



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

The 4 areas need for those with Special Educational Need or Disability (SEND)																
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	Working memory	Auditory processing	Dyscalculia	Social skills	Confidence and self-esteem	Attachment	ADHD/ ADD	ODD/ PDA	ASC	Dyspraxia	Sensory issues incl. touch, hearing and sight	Muscle tone/ connective tissue issues
<p><b>Universal level of support and intervention</b>            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), Emotional Literacy work (ELSA) Handwriting - small group, Nessy, Voice recognition software</p>																
<p><b>School SEND Support</b>            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            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            Toe-by-Toe            Language for Thinking            Focussed reading/comprehension 1:1</p> <p>(This is not an exhaustive list)</p>																
<p><b>Specialist SEND Support</b>            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><b>Education Health and Care Plan EHCP</b>            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 by teachers and reviewed at least termly.</p>																