

Adaptive Teaching Strategies		3:	4:
1: Universal Provision Quality First Teaching (QFT)	2: Short- Term Targeted Provision	Long- Term Targeted Provision	Specialist Provision
Teacher informs SENDCo/Assistant SENDCo of young people needing strategies to support them by the SEND referral form .	Teachers to initiate in-class/department intervention. Share SEND Referral concerns with staff.	Personalised About Me! SALT assessment / access arrangements / EHA considered with FLO and DG / external agencies	SENDCo / Assistant SENDCo to liaise with outside agencies. Input from teachers / DOFs / HOLs etc will be requested as necessary.
Inclusion meet to discuss QFT strategies and High Quality Adaptive Teaching strategies, which are passed on to teaching staff.	SENDCo/Assistant SENDCo to place the pupil on SEND register (K on SIMS) and parents are informed by referrer. Email staff for feedback and feedback given to learn more . Discussion with Inclusion, HOL and FLO if necessary	Inclusion will write an 'About Me!' with young person, which includes strategies to use and provision (with dates) provided if necessary. 'About Me!' shared with staff involved. Relevant staff made aware of needs. Key contact given to young person for 'check-ins'.	SENDCo / Assistant SENDCo complete Emergency funding paperwork / evidence gathering for application for EHCP / annual review paperwork with input from subject faculties/DOFs/HOL etc...
<p>Young people within this category are monitored by Subject Teachers / DOFs</p> <ul style="list-style-type: none"> • Inclusion aware of the young person and concerns • Parents informed by referrer of concerns 	<p>Young people in this wave have Intervention / Strategy plan.</p> <ul style="list-style-type: none"> • Some screening / testing may have been carried out by subject faculties and strategies for support are in place • Young people are given short-term interventions by subject faculties • Interventions / strategy provision assessed and reviewed • Parents are informed by subject departments of strategies etc in place • 'About Me!' maybe written and shared 	<p>Young people in this wave have individualised provision written by relevant staff teacher (Inclusion to support).</p> <ul style="list-style-type: none"> • Young people may have further assessments completed • Strategies for support are in place • Long-term support is put in place and the timetable is adapted as necessary • Parents are informed of provision and personalised curriculum • SALT intervention • SpLD and other interventions 	<p>Young people within this wave will have an EHCP or strategies given by a specialist or External Agency to work towards an EHCP.</p> <ul style="list-style-type: none"> • Young people will have interventions and regular input from outside agencies and/ or local authorities. • The reviews for this wave will follow the ECHP guidelines and timeframe. • Once EHCP approved, Children are moved to an E code on SEND register

Level of Provision → Broad area of need ↓	Adaptive Teaching Strategies		3: Long- Term Targeted Provision	4: Specialist Provision
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Communication and Interaction	<ul style="list-style-type: none"> • Structured school day and class routines • Simplified language/ key words • Visual timetables • Modelling of language use • Spelling/ word mats/ key word lists • Small white board for individual use • Repeat important information slowly and clearly • Avoid idioms and sarcasm • PSM support • Check in • Location of seat – adapt the learning environment • Blank questioning • Specific QFT strategies for specific needs • Praise • Dual coding • Task boards • Extra thinking / processing times • Chunk information • Repeat information • Support use of self-help strategies to ask for clarification eg ‘can you repeat information?’ to support learning 	<p>**In addition to 1:</p> <ul style="list-style-type: none"> • Personalised Visual timetables • Support to focus on Speech & Language • Prompting / assistance with communication • Multi-sensory approach to learning • Peer Mentoring • Precision teaching (by faculty) • Independent activity basket • Individual learning targets • Small group teaching • G12 nurture classroom pass • Screening children who are struggling with behaviour difficulties (Language for Behaviour) 	<p>** In addition to 1&2:</p> <ul style="list-style-type: none"> • Weekly / daily check-ins • Visual timetables • Use of IT • Social Skills group • Support at break and lunch times • Pre-teach • Social and communication skills group • Lego therapy • Gardening • Lexia • Targeted homework club • Social stories • EP anxiety group • SALT intervention group eg social skills • HAVEN Groups • Language / vocabulary intervention • Zones of regulation intervention 	<p>**In addition to 1, 2 & 3:</p> <ul style="list-style-type: none"> • EHCP • SaLT • Educational/ Clinical Psychologist • Outreach Services • Paediatrician • Referrals to external agencies • Referrals to CAMHS

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Cognition and Learning	<ul style="list-style-type: none"> Quality First Teaching Differentiated Curriculum planning, activities, delivery and outcome Scaffolding Educational assemblies Peer mentoring Use of writing frames Illustrated dictionaries/ word banks / knowledge organisers Access to ICT Increased visual aids / modelling Interactive displays High quality questioning High quality texts and resources Seating arrangements Minimise copying from board Provide handouts Use of colour and highlighters Key word lists / topic vocab list Chunk information Write checklists on white board Check in Location of seat Blank questioning Specific QFT strategies for specific needs Vocabulary word maps Dual coding Extra thinking / processing times 	<p>**In addition to 1:</p> <ul style="list-style-type: none"> Personalised Visual Timetables Peer mentoring Organisational skills Coloured overlays Additional intervention groups assessed and reviewed by faculty handwriting (with no formal diagnosis) Targeted academic support sessions 	<p>**In addition to 1&2:</p> <ul style="list-style-type: none"> Individualised curriculum Exam access arrangements Signposting to alternative providers/ courses / outside agencies Reduced timetables / subject choices Visuals Specialist ICT programs Examination Access arrangements Support at break and lunch times Pre-teach Social and communication skills group Lego therapy Gardening Lexia Targeted homework club Social stories SpLD group Speech and language intervention eg HAVEN, vocabulary/language intervention, social skills, Zones or Regulation 	<p>**In addition to 1, 2 & 3:</p> <ul style="list-style-type: none"> EHCP SaLT Educational/ Clinical Psychologist Outreach Services Paediatrician Referrals to external agencies

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Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> Reward systems Home – school communication Pastoral care PSM support Peer group support Check in Location of seat Specific QFT strategies for specific needs Positive reports Key adult specific interventions Daily check-ins with rewards 	<p>**In addition to 1:</p> <ul style="list-style-type: none"> Individualised de-escalation profile Restorative meetings Social stories Weekly/ daily check-ins Time-out cards G12 pass Journaling/ diary monitoring Peer Mentoring Home – school communication Boxall profiling (analysis of gaps of knowledge) Key adults Cascade 360 Parrs Wood Thrive Matrix 	<p>**In addition to 1 & 2:</p> <ul style="list-style-type: none"> Home – school record Reduced timetables/ subject choices Exam Access Arrangements Counselling services External agencies Support at break and lunch times Pre-teach Social and communication skills group HAVEN group Gardening Youth mental health first aider intervention Nurture groups Positive Pathways (??) SALT intervention if necessary CAMHS Sensory Circuits 	<p>**In addition to 1, 2 & 3:</p> <ul style="list-style-type: none"> EHCP evidence gathering Educational Psychologist Outreach Services Paediatrician Clinical Psychologist CAMHS Preventative placement Parrs Wood Thrive School Nurse referral Beacon Upstream Specialist Alternative Provision M Thrive 42nd Street

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Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements • Pencil/ pen grips • Accessible ICT use (e.g. use of personal laptop in class) • Staff aware of implications of Medical/ Physical impairment • Seating arrangement • Time to complete tasks • Consistent talking pace • Teacher to face pupil when talking • Large-font resources • Consider lighting in room • Consider background noise • Clearly organised classroom • Repeat instructions slowly and clearly • Use of visuals • Fidget toys (age appropriate) • Check ins • Specific QFT strategies for specific needs • Visible key words • Powerpoint slides adapted (eg not too much information in one place, change background colour etc) • 'Jobs' given to provide brain breaks • Blue Tac 	<p>**In addition to Wave 1:</p> <ul style="list-style-type: none"> • Drawing boards • Production aids • Writing slopes • Organisation assistance • Fine / gross motor skills work • Independent activity basket • Coloured overlays • Passes • Ear defenders • Doodle paper • Reduce handouts / equipment / stationary on desk to reduce cognitive load 	<p>**In addition to Waves 1&2:</p> <ul style="list-style-type: none"> • Individualised curriculum • Exam access arrangements • Test paper modification • Adapted Technologies/ Equipment • TA support to scribe • Use of IT • Reduced timetables/ subject choices • Parent meetings • Support at break and lunch times • Sensory circuits • Lancasterian (if necessary) • Smaller class groups if possible • Sensory circuits • G12 pass 	<p>**In addition to Waves 1, 2 &3:</p> <ul style="list-style-type: none"> • EHCP • Educational Psychologist • Outreach Services • Paediatrician • Referrals to external agencies e.g. OT, PT, Sensory teacher