

	Pupil needs	Intervention	Resources	Expected outcomes
UNIVERSAL PROVISION COMMUNICATION AND INTERACTION	SOCIAL COMMUNICATION <ul style="list-style-type: none"> <input type="checkbox"/> Difficulty knowing how to talk and listen to others in a conversation <input type="checkbox"/> Difficulty making and maintaining friendships <input type="checkbox"/> Anxiety in busy, unpredictable environments <input type="checkbox"/> Difficulty coping in new or unfamiliar situations <input type="checkbox"/> Over/under sensitivity to touch, light, taste, sound, smell or colour 	<ul style="list-style-type: none"> <input type="checkbox"/> Say what you mean (explain double meanings, avoid sarcasm etc.) <input type="checkbox"/> Preparation for change of activity or lesson <input type="checkbox"/> Visual prompting and cues – timetable, instructions, demarcating areas <input type="checkbox"/> Systematic organisation of independent learning tasks and activities <input type="checkbox"/> Emotional literacy lessons in class <input type="checkbox"/> Clear rewards and sanctions – including motivators <input type="checkbox"/> Overt expectations made explicit <input type="checkbox"/> Calm learning environment <input type="checkbox"/> Prompt cards for group roles and conversation skills <input type="checkbox"/> Whole school awareness and training <input type="checkbox"/> Say child’s name before giving instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> Visual timetables, schedules & prompts <input type="checkbox"/> First / then/ next / board <input type="checkbox"/> Simple Social Stories <input type="checkbox"/> Role-play scenarios <input type="checkbox"/> Buddy system <input type="checkbox"/> Circle time activities <input type="checkbox"/> Monitoring cards, e.g. traffic lights or rating scale <input type="checkbox"/> Time-out system <input type="checkbox"/> Visual prompt cards, e.g. take turns, stay on topic <input type="checkbox"/> Emotions cards and activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Reduced anxiety <input type="checkbox"/> Improved capacity for independent learning <input type="checkbox"/> Increase in social interactions <input type="checkbox"/> Improved social relationships and friendships <input type="checkbox"/> Independent access to the school day <input type="checkbox"/> Enhanced ability to work in groups <input type="checkbox"/> Clearer focus of attention <input type="checkbox"/> More appropriate behaviour
	LANGUAGE <ul style="list-style-type: none"> <input type="checkbox"/> Difficulty when <i>saying</i> words or sentences <input type="checkbox"/> Difficulty <i>understanding</i> words or sentences <input type="checkbox"/> Difficulty following /processing instructions <input type="checkbox"/> Short attention span <input type="checkbox"/> Comprehension and /or decoding affected in literacy 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear and simple explanations <input type="checkbox"/> Chunking instructions <input type="checkbox"/> Extra time to process what has been said <input type="checkbox"/> Check understanding <input type="checkbox"/> Model correct sentences <input type="checkbox"/> Visual support across the curriculum <input type="checkbox"/> Broad range of sentence activities, e.g. description, news telling <input type="checkbox"/> Talk partner opportunities <input type="checkbox"/> Pre-teaching of subject vocabulary <input type="checkbox"/> Guided reading for decoding and comprehension, especially inference <input type="checkbox"/> Whole school awareness and training 	<ul style="list-style-type: none"> <input type="checkbox"/> Colourful semantic cards for sentence extension <input type="checkbox"/> Talk buttons <input type="checkbox"/> language Link activities 	<ul style="list-style-type: none"> <input type="checkbox"/> More contributions to class and group discussions <input type="checkbox"/> Expanded oral & written sentences <input type="checkbox"/> Increased confidence <input type="checkbox"/> Improved listening & attention <input type="checkbox"/> Increase in confidence and self esteem <input type="checkbox"/> Quicker processing of language <input type="checkbox"/> Better understanding of the lesson <input type="checkbox"/> Enhanced reading comprehension
	SPEECH <ul style="list-style-type: none"> <input type="checkbox"/> Speech that is sometimes difficult to understand <input type="checkbox"/> Decoding often poor in literacy 	<ul style="list-style-type: none"> <input type="checkbox"/> Application of specific speech targets during the day <input type="checkbox"/> Speech link group <input type="checkbox"/> Attention & listening activities <input type="checkbox"/> Oral blending and segmentation linked to reading & spelling <input type="checkbox"/> Adults model correct sounds 	<ul style="list-style-type: none"> <input type="checkbox"/> Speech link games <input type="checkbox"/> Good listening prompts <input type="checkbox"/> Letters & sounds phase one <input type="checkbox"/> Making & breaking word activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Correct pronunciation of sounds in some situations <input type="checkbox"/> Segmentation of oral words

TARGETED PROVISION COMMUNICATION AND INTERACTION	<p>SOCIAL COMMUNICATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inability to cope with unstructured social situations, including transitions <input type="checkbox"/> Inability to use knowledge and skills functionally to generalise to various situations <input type="checkbox"/> Difficulty predicting others and understanding their motives <input type="checkbox"/> Inability to read the facial expressions of others <input type="checkbox"/> Rigid thinking, including strong routines and rituals <input type="checkbox"/> Difficulty understanding the rules of social interaction <input type="checkbox"/> Attention focused on own needs and interests <input type="checkbox"/> Extreme reactions, rather than a graded response 	<ul style="list-style-type: none"> <input type="checkbox"/> Regular mentor support, including adults or peers <input type="checkbox"/> Chaperone <input type="checkbox"/> Access to time out area or distraction free environment <input type="checkbox"/> Regular, short sensory breaks <input type="checkbox"/> Personalised Social Stories <input type="checkbox"/> Comic Strip Conversations <input type="checkbox"/> Small social skills group with baseline assessment <input type="checkbox"/> Small friendship skills group <input type="checkbox"/> Lego therapy 	<ul style="list-style-type: none"> <input type="checkbox"/> TA/Mentor time <input type="checkbox"/> Play Leader <input type="checkbox"/> Social Stories <input type="checkbox"/> Comic Strip Conversations <input type="checkbox"/> Personalised learning station <input type="checkbox"/> Exit strategy / card <input type="checkbox"/> Time to Talk programme- LDA 	<ul style="list-style-type: none"> <input type="checkbox"/> Pupil can calmly and independently move around the school at key changeover times <input type="checkbox"/> Increased social inclusion <input type="checkbox"/> Reduction in distressed behaviours <input type="checkbox"/> Skills learned in social group applied to school situations <input type="checkbox"/> Improved friendships <input type="checkbox"/> Greater participation at playtime with less adult intervention
	<p>LANGUAGE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considerable difficulties with receptive and / or expressive vocabulary <input type="checkbox"/> Short and inaccurate sentences – oral and written <input type="checkbox"/> Considerable difficulty understanding words, sentences and instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> Language Link group- vocabulary, verbs, negatives, questioning, reasoning <input type="checkbox"/> Vocabulary teaching with phonological & semantic cues <input type="checkbox"/> Colourful Semantics programme <input type="checkbox"/> Use of information carrying words when giving instructions <input type="checkbox"/> Targeted comprehension group 	<ul style="list-style-type: none"> <input type="checkbox"/> Language Link <input type="checkbox"/> Resources for word and sentence development, e.g. Speechlink <input type="checkbox"/> Colourful semantics cards and programme <input type="checkbox"/> Language for Thinking <input type="checkbox"/> Non-literal language, idioms, jokes etc. <input type="checkbox"/> Numicon <input type="checkbox"/> Concept signs and symbols 	<ul style="list-style-type: none"> <input type="checkbox"/> Correct usage of grammar, e.g. plurals & tenses <input type="checkbox"/> Shift from spoken phrases to sentences <input type="checkbox"/> Wider vocabulary, including core, extended & subject words <input type="checkbox"/> Improved factual understanding &/or inference <input type="checkbox"/> Ability to follow longer instructions <input type="checkbox"/> Improved words and sentences in writing
	<p>SPEECH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speech is often difficult to understand <input type="checkbox"/> Speech difficulties are impeding literacy development <input type="checkbox"/> Speech difficulties are impairing social interaction with peers 	<ul style="list-style-type: none"> <input type="checkbox"/> Targeted Speech link group <input type="checkbox"/> Specific phonemic awareness programme linked to letters <input type="checkbox"/> Segmentation activities linked to topic and functional vocabulary 	<ul style="list-style-type: none"> <input type="checkbox"/> Speech link activities based on assessment <input type="checkbox"/> Phonological awareness linked to speech production <input type="checkbox"/> Phonics programme with strong phonological awareness component, e.g. Sounds Write 	<ul style="list-style-type: none"> <input type="checkbox"/> Improved production of speech sounds <input type="checkbox"/> These still need to be applied throughout the day <input type="checkbox"/> Some segmentation of vocabulary – syllables, rhyme, phonemes <input type="checkbox"/> improved social interaction with peers

SPECIALIST PROVISION COMMUNICATION AND INTERACTION	SOCIAL COMMUNICATON <ul style="list-style-type: none"> <input type="checkbox"/> Unable to cope with close proximity to other <input type="checkbox"/> Physical outbursts if stressed, e.g. another pupil gets too close, toy taken away <input type="checkbox"/> Echolalia, rather than meaningful language <input type="checkbox"/> Lack of response inhibitions, e.g. can't wait, shouts out, runs off <input type="checkbox"/> Physically challenging behaviour <input type="checkbox"/> Unusual reactions to sensory stimuli <input type="checkbox"/> Difficulties with independence skills, such as dressing, toileting, eating 	<ul style="list-style-type: none"> <input type="checkbox"/> Paired or 1:1 curriculum tasks with TA support, differentiated by the teacher <input type="checkbox"/> Individual work station <input type="checkbox"/> Individualised programme, including specific interventions supported by the SENCo and perhaps outside professionals <input type="checkbox"/> Sensory breaks and snacks <input type="checkbox"/> Individual visual timetable and support to use it <input type="checkbox"/> Visual approaches personalised to pupil <input type="checkbox"/> Specific interest clubs <input type="checkbox"/> Comic Strip Conversations or Social Stories 	<ul style="list-style-type: none"> <input type="checkbox"/> High level of TA support <input type="checkbox"/> Specialist team involvement, e.g. CIT <input type="checkbox"/> Alternative teaching space <input type="checkbox"/> Training for staff in social communication difficulties 	<ul style="list-style-type: none"> <input type="checkbox"/> Able to access the mainstream curriculum with support <input type="checkbox"/> Improved behaviour <input type="checkbox"/> Reduced frustration
	LANGUAGE <ul style="list-style-type: none"> <input type="checkbox"/> Severe difficulties with receptive and expressive vocabulary <input type="checkbox"/> May speak and understand at a single word or phrase level <input type="checkbox"/> Difficulty in formulating an oral sentence <input type="checkbox"/> Severe difficulty understanding words, sentences and instructions <input type="checkbox"/> Very early levels of literacy 	<ul style="list-style-type: none"> <input type="checkbox"/> Individualised Language Link or SALT programme <input type="checkbox"/> Use of Makaton signing by staff <input type="checkbox"/> Individual vocabulary wordbook 	<ul style="list-style-type: none"> <input type="checkbox"/> SALT programme & advice <input type="checkbox"/> Training for staff in SLCN <input type="checkbox"/> Makaton training for adult <input type="checkbox"/> Individualised Language Link programme 	<ul style="list-style-type: none"> <input type="checkbox"/> Personal needs met <input type="checkbox"/> Improved communication <input type="checkbox"/> Improved comprehension of basic language, instructions and expectations <input type="checkbox"/> Improved curriculum access
	SPEECH <ul style="list-style-type: none"> <input type="checkbox"/> Speech is incomprehensible to an unknown adult or peer <input type="checkbox"/> Significant impact on literacy <input type="checkbox"/> Speech difficulties are impeding social interaction with peers <input type="checkbox"/> Speech difficulties are causing emotional distress and frustration 	<ul style="list-style-type: none"> <input type="checkbox"/> Speech cueing system, if advised by SALT, e.g. cued articulation <input type="checkbox"/> Individual programme, provided by SALT or Language Link <input type="checkbox"/> Consistent support from teacher and TA to apply speech sounds throughout the day 	<ul style="list-style-type: none"> <input type="checkbox"/> Advice from SALT <input type="checkbox"/> Adult support for speech application throughout the day <input type="checkbox"/> Specialist advice from ICT Advisory teacher 	<ul style="list-style-type: none"> <input type="checkbox"/> Improved but perhaps not perfect articulation of speech sounds at word, sentence or conversation level <input type="checkbox"/> Improved social interaction with peers <input type="checkbox"/> Improved self esteem

UNIVERSAL PROVISION COGNITION AND LEARNING	<ul style="list-style-type: none"> <input type="checkbox"/> Low levels of attainment and progress <input type="checkbox"/> Difficulty acquiring new skills (particularly in Literacy and Numeracy) <input type="checkbox"/> Difficulty in dealing with abstract ideas <input type="checkbox"/> Some speech and language difficulties e.g. generalising information, understanding abstract language <input type="checkbox"/> Some difficulties with fine or gross motor skills <input type="checkbox"/> Some signs of frustration <input type="checkbox"/> Difficulties involving specific skills such as sequencing, ordering, word finding <input type="checkbox"/> Limited skills in verbal exchanges <input type="checkbox"/> Avoidance strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> Pupil's name and eye contact established before giving instructions <input type="checkbox"/> Clear and simple instructions, breaking down longer instructions and giving one at a time <input type="checkbox"/> Clarify, display and refer back to new and/or difficult vocabulary <input type="checkbox"/> Pre-teach vocabulary <input type="checkbox"/> Check for understanding <input type="checkbox"/> Consistent use of positive language <input type="checkbox"/> Jot down key points/instructions <input type="checkbox"/> Give time before response is needed <input type="checkbox"/> Visual cues and prompts <input type="checkbox"/> Visual timetable <input type="checkbox"/> Collaborative working opportunities <input type="checkbox"/> Key vocabulary displayed/available <input type="checkbox"/> Time given for processing <input type="checkbox"/> Consistent use of terms <input type="checkbox"/> Repetition and reinforcement of skills <input type="checkbox"/> Tasks simplified or extended <input type="checkbox"/> Whole school awareness and training <input type="checkbox"/> Visually supportive learning environments e.g. working walls, word mats <input type="checkbox"/> Supported social and emotional development <input type="checkbox"/> Positive Marking <input type="checkbox"/> Opportunity to access and record information in a variety of ways including IT <input type="checkbox"/> Use of coloured IWB backgrounds, gels etc. <input type="checkbox"/> Paired reading <input type="checkbox"/> Structured phonic programmes <input type="checkbox"/> Consistent implementation of rewards and sanctions <input type="checkbox"/> Multi-sensory approach to learning (VAK) 	<ul style="list-style-type: none"> <input type="checkbox"/> Flexible grouping <input type="checkbox"/> Dictaphones <input type="checkbox"/> ACE dictionary <input type="checkbox"/> Laptop/iPad <input type="checkbox"/> ICT resources e.g. Clicker 7, Textease, Texthelp, Wordbar <input type="checkbox"/> Vocabulary cards <input type="checkbox"/> Writing frames <input type="checkbox"/> Spellcheckers <input type="checkbox"/> Visual prompts <input type="checkbox"/> Modified resources <input type="checkbox"/> Alternatives to copy writing e.g. photocopies <input type="checkbox"/> Individual whiteboards for drafting <input type="checkbox"/> Cloze passage <input type="checkbox"/> Letters & Sounds <input type="checkbox"/> Circle time <input type="checkbox"/> Buddy systems / study buddies <input type="checkbox"/> Clear rewards and sanction systems <input type="checkbox"/> Coloured resources e.g. paper, overlay, fonts <input type="checkbox"/> Reading rulers <input type="checkbox"/> Number lines <input type="checkbox"/> Maths equipment <input type="checkbox"/> Music to aid concentration and focus <input type="checkbox"/> Reward systems 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased/equal access to the curriculum <input type="checkbox"/> Increased retention of key instructions and information <input type="checkbox"/> Improved access to learning <input type="checkbox"/> Able to predict / recount content of lesson <input type="checkbox"/> Improved social inclusion <input type="checkbox"/> Ability to work independently <input type="checkbox"/> Able to record information in a variety of ways <input type="checkbox"/> Increase in confidence and self esteem <input type="checkbox"/> Reduction in anxiety <input type="checkbox"/> Improved listening & attention
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<p style="text-align: center;">TARGETED PROVISION COGNITION AND LEARNING</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Increasing phonological and short term memory difficulties <input type="checkbox"/> Widening gap in attainment and progress <input type="checkbox"/> Increasingly low self-esteem <input type="checkbox"/> Episodes of frustration and / or aggressive behaviours <input type="checkbox"/> Episodes of dis-engagement <input type="checkbox"/> Difficulty in forming concepts, especially when information <input type="checkbox"/> Requires first hand sensory experiences 	<ul style="list-style-type: none"> <input type="checkbox"/> Targeted / guided sessions – Literacy and Numeracy <input type="checkbox"/> Reinforcement and practice input <input type="checkbox"/> Multi-sensory practice groups for reading and spelling <input type="checkbox"/> Structured phonic programmes based on multi-sensory approach <input type="checkbox"/> Pre-teaching key concepts <input type="checkbox"/> Planned opportunities for group pre-teaching key elements (literacy and numeracy) <input type="checkbox"/> Group literacy intervention programmes <input type="checkbox"/> Alternate methods of recording work e.g. mind mapping, role play, video or audio recording, posters, dictation to peer/adult, use of ICT <input type="checkbox"/> Additional time for key curriculum areas <input type="checkbox"/> Develop a range of working memory strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> Mentor time <input type="checkbox"/> Increasing range of specialist IT equipment e.g. keyboarding skills, <input type="checkbox"/> Supportive maths resources <input type="checkbox"/> Use of specialist programmes to make resources e.g. Communicate in Print <input type="checkbox"/> Reading programmes e.g. Letters & Sounds, <input type="checkbox"/> Range of specialised programmes e.g. Sounds Write <input type="checkbox"/> Toe by Toe <input type="checkbox"/> Voice recognition software <input type="checkbox"/> Voice recognition software e.g. Dragon Dictate <input type="checkbox"/> ICT resources to support reading and writing e.g. Read Write Gold, mind mapping ,Clicker 7 <input type="checkbox"/> Working memory resources/training e.g. Memory Magic 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased capacity for independent learning <input type="checkbox"/> Improved self-esteem <input type="checkbox"/> Developing “I can” attitude <input type="checkbox"/> Decrease in number of frustrated and or aggressive behaviours <input type="checkbox"/> Improved engagement in learning <input type="checkbox"/> Desire to learn <input type="checkbox"/> Developing bank of secure concepts <input type="checkbox"/> Clear approach/ strategies of what to do when unsure or unclear about learning <input type="checkbox"/> Narrowing gap in attainment between peers <input type="checkbox"/> Improved short term memory
<p style="text-align: center;">SPECIALIST PROVISION COGNITION AND LEARNING</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Significant difficulty in retaining learning, or significant difficulty in applying learning. <input type="checkbox"/> Regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties <input type="checkbox"/> Disengagement from learning, non-attendance and/or behavioural difficulties 	<ul style="list-style-type: none"> <input type="checkbox"/> Planned 1:1 support <input type="checkbox"/> Structured 1:1 teaching of specific numeracy skills identified through Wave 3 diagnostic assessment or similar <input type="checkbox"/> Personalised learning programmes based on multi-sensory principles with frequent over-learning <input type="checkbox"/> Precision Teaching for literacy and numeracy <input type="checkbox"/> A range of targeted interventions <input type="checkbox"/> Additional planning and arrangements for transition including baseline assessments <input type="checkbox"/> Access arrangements for tests and exams <input type="checkbox"/> Individual mentoring and/or counselling 	<ul style="list-style-type: none"> <input type="checkbox"/> Specialist support and interventions (EPs, Advisory teachers, OT, Dyslexia teachers <input type="checkbox"/> Accelerate-Read <input type="checkbox"/> Accelerate-Write <input type="checkbox"/> Sounds Write <input type="checkbox"/> Catch Up Literacy 	<ul style="list-style-type: none"> <input type="checkbox"/> Able to access mainstream curriculum with clear differentiation and appropriate provision <input type="checkbox"/> More able to retain information that has been regularly over-learned <input type="checkbox"/> Able to apply learning in familiar context with some support <input type="checkbox"/> Less frequent episodes of frustration <input type="checkbox"/> Improved feeling of self-worth <input type="checkbox"/> Increase in engagement levels and motivation <input type="checkbox"/> Increase in independency <input type="checkbox"/> Increase in attendance in school

<p style="text-align: center;">UNIVERSAL PROVISION SEMH</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Experiencing difficulty in remaining on task <input type="checkbox"/> Seeking frequent adult support <input type="checkbox"/> Low level disruptions or attention seeking behaviours <input type="checkbox"/> Failure to make the progress anticipated across many areas of the curriculum <input type="checkbox"/> Showing signs of frustration and early indications of disaffection or disillusion <input type="checkbox"/> Difficulty in making and maintaining healthy relationships with peers <input type="checkbox"/> Presenting as withdrawn or tearful 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear whole school behaviour policy <input type="checkbox"/> Consistent use of rewards and sanctions <input type="checkbox"/> A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time <input type="checkbox"/> Reinforcement of rules – visual prompts to support if needed <input type="checkbox"/> Class and school mediation strategies <input type="checkbox"/> Social seating and proximity to teacher <input type="checkbox"/> Positive intervention strategies <input type="checkbox"/> Flexible approaches to a range of different behaviours <input type="checkbox"/> Time out systems within the classroom <input type="checkbox"/> Use of choice and motivation <input type="checkbox"/> Supportive peer systems <input type="checkbox"/> Structured routines and clear guidelines <input type="checkbox"/> Calming strategies <input type="checkbox"/> Clear communication with parent/carer 	<ul style="list-style-type: none"> <input type="checkbox"/> Visual prompts for positive behaviours <input type="checkbox"/> Reward chart/system <input type="checkbox"/> Whole school development with positive intervention strategies <input type="checkbox"/> Time out/quiet areas <input type="checkbox"/> SEAL <input type="checkbox"/> Staff coaching <input type="checkbox"/> Restorative approach <input type="checkbox"/> Class safe area 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased levels of independence <input type="checkbox"/> Improved concentration <input type="checkbox"/> Improved social interaction <input type="checkbox"/> Greater interest in learning and improved engagement <input type="checkbox"/> Able to work collaboratively and improved group learning <input type="checkbox"/> Accelerated progress and good levels of attainment
<p style="text-align: center;">TARGETED PROVISION SEMH</p>	<p>Increasing disturbances during lessons</p> <ul style="list-style-type: none"> <input type="checkbox"/> Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks <input type="checkbox"/> Uncooperative or defiant <input type="checkbox"/> Increasing inability to follow instructions and routines <input type="checkbox"/> Presenting as significantly unhappy or stressed 	<ul style="list-style-type: none"> <input type="checkbox"/> Small, carefully thought-out group settings or one-to-one working <input type="checkbox"/> Use of learning mentors (or key workers or equivalent) <input type="checkbox"/> Careful monitoring and targeting <input type="checkbox"/> Individual education plans (IEPs) and/or Pastoral Support Plans <input type="checkbox"/> SMART (specific, measurable, achievable, realistic and time-related) targets <input type="checkbox"/> Enhanced personal social and health education programmes <input type="checkbox"/> Programmes for managing and controlling behaviour 	<ul style="list-style-type: none"> <input type="checkbox"/> SEAL small group work <input type="checkbox"/> Individual Behaviour Plan with SMART targets <input type="checkbox"/> Pastoral Support Plan for children who are at risk of disaffection and exclusion <input type="checkbox"/> Pupil coaching/mentoring <input type="checkbox"/> Personalised curriculum and structured activities <input type="checkbox"/> Solution focussed mentoring <input type="checkbox"/> Think Good Feel Good 	<ul style="list-style-type: none"> <input type="checkbox"/> Feeling safe in school <input type="checkbox"/> Drop in anxiety levels <input type="checkbox"/> Staff stress levels decrease and greater confidence in managing challenging behaviour <input type="checkbox"/> Clear emergency procedures and care plans shared with staff, parents and child <input type="checkbox"/> Improved friendships and relationships <input type="checkbox"/> Able to identify emotions that are both comfortable and uncomfortable <input type="checkbox"/> Better able to manage uncomfortable feelings such as anger <input type="checkbox"/> Able to resolve conflict peacefully

<p style="text-align: center;">SPECIALIST PROVISION SEMH</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Non-attendance <input type="checkbox"/> Frequent episodes of aggression towards peers and adults 	<ul style="list-style-type: none"> <input type="checkbox"/> Personalised curriculum and possibly timetable <input type="checkbox"/> Behaviour Care Plan regularly reviewed with pupil and parent <input type="checkbox"/> Identified key adult(s) <input type="checkbox"/> Regular involvement of external agencies to support and monitor progress 	<ul style="list-style-type: none"> <input type="checkbox"/> Access to 1:1 mentoring time <input type="checkbox"/> Learning Hub or small group intervention such ELSA <input type="checkbox"/> Interventions such as art/play therapeutic approaches <input type="checkbox"/> Forest schools and outdoor learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Decrease in incidents from records <input type="checkbox"/> Beginning to feel safe <input type="checkbox"/> Beginning to feel special and have needs met <input type="checkbox"/> Beginning to trust adults <input type="checkbox"/> Beginning to participate and contribute to a small group and signs of some pro social behaviours <input type="checkbox"/> Better understanding of child's needs
<p style="text-align: center;">UNIVERSAL PROVISION PHYSICAL AND SENSORY</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Difficulty listening <input type="checkbox"/> Missing spoken information <input type="checkbox"/> Difficulty retaining information <input type="checkbox"/> Poor phonological awareness <input type="checkbox"/> Processing of unknown language takes longer <input type="checkbox"/> Fluctuating hearing loss <input type="checkbox"/> Difficulty with new social situations <input type="checkbox"/> Reduced visual impairment <input type="checkbox"/> Difficulty with handwriting / fine motor control 	<ul style="list-style-type: none"> <input type="checkbox"/> Reduce background noise to improve acoustic environment <input type="checkbox"/> Preferential seating and position of teacher <input type="checkbox"/> Uncluttered and well organised learning environment <input type="checkbox"/> Good lighting <input type="checkbox"/> Access to lip reading/ subtitles on audio visual material <input type="checkbox"/> Choice making opportunities <input type="checkbox"/> Clearly organised learning environment <input type="checkbox"/> Specialist vocabulary available at the beginning of each topic <input type="checkbox"/> Spelling support <input type="checkbox"/> Allow thinking time <input type="checkbox"/> Summarise key points at start and end of lesson <input type="checkbox"/> High colour contrast materials, including on whiteboard <input type="checkbox"/> Good quality print and photocopying <input type="checkbox"/> Pre-writing activities / warm up <input type="checkbox"/> Letter formation and fine motor skills activities <input type="checkbox"/> Grip development <input type="checkbox"/> Pre-prepared work with date/LO etc. <input type="checkbox"/> Electronic copies of work 	<ul style="list-style-type: none"> <input type="checkbox"/> Visual aids and prompts <input type="checkbox"/> Subject vocabulary dictionary <input type="checkbox"/> Development of visual learning environments <input type="checkbox"/> Use of carpets and curtains to support acoustics <input type="checkbox"/> Vocabulary cards and cues <input type="checkbox"/> Disability awareness training <input type="checkbox"/> Clean whiteboards and good quality pens <input type="checkbox"/> Sloping boards <input type="checkbox"/> Environmental audit by ROVIC team <input type="checkbox"/> Use of blinds/curtains to block sun <input type="checkbox"/> Range of pencils and grips <input type="checkbox"/> Access to IT programmes and support tools 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased/equal access to the curriculum <input type="checkbox"/> Improved speech discrimination <input type="checkbox"/> Increased subject vocabulary <input type="checkbox"/> Increase in understanding spoken language <input type="checkbox"/> Increased retention of key instructions and information <input type="checkbox"/> Improved access to learning, can predict / recount content of lesson <input type="checkbox"/> Improved social inclusion <input type="checkbox"/> Improved acoustics – reduced reverberations <input type="checkbox"/> Reduced visual fatigue <input type="checkbox"/> Ability to work independently <input type="checkbox"/> Able to record information

<p style="text-align: center;">TARGETED PROVISION PHYSICAL AND SENSORY</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Difficulty listening at a distance of more than 2 metres from the speaker <input type="checkbox"/> Moderate visual impairment 	<ul style="list-style-type: none"> <input type="checkbox"/> Mentor support <input type="checkbox"/> TA to support revision of key skills and concepts <input type="checkbox"/> Use of note taker (TA) – using IT, mind maps etc. <input type="checkbox"/> Training – technical support <input type="checkbox"/> Modified resources (e.g. large print) <input type="checkbox"/> Training and intervention from staff <input type="checkbox"/> ICT training to increase independent access <input type="checkbox"/> Laptop/board connection via team viewer <input type="checkbox"/> Social/life skills development 	<ul style="list-style-type: none"> <input type="checkbox"/> Variable TA/mentor time <input type="checkbox"/> Curriculum reflects disability awareness <input type="checkbox"/> Large print books <input type="checkbox"/> Electronic books <input type="checkbox"/> Exam modifications <input type="checkbox"/> Personal laptop/ iPad <input type="checkbox"/> Differentiated equipment across subjects <input type="checkbox"/> VI/Hi team support <input type="checkbox"/> Fun Fit intervention <input type="checkbox"/> High Five <input type="checkbox"/> Equipment to aid skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Improved levels of achievement <input type="checkbox"/> Able to access learning and school environment <input type="checkbox"/> Improved self-esteem and social / emotional development
<p style="text-align: center;">SPECIALIST PROVISION PHYSICAL AND</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Severe/profound hearing loss <input type="checkbox"/> Unable to listen, process information efficiently and write at the same time <input type="checkbox"/> Poor semantic knowledge <input type="checkbox"/> Weak phonology <input type="checkbox"/> Profound visual impairment 	<ul style="list-style-type: none"> <input type="checkbox"/> Small group work; <input type="checkbox"/> Variable TA support <input type="checkbox"/> Live speaker / translator <input type="checkbox"/> Copies of scripts and subtitles <input type="checkbox"/> Mentor supporting social inclusion <input type="checkbox"/> Adaptation of all materials <input type="checkbox"/> Personal/revised timetable 	<ul style="list-style-type: none"> <input type="checkbox"/> Specialist advice and support <input type="checkbox"/> Disability awareness <input type="checkbox"/> Talking Pens <input type="checkbox"/> Individual or small group sessions <input type="checkbox"/> VI/Hi team time 	<ul style="list-style-type: none"> <input type="checkbox"/> Improving language and literacy skills <input type="checkbox"/> Increased confidence approaching new situations <input type="checkbox"/> Able to access curriculum <input type="checkbox"/> Improved BPVS results <input type="checkbox"/> Improved phonological awareness - increasing vocabulary