



Minchinhampton SEND offer of Intervention

Provision Disclaimer: Provision is subject to change in line with discussions during pupil progress/SEN review meetings	Whole Class Promoting inclusion in the classroom	Targeted Additional to most students	Specialist Personalised interventions
Cognitive and Learning	<p>Additional adult support during whole class sessions to help with engagement and sustained involvement</p> <p>Use of controlled choices - to allow children to take ownership of behaviour and learning</p> <p>Seating spots, wiggle cushions, shoulder weights to allow adult support and sensory input to help engagement</p> <p>Additional adult support during whole class and focus tasks to develop independence in learning and embed key concepts</p> <p>Breakdown and revisit of instructions and routines</p> <p>Visual support on whole class and individual level</p> <p>Chair wedge/desk wedge/pencil grips</p> <p>Coloured laminates to aid reading</p> <p>Supported recording - white boards/ipads/talking tins</p>	<p>Individual Readers - additional opportunities for 1:1 reading with adults</p> <p>Maths Number skills booklet</p> <p>Maths MOT</p> <p>Gross Motor Programme</p> <p>Workstation</p> <p>Pre Learning/Pre Vocab sheet</p> <p>Alternative recording methods – word processing etc</p> <p>Movement breaks</p> <p>Memory Fix intervention supporting Working Memory development</p> <p>Nessy intervention (Y4-6) - personalised to individual Literacy ability</p> <p>Precision Teaching - personalised to individual learning need</p> <p>Two Minute Spells</p> <p>Rapid Phonics (Y2/Y3) for those not achieved Phonics Screening Check in Year 1</p>	<p>1:1 support - allowing pupils to access mainstream school supporting self-care, emotional regulation and accessibility</p> <p>Differentiated curriculum based around Engagement Model and advice from outside agencies</p> <p>1:1 Adult led activities in literacy and maths based on personalised learning</p> <p>1:1 support during unstructured times</p> <p>Task Trays to encourage independence</p> <p>Personalised learning targets developed with external agencies</p> <p>1:1 Adult led learning as identified within EHCP Outcomes.</p> <p>Pupil Profile</p>
Communication & Interaction	<p>Visual supports in class for whole class and individuals</p> <p>Modelled sentences during whole class learning sessions</p> <p>Visual supports in class for whole class and individuals</p> <p>Small group Speech and Language activities</p> <p>Language rich environment</p> <p>Structured play opportunities during playtimes, scaffolded by adults</p>	<p>Nuffield Early Language Intervention (NELI) - expressive and receptive vocabulary, listening and narrative skills, phonological awareness and letter-sound knowledge activities</p> <p>Social Scripts and stories</p> <p>Comic Strip Narratives</p> <p>Social Communication Fix</p> <p>Social Situation Care Games</p> <p>Communication Fix</p> <p>Structured playtime groups for increased scaffolding and support from adults</p> <p>Ecotricity Nurture Breakfast club</p>	<p>Attention Autism</p> <p>Targeted work from SALT</p> <p>Communication Plan</p> <p>AAC methods</p> <p>Individualised playtime programme and schedule</p> <p>Pupil Profile</p>
Social, Emotional Mental Health	<p>P4C</p> <p>Sensory resources – fidget toys etc</p> <p>Low arousal area within classroom</p> <p>Flexible seating</p> <p>Trauma Informed Practice – PACE, WINE Sentences (non negotiables)</p> <p>Restorative Practice approach</p> <p>Responsibility within the classroom</p> <p>Zones of Regulation check ins</p> <p>Meet and Greet</p>	<p>Lunchtime Friendship Group</p> <p>Social Stories to model positive behaviour</p> <p>Comic Strip Narratives</p> <p>Adaptations to classroom – safe space, sensory resources, flow activities (stim, exploratory resources, small world)</p> <p>Alerting and Calming Sensory Room access</p> <p>Additional access to outdoors for sensory breaks/movement breaks</p> <p>ELSA</p>	<p>Social Stories – under advice from external agencies</p> <p>Zones of Regulation personal tools</p> <p>ELSA Intervention</p> <p>Drawing & Talking Interventions</p> <p>Self-Care support during lunchtimes</p> <p>Named emotionally available adult</p> <p>Risk Assessment</p> <p>Pastoral Support Plan</p> <p>Pupil Profile</p>

		Feelings and Emotional Activity Cards Let's Talk discussion cards Ecotricity Nurture Breakfast club Team Around the Child	Physical Intervention Policy Managed timetables Alternative Provision
Physical (including Medical)	Whole school – medical booklet issued to all staff with photograph and details of all children with medical need that need medication or allergies RSE curriculum PSHE Curriculum Physical Education Sports Mornings Swimming	Sensory profiling and planned feedback Gross Motor programme/Fizzy programme Fine Motor Groups – focused, adult lead sessions to develop control and coordination Movement and sensory breaks	Medical Care plans in place and followed by staff who are in contact with the child Manual Handling Plan Intimate Care Plan Physical Intervention Policy and records
Expected Assessment Formats			
	SONAR tracking NGRT Reading Assessments SWST Spelling Assessments Can Do Maths Assessments Teacher based summative assessments Formative Assessments	SpLD Combined Toolkit checklist Dyslexia Screener Sensory Profiler Auditory Processing checklist	Referrals to other services for assessment SEMH Positive Outcomes Tool CCC-2 SNAP VI SCAAS
Graduated Pathway/Level of Intervention			
	Universal	My Plan	My Plan+ My Assessment EHCP Request