



## **Academic/SEN Intervention**

### **Intent**

**At The BLC, many pupils have SEN needs. For this reason, our approach to intervention is an integral part of our offer. On entry, all pupils are screened using Snap B and SPLD which flag up issues such as APD, processing speed, impulse control, sensory integration and sensitivity and other potential issues. In addition, all pupils are screened using GL assessments. All these tools allow us to ‘triate’ pupils and provide tailored support using the tiered approach below.**

### **Context (22/23 cohort- information from Snap B analysis and Snap SPLD)**

- **85% of pupils at BLC have issues with attention span**
- **70% of pupils present with indicators of APD**
- **69% of pupils present with lack of impulse control**
- **50% of pupils present with poor fine motor skills**

**From the NGST the average spelling ages for secondary learners at the PRS is 10 and one month**

**From the NGRT the average spelling ages for secondary learners at the PRS is 9 and one month**

**Implementation -Tiered approach-**

UNIVERSAL	TARGETED	INTENSIVE
<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Dual- coding</li> <li>• Visuals- lists to be provided by SENCO</li> <li>• Specific fonts and sizes on all resources</li> <li>• Pastel coloured backgrounds</li> <li>• Coloured chunking</li> <li>• Calming music</li> <li>• Reduced stimuli around whiteboard</li> <li>• Daily phonics/reading opportunities</li> <li>• Timers</li> <li>• Reading pens</li> <li>• ICT aids</li> <li>• Written to do list's</li> <li>• Knowledge Organisers</li> <li>• Consistent routines</li> <li>• Consistency in behaviour management and reward systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Chew buddies</li> <li>• Fidget feet</li> <li>• Wobble cushions</li> <li>• Ear defenders</li> <li>• Fidget toys</li> <li>• Sensory putty</li> <li>• Dark space</li> <li>• Sensory tent</li> <li>• Pastoral support</li> <li>• Red/green cards</li> <li>• Filter strips</li> <li>• Executive functioning breaks</li> <li>• Lego therapy</li> <li>• Pen grips</li> <li>• Weighted blankets</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1/small group fine motor skills</li> <li>• 1:1/small group gross motor skills</li> <li>• 1:1 gap filling intervention identified via GL assessment</li> <li>• Spelling group</li> <li>• Handwriting group</li> <li>• Ready to learn group</li> <li>• Alternative provision</li> </ul>

**Predicted Impact of approach**

- **All pupils have needs met**
- **Spelling and reading ages improve**
- **Less out of class behaviours**
- **Educational self-esteem improves**
- **Over-dependence on adults should decrease**
- **Numeracy levels will rise**

### **Universal Offer**

**All students at the BLC have access to the Universal Offer. The Universal Offer supports all students, including those who have as yet unidentified needs. It also reduces staff workload by embedding a lot of SEN best practice as standard, rather than as something that we do additionally for some students.**

**The Universal Offer is comprised of easy to implement strategies that support the needs specific to our cohort. Focusing on the areas of Attention and Auditory processing.**

### **Targeted**

**Some pupils will require additional input as listed. As the classroom teacher, you have a legal responsibility to ensure that all possible reasonable adjustments are made to support the learning of students with SEND particularly implementing actions in the EHCP. If you have any questions about anything you are being asked to provide, please do not hesitate to contact a member of the SEN team.**

### **Intensive**

**Intensive support is inclusive of specific interventions for needs identified through the SPLD and SNAP B process, targeted specific areas of need both academically and SEN need. This includes small group work or 1:1 intervention and is inclusive of our alternative provision offer.**

## **Appendix I: Additional Information Regarding Universal Offer**

### **1. Teaching and Learning Resources**

- a. Knowledge organisers for each topic
- b. Use different colours when writing on the board to allow students to retain their copying place.
- c. Pastel coloured backgrounds on slides (colour may be dictated by a particular learner in your class)
- d. Minimum size 12
- e. Sans-serif fonts
- f. Consistent fonts
- g. Pictures used to dual-code information

### **2. Approaches to Learning Activities or Tasks**

- h. Written 'to do' lists
- i. Tasks broken down into chunks of increasing challenge (core, extended and greater depth knowledge and skills)
- j. Check for understanding following verbal instructions
- k. Timers
- l. Regular check ins
- m. Prompts to stay on task
- n. Metacognition- thinking about thinking
- o. Get students to close their own gaps by encouraging questions

### **3. Supporting Positive Behaviour and Self-Regulation (Metacognition)**

- p. Respectful tone when talking
- q. Avoid whole class sanctions and generalisations
- r. Using questions to re-engage learners (e.g. What's happening?)

- s. Use natural light where possible
- t. Eliminate sudden sensory events (e.g. loud noises)
- u. Area around the board and at the front of the room to be kept clear

## **Appendix 2: Visuals**

<b>Visuals</b>
Visual Timetable
Timetable squares (on desk)
Alphabet (KS 1,2,3)
Number Lines including minus numbers (KS1,2,3)

## **Appendix 3**

### Teacher Toolkit

Classrooms to have access to a teacher tool kit, this to include the following

- Sand timers
- Multicolored whiteboard pens
- Earplugs (Ear defenders)
- Fidget Toys
- Slime
- Fidget feet
- Wobble cushions

