

Lots of support

Assess	<p>Consider all previous assessments and progress over time and consider consultation with support services as appropriate e.g. Targeted Education Support Service, Educational Psychology Service, Specialist Sensory Educational Team, Occupational Therapy, Gateway etc.</p> <p>Consider all factors which may be creating barriers to learning</p> <p>Are staff skills sufficient to meet learner needs or are there training implications?</p>
Plan	<p>Continue to involve learner and their parents/carers in the process of understanding what needs to happen for them to make progress. Share targets with learner, parents/carers and all teaching staff</p> <p>Deployment of staff is paramount to ensure learners are given the set time specified for the programmes of support. This should be monitored by the class teacher and SENCo</p> <p>Consider deployment of support staff. Training may be needed for the delivery of recommended interventions or understanding of learner's specific needs</p> <p>Set SMART targets based on specific needs with clear links to the interventions</p> <p>Plan intervention sessions ensuring opportunities for whole class integration is not minimized</p> <p>Ensure that all required resources, including space to work etc., are in place before the intervention begins</p> <p>Plan differentiated activities, additional to and different from those of the class/group.</p>
Do	<p>Deliver small group or 1:1 interventions by trained staff</p> <p>Ensure that class teachers are involved in planning, monitoring and sometimes delivering (as appropriate) interventions</p> <p>Class teacher continues to work closely with staff involved in delivering interventions to assess impact</p> <p>Ensure time made available for feedback/planning between staff</p> <p>Monitor teaching in intervention sessions to ensure quality assurance</p> <p>Check that skills developed in small group or 1:1 sessions are used 'back in class' to reinforce and embed.</p>
Review	<p>On-going review meetings between class/subject teacher and teaching assistant delivering intervention to discuss any difficulties etc.</p> <p>Gather annotated evidence of "additional to and different from"</p> <p>Observe interventions to monitor quality assurance</p> <p>Planned review meetings midway and then at the end of interventions to assess impact. Adapt/change intervention and/or targets if necessary.</p> <p>Regular contact with parents/carers to report on progress and to update on 'at home' strategies that will help</p> <p>Review progress in all areas and evaluate impact of particular interventions</p> <p>Ensure costed provision map highlights additional support being provided</p> <p>Has there been the necessary outside agency involvement?</p>

	Consider referral for an EHC Assessment and Plan.
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