

## Map of interventions by area of need

Berkswell C of E Primary School is an inclusive school and may offer the following range of provision to support all children in school, including those with SEND. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. However, some children need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. These specific interventions will be for children with SEN support, SEN support+ or those children on a EHC plan.

	<b>All pupils, where appropriate Quality First Teaching</b>	<b>SEN Support</b>	<b>SEN Support + and EHCP</b>
<b>Area of need</b>			
<b>Cognition and learning (understanding and processing information to learn)</b>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Use of visual aids/modelling</li> <li>• Modified resources, access to ICT</li> <li>• Illustrated dictionaries</li> <li>• High interest/ low reading age books</li> <li>• Writing frames</li> <li>• Deployment of TA's to support differentiation.</li> <li>• Rigorous systems of tracking and assessment to measure progress.</li> <li>• Quality marking and feedback to inform future learning and targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific targets set with the child and reviewed each term with parents</li> <li>• Catch up programmes- literacy and numeracy e.g. ELS</li> <li>• Targeted programmes – Read Write Inc, Direct Phonics, Numicon, Dancing bears</li> <li>• Reading partners</li> <li>• Group in class support from TA</li> <li>• Specialist ICT programs e.g. spell better APP, clicker</li> <li>• Opportunities for alternative methods of recording work.</li> <li>• Pre-teaching and review of content and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Specific targets set with the child and reviewed each term with parents</li> <li>• Support from SSA/TA on specific IEP targets</li> <li>• Specialist literacy and numeracy programmes</li> <li>• 1-1 support or teaching for some parts of some lessons</li> <li>• Auditory and visual memory groups</li> <li>• Advice and support from external agencies (SISS, CLD – communication and learning difficulties)</li> </ul>

<p><b>Communication and interaction</b></p> <p><b>(Including Speech and Language and ASD)</b></p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Increased use of visual aids/modelling</li> <li>• Adapted classroom environment</li> <li>• Class visual timetables</li> <li>• Structured school and class routines</li> <li>• Drama activities, e.g. hot-seating</li> <li>• Deployment of TA's to support differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific targets set with the child and reviewed each term with parents</li> <li>• In class support with focus on supporting speech and language</li> <li>• Computer/ iPad software</li> <li>• Dictaphones (alternative method of recording)</li> <li>• Individual visual timetable</li> <li>• Visual task board</li> <li>• Pre-teaching and review of strategies and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Specific targets set with the child and reviewed each term with parents</li> <li>• Social use of language group</li> <li>• Specialist programmes devised by SALT / SLT team, delivered by TA/ SSA</li> <li>• Advice from EP</li> <li>• Circles of Friends/ Buddy group/ Peer mentoring</li> <li>• Advice and support from external agencies (CLD – communication and learning difficulties)</li> </ul>
<p><b>Social, emotional and mental health (SEMH)</b></p>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Whole school/class rules</li> <li>• Whole school/class rewards and sanctions systems</li> <li>• Circle time</li> <li>• Weekly Jigsaw/PSHE lessons</li> <li>• Opportunities to work with partners and small groups in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Specific targets set with the child and reviewed each term with parents</li> <li>• Small group Circle Time</li> <li>• Social skills groups; Time for Talk, Socially speaking, circle of friends</li> <li>• Anger management</li> <li>• In class support with teacher/ TA</li> <li>• Nurture groups</li> <li>• Specific resources to support individual needs e.g. pencil grips/fiddle toys</li> <li>• Use of visual cues and timetables</li> <li>• One to one and group support through school Family Support Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Specific targets set with the child and reviewed each term with parents</li> <li>• Meet and greet sessions for pupils at the start of each day for individual pupils</li> <li>• Planned programme of Support from SSA for individual children (Behaviour plan/ Positive Handling Plan)</li> <li>• Home/School communication books</li> <li>• 1:1 support in unstructured social environments.</li> <li>• Individual counselling</li> <li>• Individual reward system</li> <li>• Advice from EP</li> <li>• Circles of Friends/ Buddy group/ Peer mentoring</li> <li>• Advice and support from external agencies (SEMH – Social, Emotional and Mental Health)</li> <li>• One to one support through school Family Support Worker</li> </ul>

<p><b>Sensory and physical</b></p>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Staff aware of implications of physical impairment</li> <li>• Addition resources available- e.g. pencil grips</li> <li>• Medical support/advice where necessary</li> <li>• Different coloured paper and screens on the IWB</li> <li>• Deployment of TA's to support differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific targets set with the child and reviewed each term with parents</li> <li>• Brain gym exercises</li> <li>• Computer/Keyboard skills training</li> <li>• Additional fine motor skills practice</li> <li>• In class support for access and safety</li> <li>• BEAM programme to develop gross motor skills</li> <li>• Specific resources to support individual needs e.g. Writing slopes /posture supports/pencil grips/fiddle toys</li> <li>• Specific Interventions e.g. Write from the Start</li> </ul>	<ul style="list-style-type: none"> <li>• Specific targets set with the child and reviewed each term with parents</li> <li>• Some individual support in class to access curriculum activities</li> <li>• Fine motor programmes delivered with 1:1 support</li> <li>• Advice and support from external agencies (Occupational therapist, Physiotherapist, SISS Sensory)</li> </ul>
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