



## Minchinhampton SEND offer of Intervention

Provision Disclaimer: Provision is subject to change in line with discussions during pupil progress/SEN review meetings	<b>Whole Class</b> Promoting inclusion in the classroom	<b>Targeted</b> Additional to most students	<b>Specialist</b> Personalised interventions
<b>Cognitive and Learning</b>	<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>
<b>Communication &amp; Interaction</b>	<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>
<b>Social, Emotional Mental Health</b>	<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 &amp; 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>

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