

## Assessment and Intervention Pyramid for SEND 2024

	Focus areas	Communication and Interaction	SCLN	SEMH	Physical/Sensory
<b>TARGETTED INTERVENTION</b>	Intervention	1-Sensory Gym Trail 2-Precision Teaching 3-Task Chart 4-Creative Play 5-Attention Bucket 6-Musical Communication 7-Sensory Room 8-Intensive Interaction 9-Zones of regulation 10-SALT 11-Preparing for Adulthood 12-Identiplay PECs 13-Colourful semantics 14-Talkabout for Children 15-Social stories 16-First/Then Choice boards 17- Pre- teaching 18-Transition and event visuals 19-All Inclusive sports events 20-PECs 21-Lego Therapy 22-Jenson the Animal Assisted Therapy Dog 23-Personalised curriculum 24-Workstation 25-Brain breaks/sensory breaks	1-Block Therapy via TEAMS 2-SALT Direct skills intervention 3-Read, Write, Inc tutoring 4-Individualised reading support 5-Attention Bucket 6- Musical Communication 7-Colourful Semantics 8- Social stories 9-First/Then, choice boards 10-Talking postcards 11-Pre- teaching 12-Transition and event visuals 13-Lego Therapy 14- Jenson Animal Assisted Therapy Dog 15- Calm workstation area 16-Personalised curriculum	1-Jenson the Animal Assisted Therapy Dog 2-Choice boards 3- Transition and event visuals 4-Sensory Room 5-Zones of Regulation 6-Preparing for Adulthood 7-Talkabout for Children Social stories 8-Colour Monster 9-Personalised curriculum 10-Social stories 11-Brain breaks	1-Objects of reference 2-Sensory Room 3- Adapted equipment i.e. pencils, pens, scissors, rulers, pencil grips. 4- Wobble Cushion 5-Disabled wet room 6-Specialist equipment and training including ceiling hoist, portable hoist, standing frame, panda chair. 7-Workstation 8- Jenson the Animal Assisted Therapy Dog 9-Personalised Curriculum 10-Sensory Gym Trail 11- Pre- writing programme 12-Social stories 13- Physiotherapy programmes 14-OT programmes 15-Multisensory handwriting 16-Eaysi Keysi 17-Transition and event visuals 18-Brain breaks/sensory breaks

	Trigger	<p>Pupils are delayed in social interaction, play alone or alongside peers.</p> <p>Pupils are unable to communicate in order to get their needs and wishes met.</p> <p>Pupils are unable to follow tasks on an adult agenda.</p> <p>Pupils use toys/resources in a limited way.</p> <p>Pupils find it challenging to follow one or two step instructions.</p> <p>Pupil's reaction is not in proportion to the size of the problem.</p> <p>Pupils have a low sense of safety, Pupils cannot identify their emotions and their triggers.</p> <p>Pupils have limited self- care understanding.</p>	<p>Pupils are unable to communicate in order to get their needs and wishes met.</p> <p>Pupils find it challenging to follow one or two step instructions.</p> <p>Pupils have delayed receptive language.</p> <p>Pupils demonstrate delayed expressive language.</p> <p>Pupils have delayed sound pronunciation or disordered speech.</p>	<p>Pupil's reaction is not in proportion to the size of the problem.</p> <p>Pupils cannot identify their emotions and their triggers.</p> <p>Pupils are delayed in social interaction skills and communication skills.</p> <p>Pupils are preoccupied by thoughts,</p> <p>Pupils show changes in behaviour.</p> <p>Pupils may appear hyper vigilant, anxious or a persistent low mood.</p>	<p>Pupils have delayed gross motor skills.</p> <p>Pupils have delayed balance and co-ordination.</p> <p>Pupils demonstrate reduced fine motor skills and incorrect pencil grip.</p> <p>Pupils are unable to regulate their sensory needs.</p> <p>Pupil's reaction is not in proportion to the size of the problem.</p> <p>Pupils cannot identify their emotions and their triggers.</p> <p>Pupils have limited self- care understanding.</p>
	Assessment	<p>1-- External agency advice/One Plans/EHCPs.</p> <p>2-- Observations, tasks, success of tasks.</p> <p>3-Ordinarily Available</p>	<p>1-- External agency advice/One Plans/EHCPs.</p> <p>2- Observations, tasks, success of tasks.</p> <p>3-Ordinarily Available</p>	<p>1- External agency advice/One Plans/EHCPs.</p> <p>2- Observations, tasks, success of tasks.</p> <p>3-Ordinarily Available</p>	<p>1- External agency advice/One Plans/EHCPs.</p> <p>2- Observations, tasks, success of tasks.</p> <p>3-Ordinarily Available</p>

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<b>UNIVERSAL – ALL PUPILS</b>	Provision	<ul style="list-style-type: none"> <li>1-Live Marking</li> <li>2-Concrete resources</li> <li>3-visual aids Systematic tasks</li> <li>4-Emotional literacy in lessons</li> <li>5-Visual timetable</li> <li>6-Clear and focused learning objectives</li> <li>7-Altered pace of sessions</li> <li>8-Metacognition strategies</li> <li>9- Calm environment Teacher, LSA and peer support</li> <li>10-Rewards and sanctions</li> <li>11- Clear expectations, instructions and modelling</li> <li>12-Completed examples</li> </ul>	<ul style="list-style-type: none"> <li>1-Live Marking</li> <li>2-Sentence stems</li> <li>3-Vocabulary resources and displayed</li> <li>4-Talk partner opportunities</li> <li>5- Blending and segmenting opportunities</li> <li>6-LSA support</li> <li>7- High quality phonics delivery</li> <li>8-Good listening visuals</li> <li>9-Chunking of tasks</li> <li>10-Simple and clear explanations</li> <li>11- Name of the child first when talking</li> <li>12- Processing time</li> <li>13-Completed examples</li> <li>14- Modelled speech</li> </ul>	<ul style="list-style-type: none"> <li>1-Live Marking</li> <li>2-PSHE curriculum following statutory guidance</li> <li>3-Behaviour Policy</li> <li>4-TPP Approach</li> <li>5- Motivators</li> <li>6- Personalised rewards and consequences</li> <li>7-Positive language</li> <li>8-Integris and Blue Book system for recording and tracking patterns</li> <li>9- Well Being and Safeguarding Officer</li> <li>10-Time out systems within classes</li> <li>11- LSA’s supervising lunchtime</li> <li>12- Brain breaks</li> <li>13-Completed examples</li> <li>14-Chunking tasks</li> <li>15-Task chart</li> </ul>	<ul style="list-style-type: none"> <li>1- Live Marking</li> <li>2- Visual clues</li> <li>3-Scaffolded resources</li> <li>4-Support during evacuation alarms</li> <li>5-Considered seating position in class</li> <li>6-Vision aids i.e. slope board</li> <li>7- Thinking time</li> <li>8-Summarising learning</li> <li>9-Variable LSA timetables to meet needs of the children</li> <li>10-Curriculum reflects disability awareness</li> <li>11-Personalised assessment arrangements</li> <li>12-PEEP</li> </ul>