

Some support

Assess	<p>Monitor through diagnostic (formative and summative) testing e.g. reading, spelling, phonics, number etc. along with standardised tests</p> <p>Consider Executive skills</p> <p>Audit staff skills</p> <p>Consider other factors, e.g. Communication and Interaction, Physical/Sensory, Social Emotional and Mental Health.</p>
Plan	<p>Involve learner and their parents/carers in process of understanding what their difficulties are and what needs to happen for the learner to make progress</p> <p>Teacher, in consultation with SENCo, learner and parents/carers plans a time-limited intervention carefully matched to identified needs and chosen from those that have been found to be effective by monitoring and results</p> <p>Intervention(s) are timetabled, ensuring that resources (including time and trained staff) are in place</p> <p>Deployment of staff is paramount to ensure learners are given the set time specified for the programmes of support</p> <p>Intervention(s) will be timed, where possible, so that the learner does not miss whole class activities</p> <p>Teachers, supported by the SENCo, ensure that there are opportunities for skills to be applied and revised in whole class activities</p> <p>Plan activities- different from/additional to the class</p> <p>Plan regular time for communication between teacher and person delivering intervention to monitor progress and adapt targets/focus as necessary</p> <p>SMART targets and outcomes are set and shared with learner/parents</p> <p>Targets are dynamic and are modified to match progress</p> <p>A record keeping system is in place to monitor progress.</p>
Do	<p>Planned interventions delivered by trained teaching staff</p> <p>Interventions are monitored to ensure accelerated progress</p> <p>Intervention can be delivered within a whole class as part of guided work or in another part of school, however the class teacher is still responsible for ensuring and monitoring that learning progress occurs</p> <p>Class teacher continues to work closely with staff involved in delivering interventions to assess impact</p> <p>Record progress towards intervention targets on a regular basis.</p>
Review	<p>On-going monitoring of intervention to ensure quality of delivery and progress towards targets e.g. observations</p> <p>Repeat tests following intervention to check progress</p> <p>Obtain learner and parent/carer's views about impact of the intervention</p> <p>Where little or no progress is being made, class teacher and SENCo review suitability of intervention and re-plan</p> <p>Where progress has been limited, return to assessments and consider further involvement of support services.</p>

