, video,ICT</li> <li>staff trained on inclusion development programme for SLCN and/or ASD</li> <li>parenting classes on developing communication</li> <li>playground buddies</li> <li>see section on BESD for developing social confidence ideas.</li> </ul>	<p>As Universal plus: small group focused interventions</p> <ul style="list-style-type: none"> <li>visual cues</li> <li>vocab pre-teaching</li> <li>social skills group</li> <li>drama/ small world play support</li> <li>small group support work on sentence structure and expressive and receptive language.</li> <li>narrative group</li> <li>Higher level language group</li> <li>Sec transition groups</li> <li>Lower level language groups</li> <li>Basic concepts groups</li> <li>box clever</li> <li>ICAN</li> <li>makaton</li> <li>PECS</li> <li>social stories</li> <li>access to wave 2 literacy interventions</li> <li>Talking Partners - intervention programme</li> <li>Peer mentoring</li> <li>SEAL small groups</li> <li>Friends for Life</li> <li>Circle of Friends</li> <li>Staff trained to facilitate structured playground activities to enhance social communication</li> </ul>	<p>As universal and targeted plus:</p> <ul style="list-style-type: none"> <li>speech therapy programme</li> <li>The pupil will require personalised programmes to address some or all of the following:</li> <li>Attention and listening</li> <li>Auditory processing</li> <li>Semantics</li> <li>Grammar</li> <li>Cognition</li> <li>Pragmatics</li> <li>Sensory processing</li> </ul> <p>Nurture groups</p> <ul style="list-style-type: none"> <li>Individual learning mentor</li> <li>Individualized transition plan</li> <li>Emotional intervention from EP or other – eg brief solution focused interventions/ Cognitive Behaviour Therapy</li> </ul> <ul style="list-style-type: none"> <li>Referrals can be made to SLT, CDT, GP, SAFE, Early Bird</li> </ul>	<ul style="list-style-type: none"> <li>as Wave 3/ Band A plus: <ul style="list-style-type: none"> <li>speech therapy programme</li> <li>individual programme of support informed by advice from external agencies totalling more than £6000</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>• Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• differentiated curriculum</li> <li>• participatory lessons</li> <li>• modelling and rehearsal</li> <li>• variety of groupings dependent on need and lesson objectives</li> <li>• peer discussion and evaluation</li> <li>• visual support</li> <li>• vocabulary rehearsal and preteaching followed up by display to give visual prompts</li> <li>• work on all aspects of curriculum speaking and listening, phonics, comprehension, composition, editing, handwriting</li> <li>• Additional 1:1 reading/ home reading programme with parent workshops to support.</li> <li>• Synthetic phonics programme</li> <li>• Spelling programme</li> <li>• Sentence structure and organisation                             <ul style="list-style-type: none"> <li>• writing frames</li> <li>• vocab support</li> </ul> </li> <li>• Handwriting programme</li> <li>• Use of ICT programmes - eg clicker 5 and 6</li> <li>• Paired talk</li> </ul>	<ul style="list-style-type: none"> <li>• As UNIVERSAL plus</li> <li>• Additional 1:1 reading/ home reading programme</li> <li>• <u>Phonics</u>- daily catch up groups</li> <li>• Sounds and letters - extra groups support - or Jolly phonics additional work, RWI 1:1 tutoring,</li> <li>• Intervention groups:                             <ul style="list-style-type: none"> <li>• eg ELS, ALS,FLS,</li> </ul> </li> <li>• use of “Overcoming barriers” material at small group level,</li> <li>• Cued spelling (run at Mount Carmel)</li> <li>• Emotional support – See BESD section</li> <li>• Peer tutoring</li> <li>• Talking Partners Intervention programme</li> <li>• ECAW</li> <li>• Better Reading Partners</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• AS UNIVERSAL AND TARGETTED plus :</li> <li>Individual programmes of support as advised by external agencies</li> <li>• Reading Recovery</li> <li>• ECAR</li> <li>• Speech and Language Therapy programme</li> <li>• OT programme for handwriting/organisation</li> <li>• Catch up programme</li> <li>• Accelerread/ accelewrite</li> <li>•</li> </ul>	<p>Individual programme of support informed by advice from external agencies totalling more than £6000</p>

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<ul style="list-style-type: none"> <li>• Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated curriculum</li> <li>• Participatory lessons</li> <li>• Modelling and rehearsal</li> <li>• Variety of groupings dependent on need and lesson objectives</li> <li>• Peer discussion and evaluation</li> <li>• Visual support - eg number lines,</li> <li>• Vocabulary rehearsal</li> <li>• Concrete apparatus used to support learning</li> <li>• Investigative opportunities</li> <li>• Recording frames</li> <li>• Use of “Overcoming Barriers” material to inform practice</li> <li>• Slavonic abacus</li> <li>• Maths workshops for parents to support children</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• AS UNIVERSAL PLUS</li> <li>• Springboard,</li> <li>• Max’s Marvellous Maths</li> <li>• use of “Overcoming Barriers” material at small group level,</li> <li>• Numeracy Catch up</li> <li>• Numicon</li> <li>• 5 minute box</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• AS UNIVERSAL AND TARGETED PLUS:</li> <li>• individual programmes as advised by external providers</li> <li>•</li> <li>• Catch up Numeracy</li> <li>• Wave 3 Maths programme</li> <li>• Numbers Count programme</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• As wave 3 plus:</li> <li>•</li> <li>• Individual programmes as advised by external providers totalling more than £6000</li> <li>•</li> <li>•</li> </ul>

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<ul style="list-style-type: none"> <li>BESD</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated curriculum including different learning styles ( kinaesthetic, visual, suditory)</li> <li>Participatory lessons</li> <li>Modelling and rehearsal</li> <li>Variety of groupings dependent on need and lesson objectives</li> <li>Peer discussion and evaluation</li> <li>Consistent rules linked to clear policy</li> <li>Clear boundaries and consequences consistently applied</li> <li>Rewards fairly and consistently applied</li> <li>Expectations tailored to needs of child.</li> <li>PSHE curriculum taught eg SEAL or Ealing PSHE curriculum</li> <li>model ways of solving conflict/ emotional difficulties</li> <li>school ethos of explanation and support and teaching of emotional skills as well as punishment for transgressions</li> <li>anti bullying programmes</li> <li>staff trained on inclusion development programme for BESD</li> <li>school policy to include parental and staff behavior expecatations</li> <li>staff and parents to be well trained in supporting and modelling good behavior and coping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>as UNIVERSAL PLUS</li> <li>eg environmental check list - make environment better through seating plans, areas for time out,</li> <li>communication check list - identify key times and</li> <li>identify anxiety triggers and find solution eg stress balls, delay in coming in to class/ early entrance to class.</li> <li>alternative play arrangements,</li> <li>individualised reward and sanction chart</li> <li>calming down areas</li> <li>train all staff in successful ways of calming</li> <li>interventions - eg social skills groups, social stories,</li> <li>small group additional work in SEAL silver set</li> <li>circle of friends</li> <li>anger management groups</li> <li>friends for life</li> <li>PSP intitiated</li> <li>Access to Parent support eg family links, TripleP, Self esteem, DV support, Early Bird,</li> <li>Learning mentor</li> </ul>	<p>AS UNIVERSAL AND TARGETTED PLUS:</p> <ul style="list-style-type: none"> <li>PBS advised individual programme</li> <li>EP advised individual programme</li> <li>SLT – see section on Communication and Interaction</li> <li>School counsellor - eg Place to be; catholic counselling service; John Lyons project,</li> <li>also involvement of outside agencies</li> <li>eg SAFE, social services,</li> <li>support from individuals trained in TEACCH</li> <li>Nurture groups</li> <li>individual mentor programme</li> <li>staff trained in Team teach</li> <li>referrals to CAMHS,</li> <li>alternative curriculum/provision for High School pupils.</li> </ul>	<ul style="list-style-type: none"> <li>As band A plus -Individualised programmes to access curriculum total more than £6000</li> </ul>

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<ul style="list-style-type: none"> <li>Visual Impairment</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that basic classroom management strategies are in place:</li> <li>Glasses, if prescribed should be worn and kept clean</li> <li>Preferential seating towards the front of the class</li> <li>Uncluttered classroom environment</li> <li>Optimum lighting conditions</li> <li>Individual copies of texts</li> <li>Accessible classroom displays</li> <li>Use clear, unambiguous language and ensure verbal instruction are clear and brief</li> <li>Avoid ambiguous language such as `over there</li> <li>Be aware that a loss of vision may adversely impact on a pupil's social confidence and ensure that there are opportunities for the pupil to interact socially with peers</li> <li>Provide regular opportunities to elicit pupil's views on overall well-being in school.</li> <li>Ensure clinical report on the pupil's eye condition is available in school</li> </ul>	<ul style="list-style-type: none"> <li>AS UNIVERSAL PLUS</li> <li>ensure access to curriculum through appropriately enlarged or reduced texts according to eye condition</li> <li>Allow additional time to complete tasks</li> <li>differentiate tasks to avoid extended periods of close work</li> <li>promote opportunities throughout school day for developing social interaction</li> <li>teach specific social skills to compensate for lack of non-verbal information, e.g. taking turns, effects of comments/behaviours on others</li> <li>learning ways to join in conversations/games etc.</li> <li>enlarging visual support - access to ICT eg laptop or Ipad to enable access to</li> <li>small group work on socialisation - eg circle of friends</li> </ul>	<ul style="list-style-type: none"> <li>AS UNIVERSAL AND TARGETTED PLUS</li> <li>Additionally the pupil may benefit from:</li> <li>Provision of hand held magnifier</li> <li>Access to Touch Typing programmes</li> <li>Circle of Friends strategy in place to enhance peer awareness of disability and to promote social inclusion</li> <li>Specific playground advice re accessible playground games, <a href="http://www.mib.org">www.mib.org</a></li> </ul>	<ul style="list-style-type: none"> <li>individual programme of support informed by advice from external agencies totalling more than £6000</li> <li>Additionally the pupil may require a specialist ICT assessment and provision of a range of low visual aids.</li> <li>May require access alternative means of non-sighted reading approaches e.g. Braille, Moon</li> <li>Counselling/mentoring</li> <li>Access to assessment and training habilitation training from a qualified habilitation officer</li> </ul>

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<ul style="list-style-type: none"> <li>hearing impairment</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that basic classroom management strategies are in place:</li> <li>Preferential seating towards the front of the class</li> <li>Ensure that teacher speaks clearly to facilitate lip reading</li> <li>If hearing aid(s) have been prescribed ensure that are worn and are functioning properly.</li> <li>Ensure teacher faces class when speaking and allows time for HI child to copy or write notes before speaking again.</li> <li>Keep back ground noise to a minimum.</li> <li>Ensure there is good lighting for child to see teacher's face.</li> <li>Ensure teacher remains at front when speaking.</li> <li>Teachers to repeat, rephrase, explain, simplify language and clarify by asking pupil clear but open questions.</li> <li>DVD, television: subtitling to be used or transcript prepared.</li> <li>Teacher to give context to what they say by using visual aids, role play, pictures, slides.</li> </ul>	<p>AS UNIVERSAL PLUS:</p> <ul style="list-style-type: none"> <li>Input by TOD: Listening assessments by TOD to inform future advice.</li> <li>ATOHI to provide advice and recommendations = classroom management/hearing instruments and differentiation/language development</li> <li>Key subject/topic vocabulary recorded on white board. Examples of its usage/meaning in different contexts - provided.</li> <li>Subject specialist/ staff: interventions with child to differentiate and develop child's understanding.</li> <li>Plenty of visual resources to add meaning to teacher's words.</li> <li>Text to be differentiated: key words explained/highlighted.</li> <li>Ensure teacher explains instructions visually and verbally and re caps what is expected.</li> <li>Staff identify students about to speak and repeat what has been said by students.</li> <li>Ensure students speak one at a time in class discussions. Seating in a u shape preferable.</li> <li>Repeat or rephrase what has been said if HI child not understood.</li> </ul>	<p>AS UNIVERSAL AND TARGETTED PLUS:</p> <ul style="list-style-type: none"> <li>SALT programme</li> <li>counselling programmes</li> <li>SENs advice</li> <li>Ensure basic classroom management strategies are in place.</li> <li>Input by TOD: Listening assessments by TOD to inform future advice.</li> <li>Assessment re FM equipment + if required, pilot of FM radio aid for 3 months</li> <li>Daily checks to ensure FM radio aid transmitter fully charged + worn to provide direct access to teacher's voice.</li> <li>FM radio aid transmitter to be muted whilst teacher circulates to avoid distraction to HI pupil.</li> <li>FM radio aid settings to adjust to group work or to pair work or class reader activity.</li> <li>Focused interventions as required in text-based subjects.</li> <li>Ensure child has cues to know when one topic has ended and new subject to be introduced.</li> <li>Record objectives and headings clearly on board to provide a context.</li> <li>Allow time for HI child to look at a visual clue or demonstration before speaking again or changing the board information.</li> </ul>	<ul style="list-style-type: none"> <li>individual programme of support informed by advice from external agencies totalling more than £6000</li> <li>Ensure basic classroom management strategies are in place.</li> <li>Where required: specialist individual intervention/programmes by TOD on weekly basis.</li> <li>Variety of teaching and learning strategies including timed and focused withdrawal to prepare for greater inclusion.</li> <li>Speech &amp; Language Therapy referral for severe to profound losses</li> <li>FM Radio aid equipment and usage as per wave 3</li> <li>Pupil evaluations to contribute to training of staff + pupil independence.</li> <li>High School Counselling/advice re social/personal skills.</li> <li>High School Connexions advice re future options.</li> </ul>

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<ul style="list-style-type: none"> <li>• physical difficulties</li> </ul>	<ul style="list-style-type: none"> <li>- environmental checklist</li> <li>- risk assess all areas of school and make amendments to ensure safety and accessibility</li> <li>- ensure access to all lessons by including strategy for inclusion in planning</li> <li>- ensure social inclusion and support with peer relations.</li> </ul>	<p>AS UNIVERSAL PLUS:</p> <ul style="list-style-type: none"> <li>• Allow additional time to complete tasks</li> </ul>	<p>AS UNIVERSAL AND TARGETTED PLUS:</p> <ul style="list-style-type: none"> <li>• OT programme</li> <li>• SALT programme</li> <li>• counselling programmes</li> <li>• SENs advice</li> </ul>	<ul style="list-style-type: none"> <li>- individual programme of support informed by advice from external agencies totalling more than £6000</li> </ul>

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<ul style="list-style-type: none"> <li>Autistic Spectrum Disorders</li> </ul>	<ul style="list-style-type: none"> <li>including</li> <li>Differentiation for learning level and learning styles (kinaesthetic, visual, auditory)</li> <li>breakdown of tasks and instructions into manageable chunks</li> <li>visual cues and support</li> <li>pre-teaching of vocabulary</li> <li>participatory teaching styles</li> <li>opportunities to model and rehearse sentences and vocabulary for speaking, reading and writing eg use of drama</li> <li>games to develop listening skills</li> <li>games to develop memory skills.</li> <li>social skills taught/ modelled eg turn taking, discussion points modelled, active listening.</li> <li>presentation skills taught to develop confidence in class participation</li> <li>provision of “safe environment” that supports all children to participate</li> <li>variety of recording technologies incorporated eg “talking tubs”, video, ICT ( kar2ouche? Clicker 7)</li> <li>staff trained on inclusion development programme for SLCN and/or ASD</li> <li>parenting classes on developing communication</li> <li>playground buddies</li> <li>see section on BESD for developing social confidence ideas.</li> </ul>	<p>AS UNIVERSAL PLUS</p> <ul style="list-style-type: none"> <li>visual timetable</li> <li>PECS</li> <li>-</li> </ul>	<p>AS UNIVERSAL AND TARGETTED PLUS:</p>	<ul style="list-style-type: none"> <li>individual programme of support informed by advice from external agencies totalling more than £6000</li> </ul>

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