Levels of Intervention – Resources and Support 24/24

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
Universal Entitlement	• Differentiated curriculum planning through outcomes and activities • Working walls • In class support from TAs • Small guided group work • Use of chrome books • Use of dictionaries including ACE dictionary. • Word banks • Writing frames • Voice Typing • Challenge by choice • Chunking learning facts • Visual prompts • Colourful semantics • Stories as hooks into learning	• Using appropriate levels of language – simplifying when needed. • Visual aids • Instructions set out clearly with the use of prompts and reminders to support learners. • Repeating instructions and asking them to repeat back • Summarise key points • Pre-teach key words • Check out understanding by asking questions • Discussion, role play and modelling prior to writing. • Clear timetabling including use of visual timetables • Don't ask 1, ask 5	• Whole School Behaviour Policy and relationships policy • Dojo / House points • Praise effort & engagement • Whole class Flourish lessons • Whole school/Class collective worship • Weekly celebration assembly • Outdoor learning • Quiet and reflective space in every classroom and reflective spaces outdoors • Books as hooks • Zones of Regulation/ Colour Monster	• Reduction of contrast on whiteboards to support pupils with visual stress. • Adapt materials so more accessible • Medical awareness and support for children with short- and long-term health conditions. • Staff awareness of hearing and visual impairments and support required. • Funky fingers and disco dough for Reception and Year 1 • Whole class sensory and movement breaks • Scaffold tasks so skills broken in to small steps • Adapt working position • Reduce environmental

	• Use of apparatus to support maths e.g. Denes Blocks, number lines, multiplication grids etc • EYFS - through free flow of indoor and outdoor provision	• Choral response, I say, you say • Pupils respond in full sentences • Books as hooks • EYFS - through free flow of indoor and outdoor provision	• EYFS - through free flow of indoor and outdoor provision	noise and sufficient light • EYFS - through free flow of indoor and outdoor provision
Level 1 Intervention	• Pre teaching of concepts • Numbots • Use of PiXL therapies • Individual reading • Multi-sensory spelling • Working memory activities	• Wellcomm group intervention • Literacy gold to increase basic reading and spelling for EAL pupils. • Pastoral check ins - F&W sessions • Social stories • Social scenario discussion cards • This and Then board • Socially Speaking activities and game	• Additional transition work • Work station • Working towards board • Socially speaking sessions • Zones of regulation work • This and Then boards • Individual Reward Schemes • Pastoral check ins	• Write from the start intervention • Headphones or ear defenders • Use of coloured overlays to support pupils with visual stress. • Use of pencil grips as recommended by occupational therapists. • Use of fidget toys as recommended by health professionals. • Use of writing slopes as recommended by occupational therapists. • Use of wobble cushions as recommended by health professionals. • Use of scissors as recommended by occupational therapists. • Provide sensory breaks

				• Computer skills work

Level 2 – Targeted Intervention	• Literacy Gold programmes • Precision teaching • IDL programmes • Power of 2 • Working memory intervention	• Welcomm intervention 1:1 • Speech sound production intervention 1:1 • ELSA sessions • DESTY sessions • Individual programme based on targets set by Speech and Language therapists • Social Groups	• Meet and Greet and handover with parents / guardians • Soft starts • Additional transition sessions • ELSA sessions • DESTY sessions • Individual weekly 'check ins' • My choice, your choice my choice • Social stories • Risk reduction plan • Positive behaviour plan	• Sensory Circuits • Visual perception activities • Use of laptops through access through technology • Speed up writing programme for individuals as recommended by occupational therapists. • Individual programmes set by occupational therapists, physiotherapists and other health care professionals • Use of laptop through laptops from access Through technology
Level 3 Intervention -Short and Long term outside involvement	• S2S • SEND Team • SCT – Group & 1:1 sessions • Educational Psychologist • Early Years Team • SRB outreach • SRB place	• S2S • SEND team • SCT – Group & 1:1 session • Advice and targets from speech and language therapists • Educational Psychologist • Early Years Team • SRB	• S2S • Inclusion & SEND • Team • SCT – Group & 1:1 sessions • Educational Psychologist • Early Years Team • SRB • Emotional resilience Team • Supporting Smiles • CAHMs	• S2S • SEND Team • SCT – Group & 1:1 sessions • Educational Psychologist • Early Years Team • Physiotherapist • Occupational therapist • School nursing Team • Sensory Support

			• Nelson's Journey • Young Carers • Daisy Project	
Methods of Monitoring and Measuring Progress	• High frequency words Assessment • Common Exception Words Assessment • Phonics assessment • Salford Reading and comprehensive age • Single word spelling • IDL numeracy screener • IDL Literacy screener • IDL numeracy by strand • IDL multiplication times checker • Literacy Gold Dyslexia screener • Literacy Gold Reading test -based on the Burt Reading • Literacy Gold spelling test – based on the Blackwell spelling • Literacy Gold reading speed test • Ravens • Forwards and backwards digit	• Well Comm Assessments • SALT Speech Sound production • BPVS • Literacy Gold word finding vocabulary test	• Risk calculator • Risk reduction plan • Positive behaviour plan • Behaviour logs • SDQ • Home / school Communication book • Star behaviour • ABC tracking • Anxiety mapping	• Tracking screening • Visual stress screening • Literacy Gold convergence test • Literacy Gold auditory discrimination test • Sensory Checklist

	• CTOPP 2 • WIATT 2 • Key Maths 3 • PiXL Assessments and therapies			