

Examples of provision at different levels of support for pupils experiencing barriers to learning

Communication and interaction				Cognition and Learning				Social emotional and mental health						Physical and sensory		
Attention/ listening skills	Breadth of vocabulary/ understanding	Understanding of the rules of language for different purposes	Speech production	Dyslexia/ Specific Learning Difficulty	Working memory	Auditory processing	Dyscalculia	Social skills	Confidence and self-esteem	attachment	ADHD	ODD	PDA	Dyspraxia	Sensory issues incl. touch, hearing and sight	Muscle tone/ connective tissue issues
<p>Universal level of support and intervention See the SEND Toolkit – this level of support may include frequent readers and small group interventions eg social skills groups (Time to Talk), phonics group, pre-teach group for maths or topic (eg vocabulary based), Tigger group/Early Literacy Support (ELS), Emotional Literacy work (ELSA) Handwriting - small group</p>																
<p>School SEND Support Support at this stage is more targeted. It includes small group work as at the universal level of support, but may be supplemented by other interventions such as: Developing phonological awareness in a small group or 1:1 Developing written language skills in a small group or 1:1 Precision Teaching Colourful Semantics Number Box in a small group or 1:1 1:1 additional phonics Developing scissor skills 1:1/1:2 Jump Ahead! Small group for fine and gross motor skills The Early Years Speech and Language Pack The Occupational Therapy pack Sensory Circuits Handwriting 1:1</p>																
<p>Specialist SEND Support In addition to the above, pupils will be following an individualised program designed specifically for them by a specialist practitioner. And/or School staff may be receiving a higher level of advice to provide individualised support for a pupil within the classroom. At this level of support, pupils will require a high level of adult intervention to scaffold learning in the classroom. Lessons will need to be highly tailored to ensure that they are accessible to the pupil.</p>																
<p>Education Health and Care Plan EHCP The pupil's very high level of need is recognised through statutory assessments and provision is outlined, monitored and adapted by specialist practitioners. The level of support required by the pupil is set out and it is a statutory requirement for the school to deliver it. The Local Authority provides some additional funds to the school to help meet the pupil's needs. EHCPs must be reviewed at least annually with smaller targets set and monitored at least termly.</p>																