

Area of need	5 a Day (EEF)	Universal	Targeted	Specialist
Communication and Interaction	1. Explicit Instruction Use of clear and succinct language Use of dual coding (visual and auditory input) Planning for misconceptions Providing examples and non-examples Modelling: teacher demonstration, guided practice, independent practice 2. Cognitive and Metacognitive strategies Use of memorisation techniques; mnemonics, graphic organisers Children are supported to plan, monitor and evaluate their own learning Appropriate level of challenge to reduce cognitive overload Teacher modelling Use of peer talk	Working in partnership with parents, carers and children Timely use of assessment and feedback The physical environment is set up to help learners feel comfortable and supported Telegraphic speech Visual Prompts Visual timetables Working Walls Now and Next (whole class) Additional processing time Use of praise Offer (specific) choices Modelling of correct/appropriate use of language rather than correction YR/Y6 buddy system Use of supportive talk partners Social Stories Use of child's name before giving an instruction Prepare children for change	Speech and Language Therapy – LSA Attention Bucket (Intervention) Lego Therapy (Intervention) Socially Speaking (Intervention) Colourful Semantics Pre-teaching Now and Next (individual)	Speech and Language Therapy – SaLT Communication interventions run by specialist services. Alternative Provision Support from Specialist SEN Service (Wiltshire Council)
Cognition and Learning	3. Scaffolding	Working in partnership with parents, carers and children Timely use of assessment and feedback The physical environment is set up to help learners feel comfortable and supported Targeted questioning Visual prompts	Numicon Targeted over- learning and pre-teaching Short-term evidence-based interventions Morphological approach to reading and spelling Use of children's interests to engage and motivate	Alternative Provision Support from Specialist SEN Service (Wiltshire Council)



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	Temporary support that is removed when it is no longer needed. Visual scaffolds: task planners, images, modelled examples Verbal scaffolds: working with an adult or peer Written scaffolds: word banks, writing frames, sentence starters 4. Flexible Grouping Children are grouped and ungrouped dynamically based on need Groups are flexible and based on assessment Use of 'Scoop Groups' Use of peer tutoring 5. Using Technology Use of interactive whiteboards and visualisers Use of i-pads and laptops	Phonics intervention (KS1) Visual timetables Working Walls that take into account cognitive overload/visual stress. High expectations made explicit 1:1 reading Tasks broken down into manageable chunks. Now and Next: whole class Access to manipulatives/learning aids in class e.g. number grids, counters, vocab lists. Writing frames Achievable expectations Alternative ways of recording e.g. speech to text Additional processing time Use of supportive talk partners Adjusted equipment for visual needs e.g. coloured reading windows, different coloured paper. Talking Tins Adjusted writing equipment e.g. pencil grips Over-learning based on assessment for learning	Precision phonics intervention (KS2) Now and Next: short, focussed task followed by a motivating reward activity. This might involve use of visuals, or an additional adult to support each activity. Use of i-pads. Daily 1:1 reading	



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Social, Emotional and Mental Health		Working in partnership with parents, carers and children Timely use of assessment and feedback The physical environment is set up to help learners feel comfortable and supported Movement breaks Visual timetables Now and Next (whole class) Time to Talk Speak & Spin Focussing on positives/successes High expectations made explicit Achievable expectations Consistent sitting places in the classroom Sticker Charts Use of timers Trauma Informed Practice Use of a safe space Playful, Accepting, Curious, Empathetic (PACE) approach with children Restorative Practice Use of Thrive Vital Relational Functions (VRFs) Use of (limited) choices Positive reinforcement Support for transition to new classes Soft start e.g. familiar activity to start each day.	Relational Support Plans Forest School Thrive Lego Therapy (Intervention) Socially Speaking (Intervention) Play mentoring Sports mentoring Support for transitions Flexible Routines Calming activities Now and Next (targeted)	Play Therapy Social Interventions run by specialist services. Alternative Provision Harbour Project (YR and Y1 only) CAMHS Support from Behaviour Support Service (Wiltshire Council)

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		Emotional check ins e.g. using colour monsters or Blob Tree		
Sensory and/or Physical Needs		Working in partnership with parents, carers and children Timely use of assessment and feedback The physical environment is set up to help learners feel comfortable and supported Movement breaks Visual timetables Pencil grips Sensory chew aids Fidgets Move 'n' Sit cushions Use of timers Ear defenders Displays in classrooms designed to be helpful without overwhelming the senses Visual/hearing impairments are accounted for when planning the layout of the classrooms Children have appropriate furniture for their age, stage and need. Desk slopes Weighted blankets	Forest School Sensory Circuits Sports mentoring Technology to support physical or sensory impairment as appropriate	Alternative Provision Occupational Therapy Support Sensory Success (Y1 only) Support from Specialist SEN Service (Wiltshire Council) School nursing support



References:

EEF Five a Day

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send>

Wiltshire ordinarily available provision (OAP)

<https://www.wiltshire.gov.uk/local-offer/ordinarily-available-provision>