

Adaptive Teaching Strategies			
1: Universal Provision Quality First Teaching (QFT)	2: Short- Term Targeted Provision	3: Long- Term Targeted Provision	4: Specialist Provision
Teacher informs SENDCo/Assistant SENDCo of young people needing strategies to support them by the <b>SEND referral form</b> .	Teachers to initiate in-class/department intervention. Share <b>SEND Referral</b> concerns with staff.	Personalised <b>About Me!</b>  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...
<b>Young people within this category are monitored by Subject Teachers / DOFs</b> <ul style="list-style-type: none"> <li>Inclusion aware of the young person and concerns</li> <li>Parents informed by referrer of concerns</li> </ul>	<b>Young people in this wave have Intervention / Strategy plan.</b> <ul style="list-style-type: none"> <li>Some screening / testing may have been carried out by subject faculties and strategies for support are in place</li> <li>Young people are given short-term interventions by subject faculties</li> <li>Interventions / strategy provision assessed and reviewed</li> <li>Parents are informed by subject departments of strategies etc in place</li> <li>'About Me!' maybe written and shared</li> </ul>	<b>Young people in this wave have individualised provision written by relevant staff teacher (Inclusion to support).</b> <ul style="list-style-type: none"> <li>Young people may have further assessments completed</li> <li>Strategies for support are in place</li> <li>Long-term support is put in place and the timetable is adapted as necessary</li> <li>Parents are informed of provision</li> <li>SALT intervention if necessary</li> <li>SpLD and other interventions if necessary</li> </ul>	<b>Young people within this wave will have an EHCP or strategies given by a specialist or External Agency to work towards an EHCP.</b> <ul style="list-style-type: none"> <li>Young people will have interventions and regular input from outside agencies and/ or local authorities.</li> <li>The reviews for this wave will follow the EHCP guidelines and timeframe.</li> <li>Once EHCP approved, Children are moved to an E code on SEND register</li> </ul>

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

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

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

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