

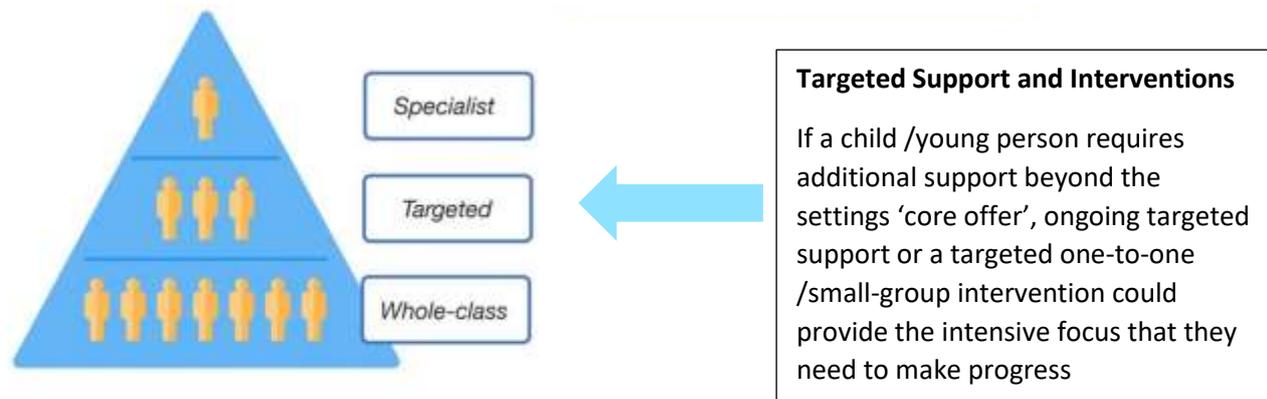
Core Standard Five – Targeted Support and Interventions

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What are targeted support and interventions?

If assessments indicate that a child/ young person needs provision that is **'additional to or different from'** what the setting can offer through high-quality teaching and what is ordinarily available to all children/ young people i.e. small group interventions, for instance for literacy and numeracy, the next level of provision is SEN support. This level of provision includes targeted support and interventions. Broadly, these are the adaptations, adjustments and additionality that an educational setting needs to put in place to support children and young people who have been identified as having special educational needs.



Targeted support might be a long term strategy that needs to become an everyday part of the provision for a child /young person with SEND, such as the use of visual resources.

Targeted intervention are short term, focused teaching approaches that has been planned for a small group or individual child /young person with SEND.

It is important to remember that while targeted support and interventions can provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals, they must be used carefully and should not replace general efforts to improve the overall quality of teaching in a classroom.

"Additional intervention and support cannot compensate for a lack of good quality teaching."
SEN Code of Practice

High quality teaching should reduce the need for extra support for all children /young people.

Nevertheless, it is likely that in order to make progress with their learning, behaviour or development some will require additional support in the form of carefully selected, targeted support and interventions

All targeted support and interventions should have a specific set of desired outcomes and children/ young people should access the targeted support or intervention alongside high quality classroom teaching.

SEN provision at this level should provide support and interventions across all of the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and /or Physical

This is because knowing that a child/ young person's primary need is for example, a specific learning difficulty in literacy is unlikely to be enough to shape an effective intervention. It is far more useful to understand the specific nature of the child/ young person's difficulty. For instance there could be an underlying communication and interaction difficulty if they appear to struggle with pronouncing particular sounds or words, or they could be an underlying sensory issue if they appear to struggle with seeing the words clearly.

How should targeted support and interventions be selected?

Informed by assessment

Children and young people with SEND show a huge variety of individual needs, and it is not normally **useful to assume that 'all' those with a particular need will require the same type of support**. Instead, targeted support and interventions should be selected based on the individual needs of a child/ young person as determined by assessments.

The SEN Code of Practice says that:

“A detailed assessment of need should ensure that the full range of an individual’s needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty”

Research by the Education Endowment fund found that:

“Teachers can increase the changes of an intervention working well by checking that it is a good fit for their context”.

Research by the DfE also found that:

“it was clear that detailed assessment of individual children is necessary to select the most appropriate approach”

The right interventions cannot be put in place if the child/ young person’s needs have not been correctly identified and interventions will not be effective if they are poorly matched to the difficulties that the child /young person is experiencing in their learning.

Educational settings need to ensure that they avoid selecting support or interventions based on a desire to make a child / young person **‘fit in’ to a classroom situation**. They also need to avoid trying to make the **child’s / young person’s needs ‘fit in’ to one of the interventions** that it currently on offer in the setting.

Instead, educational settings need to drill down into the precise needs of the child/ young person and then personalise support and select interventions to match those needs, covering all four broad areas of need where necessary.

Settings also need to carefully consider if a child/ young person is really going to benefit from the support/ intervention. Targeted support has the potential to be detrimental if a child/ young person has been misallocated to an intervention they do not actually need and, as a result, miss out on high quality whole-class teaching.

Clarify the desired impact

Before any targeted support or intervention can be selected, it is essential that everyone involved agrees on what impact they want the intervention to have on the child /young person’s progress and achievement as a result of accessing the support / intervention(s). This will help to ensure that the right support /intervention is selected.

Remember that provision is what is put in place to help a child/ young person achieve an outcome, it is not an outcome in its self.

Links to other learning

It is important to ensure that the skills and knowledge that any targeted support / intervention aims to achieve can be linked back to and used within the classroom and where appropriate, other aspects of the settings day. This will mean that the support/ intervention has the most impact on addressing the needs of the children/ young people because they will be able to use and practice what they learn in an appropriate context rather than in isolation.

In addition, the DfE (2017) report on SEN support notes that:

“It can be tempting to assume that training to remediate a particular weakness will automatically improve the target academic skill (be it motor skills to improve handwriting, phonological skills to improve reading or memory skills to improve learning) – known as transfer. However, such transfer should not be assumed. In most cases, the evidence suggests that training needs to explicitly link the tasks being practised to an academic skill. For example, phonological training is most effective when explicitly linked to spelling and reading, and motor practise is most effective when explicitly linked to writing. Educators should be wary of programmes that do not make this link explicit.”

Consult with other professionals

Where possible and appropriate educational settings should involve specialists such as therapists, psychologists CAMHS and specials teachers to advise them on effective support and interventions. These specialists may also be able to provide relevant resources and equipment

The SEN Code of Practice stipulates that:

“The SENCO and class teacher, together with the specialists... should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions”

Research effective and evidence-based support and interventions

It makes sense to use targeted support and interventions that have a track record of success, so settings need to take the time to select their support/ interventions based on evidence of effective outcomes.

The support and intervention (s) provided should be selected to:

“meet the outcomes identified for the pupil, based on reliable evidence of effectiveness.”
SEN Code of Practice

This might be evidence that the setting has established for themselves based on previous success with targeted support and interventions or it may be evidence that is more widely available.

Many intervention programmes claim to be supported by evidence but it can be challenging to assess these claims or make comparisons between different programmes. There is a wide range of information available on appropriate support and interventions for children /young people with different types of need. Some of these are:

- [Chapter 6 of the SEN code of practice](#) has links to organisations that provide information
- [Evidence for Impact](#) is an independent service that provides educational settings with information on which interventions have been shown to be effective. This includes information about whether interventions have been evaluated / not evaluated and on each interventions grading from strong to no impact. It covers primary and secondary interventions for maths, reading, science, writing and social/emotional needs
- [The Communication Trust - What Works](#) is a data base of evidence based SaLT interventions – registration needed
- [SEN support: Research evidence](#) provides detailed information on effective approaches interventions for SEN support and includes examples of current practice in good and outstanding schools and colleges

A report by the DfE entitled; [SEN support: A rapid evidence assessment](#) aims to summarise research that addresses the issue of what practice is effective for children and young people on SEN support in mainstream schools and colleges.

Key questions to ask when selecting targeted support and interventions

- Do we have a good understanding of the child's/ young person's needs in all areas so that the support/ intervention is well-targeted?
- Does the child /young person really need this support/intervention?
- Is the intervention over and above what is already on offer within the setting
- Does the child /young person need support and interventions across one, two, three or four of the broad areas of need?
- What kind of support/ intervention(s) is the child /young person most likely to benefit from?
- What are the key skills we need to focus on?
- What progress/ attainment do we want to see?
- What outcomes do we want to achieve from the support/ intervention?
- Can/ will the skills and knowledge that the child/ young person learns from the support/ intervention be linked back to / used in the classroom?
- Have we gathered advice on effective support /interventions from all relevant professionals/ specialists?
- What are the views and wishes of the child /young person on the outcomes they want to achieve from the support/ intervention?
- What are the views and wishes of the parents on the outcomes they want for their child?
- What evidence is there that the support/intervention is effective in addressing the desired outcomes?
- Is this the right support / intervention for this child / young person?
- Is the intervention good value for money

How should Interventions be planned and implemented?

- [Research by EEF](#) (Education Endowment Fund) have identified some common features of effective interventions:
 - Sessions are often brief (20–50mins)
 - Sessions occur regularly (3–5 times per week)
 - sessions are maintained over a sustained period (8–20 weeks)
 - Careful timetabling is in place to enable consistent delivery
 - Additional adults receive extensive training from experienced trainers and/ or teachers (5–30 hours per intervention)
 - The intervention has structured supporting resources and lesson plans, with clear objectives
 - TAs closely follow the plan and structure of the intervention
 - Assessments are used to identify appropriate children / young people, guide areas for focus and track pupil progress.
 - Effective interventions ensure the right support is being provided to the right child/ young person
 - Connections are made between the out-of-class learning in the intervention and classroom teaching

When it comes to implementing targeted support and interventions it is important to recognise that quality has a far greater impact than quantity.

A limited number of thoughtfully planned and consistently implemented support / interventions are likely to make significantly more difference to outcomes for a child and young person than a high number of poorly planned and shoddily implemented support/ interventions.

Even the most promising support/ intervention can fail if it is poorly implemented. Therefore, once an appropriate support / intervention has been selected, it is vital that its implementation is very carefully planned.

The first two essential steps when implementing any targeted support or intervention are to:

- ensure that the impact that the selected support or interaction is expected to **have on the child's / young person's progress, development or behaviour is clear** and is agreed by all involved
- ensure that a clear date for review has been set

Who

Once a support / intervention has been identified, settings will need to identify who is going to be involved in delivering it. For targeted support this is likely to be the class teacher and any additional adults working in the classroom but it may also involve a number of other staff such as lunchtime if the strategy or approach is going to be used throughout the day and in all areas of the setting.

For targeted interventions it is likely that settings will identify key staff to deliver the intervention. Where possible settings should identify at least two staff so that they are not reliant on one person to deliver an intervention. This will significantly reduce the possibility of the delivery of the intervention being disrupted or stopped due to staff absence or if they leave the setting.

Some children/ young people will need specialist intervention delivered by a trained professional such as a therapist or specialist teacher.

Training for staff

The SEN Code of Practice is clear that targeted support and interventions should be delivered by staff **who have 'sufficient skills and knowledge'**. Therefore, it is vital that settings provide the time and training that identified staff need to understand the teaching strategies that are used and be able to deliver the support/ intervention well. This will also ensure consistent approaches are used by all who are involved in its delivery.

It is very important that all staff members involved in delivering the support /intervention feel like they understand it, value it and are confident in any role they may have to play in delivering it and in helping the child /young person to reach the expected outcomes.

This means that settings need to take the time to train all of the staff who will be involved in delivering the support / intervention so that they not only understand how to deliver it well but also understand the principles and motivation behind it.

"Teaching assistants can provide good quality intervention if they are well trained, while even highly qualified professionals have less impact if they do not understand the principles and motivation behind the approach they are using" DfE 2017

This training maybe from colleagues within the school or through external training where necessary and is an essential part of how leaders can ensure that the children/ young people with the greatest needs in their setting are accessing teaching from the most knowledgeable and experienced staff.

Staff should access further training as required so that their knowledge and understanding of support or intervention remains up to date.

What

While the targeted support and interventions will vary and change over time according to the individual needs of the children /young people in the setting at any given time, it is essential that appropriate, good quality resources are in place to support their delivery.

Where a targeted support or intervention is reliant on specific resources, it is advisable that settings have at least two sets of resources so that the delivery of the support/ intervention is not compromised by a missing or broken resource. This means a relevant budget will need to be considered along with any time that may be required for staff to make or personalise resources.

Additional time may also be needed to ensure staff can use the resources effectively and consistently. For instance through modelling or by providing detailed written instructions about how to present and use the resources. This can be key to ensuring that the support or intervention is delivered consistently by all the staff who are involved

Where and when

Targeted support

In general, targeted support should be fully integrated into daily classroom practice. The teacher and other relevant staff should have had the relevant training on the identified strategies and approaches and the SENDCo should then provide any necessary support to help teachers to plan and implement the additional adaptations and adjustments they need to make to their classroom environment, high quality teaching and curriculum planning / implementation to meet the individual needs of a particular child/ young person.

There may be some strategies and approaches that need children / young people to have initial one to one or small groups sessions to ensure that they have the necessary skills to access and make use of the targeted support. This should be put in place as soon as possible so that the child /young person can quickly benefit from accessing the strategy or approach back in the classroom setting.

Targeted interventions

Targeted interventions are more likely to take place away from the classroom. This means that when and where they take place has to be carefully considered.

While this is something that SENDCos may take a lead on, the SEN Code of Practice is clear that teachers should be fully involved in planning interventions:

“Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.”

There are a number of things that need to be thought through when planning where and when a targeted intervention will take place.

Where:

- Is a room/ appropriate space available to deliver the intervention (not a corridor or a cupboard)
- Will the room/space be available for the duration of the intervention (or will it be needed for exams, office space etc)
- Will the room/ space always be available at the time the intervention has been scheduled for?
- Will other people need to access walk through the room/space at the time the intervention is scheduled (i.e. library, hall, shared learning area)
- Does the room/ space provide a focused learning environment for the child/ young person (appropriate displays, appropriate furniture, not cluttered, noisy, untidy etc)
- Is the room easy and quick for the child/ young person to access from their classroom (so they do not waste significant amounts of time transitioning around the setting)
- Can all the appropriate resources and equipment be safely stored in the room/ space?

When:

- How often will the intervention take place
- How long will the intervention need to run for
- What time of day is most suitable for the intervention to take place
- Can sufficient time be allocated for the intervention to be delivered correctly and at the right pace (not rushed through or watered down)
- Are trained staff always available to deliver the intervention at the allocated time(s)
- Are the relevant resources always available at the allocated time(s)
- How many interventions will the child/ young person be attending each week
- What lessons or activities will the child/ young person be missing in order to access the intervention
 - Is there a balance between interventions and whole-class teaching

- Does the intervention compensate for time spent away from class or will the child/ young person be missing out on high quality teaching of a subject in the classroom that would be of equal or more benefit to them than the intervention
- Will the curriculum for the child /young person be narrowed i.e. are they attending English and mathematics lessons in the morning then attending English and mathematics interventions in the afternoon while missing out on geography, RE, etc
- Will they be missing social opportunities by not being in assembly, class or at break or lunch times
- Will they be missing lessons they enjoy and/or have a talent in – music, PE, art
- Will they be missing enrichment opportunities at lunchtime or at after school clubs

Settings need to use their ‘best endeavours’ to address all these factors so that targeted interventions have the best chance of achieving the desired outcomes in the least possible time.

A targeted intervention that is delivered by a range of untrained staff, in a variety of unsuitable locations, at random times, in an inconsistent, unstructured and unpredictable way, without the right resources is not going to achieve the desired outcomes

Linking with the classroom

It should not be left to the child /young person to make links between the content of the intervention and the curriculum covered back in the classroom or to other aspects of the settings wider context. Given that supported children/ young people are often those who find accessing learning difficult in the first place, this would present a huge additional challenge.

Close liaison between intervention leaders and teachers will mean that targeted support and interventions are clearly linked to current classroom teaching and address the difficulties the child / young person is experiencing in lessons and /or in wider aspects of school life.

It is therefore vital than when planning and implementing an intervention, consideration is given as to what needs to be put in place to enable this liaison to happen

This might include:

- identifying regular times for staff delivering interventions to meet and plan with main class teachers and other relevant staff
- using opportunities such as assembly time to enable staff to meet and discuss intervention delivery
- enabling teachers to sit in on / observe an intervention session

How should targeted support and interventions be monitored and evaluated?

Monitoring and evaluating implementation and delivery

it is important that settings have clear processes for monitoring the implementation of any targeted support and interventions, not only to make sure they are actually taking place, but also to ensure they are being delivered consistently and to a high standard.

Monitoring is likely to involve teachers, the SENDCo and other senior leaders taking the time to observe what is happening with targeted support in the classroom and targeted interventions taking place away from the classroom. Settings will need to keep a record of:

- who is monitoring the delivery of the support or intervention
- how often
- how effective it is being
- any actions needed to make it more effective.

For interventions taking place away from the classroom, settings will need to consider how they are going to record:

- the frequency of sessions
- session focus
- outcomes of sessions
- details of which children /young people have accessed the intervention on each occasion
- feedback from the sessions.

Examples of pro forma for recording interventions can be found [on the TES website](#) and on the [Twinkl website](#)

Monitoring the implementation and delivery of support and interventions is essential because if the support / interventions are not obtaining the desired outcomes, or are taking longer than expected to achieve the desired outcomes, settings need to be clear that this is not due inconsistent/absent implementation or poor quality delivery

Where monitoring highlights that implementation or delivery are not being effective, the SENCO should support the class or subject teacher in problem solving and in identifying the actions needed to make the support or intervention more effective.

The teacher and SENDCo will also need to decide how and when feedback is going to be given to intervention leaders and other staff involved in delivering the support / intervention so that they are clear about what they need to do to improve the effectiveness of the support or intervention. A record of this feedback will also need to be kept so that it can feed into the performance management of staff.

Reviewing and evaluating progress

[A qualitative study of SEN support](#) in mainstream educational settings completed by the DfE in December 2021, highlighted that reviewing and monitoring the **progress that pupils with SEN make was ‘generally the least developed aspects of schools’ SEN support delivery’, with many schools not having formal processes in place to do so.**

It is really important for settings to closely monitor the progress that each child /young person makes within any given targeted support or intervention so that they can assess whether it is effective for that child / young person. In addition, careful monitoring of progress will enable settings to gain an accurate picture of the way in which a child/ young person is responding to an intervention which can be helpful in developing a more accurate picture of their needs.

Progress should be reviewed regularly, this means at least each term, or more often if necessary to ensure that the children/ young people are making progress towards the desired outcomes.

“However support is provided, a clear date for reviewing progress should be agreed” SEN Code of Practice

For each of the targeted supports or interventions, settings will need to decide:

- a clear date for reviewing progress
- whether a baseline assessment is going to be carried out before the intervention, and if this assessment is going to be repeated to check progress
- how is progress towards the agreed outcomes going to be recorded - this could be part of the SEN support plan (see below)
- if progress is going to be recorded after every session
- When progress data / recording will be reviewed and by whom
- How parents are going to be involved in reviewing the progress being made
- How are the child’s / young person’s views on their progress going to be gathered

When a child / young person is making less than expected progress with a targeted support or intervention, the setting will need to identify the reasons for this and take appropriate action, this may include adapting, amending or replacing the support /intervention.

The code of practice states that:

“Schools should regularly review and evaluate the breadth and impact of the support they offer or can access.”

Evaluating Impact

Evaluating the impact of a targeted support or intervention will help settings to prove to those involved that the desired outcomes has been met. Therefore, when a targeted support or intervention comes to an end, it is crucial to assess how effective it has been. This evaluation will also enable settings to make any necessary adjustments to strategic planning for SEND support and interventions, for example by adapting or replacing the range or type of support and interventions that are in place, depending on how effective each one has been in achieving the agreed outcomes.

it is also important to remember that the results of some targeted support and interventions may not be immediate, as some will aim for long-term effects. If the SENDCo or other staff is asked to produce a report, for instance to governors on such an intervention, the report should make this clear, and **emphasise that qualitative evidence rather than “hard data”** has been used to establish the impact so far.

The ultimate aim of any targeted support or intervention is to improve the attainment of the child / young person, either directly, for instance by enhancing their academic skills and knowledge or indirectly, perhaps by improving their mental health or their behaviour. As such targeted support and Interventions should always be measured by the impact on a child/ **young person’s** attainment, as well as the impact on the area of need being targeted, for instance improvements in behaviour.

Demonstrating Impact

Educational settings will need to gather a range to clearly demonstrate to themselves and to others, that the targeted support /intervention has had the desired impact. This evidence may take many forms, for example:

- Comparing qualitative evidence from before and after the support/ intervention
 - relevant case studies
 - observation/ monitoring notes
 - feedback from parents, teachers, staff and children/ young people (this should be 'open' feedback rather than taken via questionnaires)
 - **child’s/ young person’s attitudes towards the intervention**
- Comparing quantitative evidence from before and after the support/ intervention
 - Pupil progress data
 - intervention progress records
 - child’s / **young person’s** progress across a range of subjects
 - **Child/ young person’s attendance at the intervention**
 - individual books or work samples

Demonstrating the effective impact of a targeted support or intervention should also include evidence about how well children/ young people are able to use what they have learnt from the support or intervention. For instance:

- How well the children/ young people transfer and generalise the outcomes from support/ interventions back into the classroom, and wider aspects of school life where appropriate
- How effectively teachers integrate **children’s/ young people’s** learning from interventions into whole class and small group teaching

Next Steps

When a targeted support or intervention has been determined as being effective, settings can look further at what made it go well and whether any improvements could be made to make it even more effective in the future.

While targeted support and interventions should always be selected according to the individual needs of any child / young person, knowing what works and what does not, should enable settings to have a suite

of support and interventions on hand which children / young people can access with the minimum of delay.

What documentation should be in place for targeted support and interventions?

The code of practice emphasises the need for educational settings to keep accurate and up to date records of the provision made for children/ young people under SEN support but does not stipulate how this should be done, stating that:

'it is for schools to determine their own approach to record keeping in line with the requirements of the Data Protection Act 1998.'

It is important that settings record details of the additional or different provision made for each child /young person on the SEND register. Settings also need to ensure that they have accurate information to evidence the SEN support that has been provided over the whole of the time a child / young person has attended the setting along with the impact that each targeted support or intervention has had.

This information should be used for a number of purposes:

It should form part of the regular reviews and discussions that settings have with parents about their **child's progress, expected outcomes from the support and planned next steps**. A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff.

- It should be used to provide the local authority with information when they are considering or carrying out an assessment of the **child's/ young person's** needs with a view to putting an Education, Health and Care Plan(EHCP) in place (see Core standard Six)
- For children and young people detained in custody, a Youth Offending Team will seek this information from the setting to support their initial assessments.
- As part of any inspection, Ofsted will ask about the progress that children/ young people with SEND make. A rigorous approach to the monitoring and evaluation of all SEND support will ensure that SENDCos and other staff members can answer these questions confidently and accurately.

Experience of best practice indicates that, as a minimum, settings should have the following documentation in place to fulfil these requirements :

Provision Map

Provision maps are an efficient way for educational settings to show and track all the provision that they make for children / young people which is additional to and different from the settings core offer.

The use of a provision maps can help SENDCos to maintain an overview of the support and interventions used with different groups or individuals and provides a firm basis for monitoring the levels of intervention at any given time.

highlighted sections of a provision map can also be useful in enabling parents to see the support that has been provided for their child.

Many settings recommend the Edukey on line [provision map](#) tool but Excel can be used to good effect to create a provision map an example can be found here [Example of Excel Provision Map \(10KB\)](#)

Ideally a provision map should include, for each child/ young person on the SEN register:

- Name
- Age
- Class
- Name of each targeted support or intervention being accessed
- Area of need being targeted by the support or intervention
- Aim/ desired outcome of the support or intervention
- Name / role of person delivering the intervention

- How often/ for how many hours/ which day(s) each week each intervention will be delivered
- How the support / intervention will be delivered - staff to pupil ratio: whole school, class, small group, individual
- Where the support/ intervention will be delivered: all area of the school, in class, in an allocated room
- Start date of support / intervention
- Number of weeks the intervention will run for
- Review dates(s)
- Finish date
- Cost of the intervention per year per pupil and overall
- Chronology of support plans and their review

Personal SEN Support Planning

Personal SEN support planning is known by various names including pupil passport, pupil profile, pen portrait, My support plan, early support plan. All children/ young people on the SEN register should have an up to date personal SEN support plan in place.

The planning can be updated regularly and at key transitions to reflect changing circumstances and aspirations.

Personal planning should provide a holistic overview **of the child/ young person's additional needs** and, as a minimum should consist of two main elements:

1. Details of targeted support and interventions being accessed

The personal plan should provide information on the support and/ or interventions being accessed within each of the four broad areas of need, and should include:

- Name of support/Intervention
- Brief description
- Start date proposed end date and dates for review
- Agreed outcomes
- Record of progress
- How parents can help at home

A copy of the support plan should be available in the child/ young person's classroom and should be shared with all relevant staff

The purpose of the personal SEN support plan is to help children or young people to achieve the agreed outcomes for the support and interventions they are accessing and to ultimately, remove them from the SEN register.

2. A one page profile

A One Page Profile should capture all the important information about a child or young person on one page. This might include:

- Basic information – name, age, class
- Their likes and dislikes
- People, place and things that important to them
- Their aspirations
- Things they find hard
- Things that help them
- **Things that don't help them**
- Other things that people need to know

The one page profile should be shared with all relevant staff. It should be updated every year and at key transitions to reflect changes in circumstances and aspirations.

What might targeted support and interventions look like for different identified needs?

The following information is also available in the [Haringey 'Guidance for SEN Support' document](#)

Cognition and Learning

- CL1. Targeted, structured group phonics /reading /spelling/maths interventions
- CL2. Pre teaching of topic vocabulary and pre-reading of texts/books
- CL3. Opportunities to recap learning outside of the lesson
- CL4. Summarised versions of texts/books with pictures
- CL5. Precision teaching
- CL6. strategies and resources to support short term working memory difficulties e.g. a mini whiteboard to bullet point instructions, a visual timetable, now and next board if needed
- CL7. strategies and resources to support organisation for tasks such as a visual timer, writing frames, mind maps
- CL8. Variety of approaches to learning including: use of technology such as Clicker for writing, games to reinforce and practice sight vocabulary/time tables
- CL9. Access arrangements for national assessments and exams if pupil meets requirements

Speech, Language and Communication

- SLC1. Visual supports e.g. visual timetables, task plans
- SLC2. Visual support for tasks if needed, including use of symbols as appropriate. e.g. Communicate in Print, Widgit on line, tick list of activities to complete
- SLC3. encourage and support pupils to indicate when they have not understood and to develop **'ask for clarification' skills**
- SLC4. strategies to support verbal communication such as staff modelling and extending expressive language
- SLC5. providing opportunities that support communication throughout the day, such as talk partners/structured group discussions.
- SLC6. Group teaching of explicit attention and listening skills.
- SLC7. Support for learning new concepts and key vocabulary, including pre teaching, word maps (Word Aware) and making links with real experiences.
- SLC8. Targeted one to one or small group interventions such as ELKLAN, Colourful Semantics, cued articulation, Language link, NELI (EYFS) delivered by appropriately qualified staff
- SLC9. Lesson planning reflects advice and recommendations from external professionals
- SLC10. Advice from external professionals embedded into the school day for example regular reinforcement of strategies, encouragement to seek clarification
- SLC11. Access arrangements for national assessments and exams if pupil meets requirements

Autism/ Social communication and interaction

ASC1. A communication friendly environment where language is positive and the use of signing/symbols and other visual support are in place if needed.

ASC2. Simplified use of language with instructions given in short chunks supported by visual prompts such as gestures or timers

ASC3. Access to sensory/movement/ brain breaks as and when needed

ASC4. Pre-teaching and re-teaching of the curriculum where appropriate.

ASC5. Opportunities for overlearning of key concepts.

ASC6. Specific vocabulary teaching.

ASC7. Strategies to support verbal communication such as staff modelling correct language use

ASC8. Planned 'sabotage' to provide supported opportunities to problem solve

ASC9. Social stories & comic strip conversations

ASC10. Work station area (based on TEACCH principles)

ASC11. Speech and language therapy programme implemented by school staff (if appropriate)

ASC12. targeted intervention groups to develop skills e.g. listening, attention, social interaction, emotional literacy. (Lego therapy, Attention Autism)

ASC13. Access arrangements for national assessments and exams if pupil meets requirements

ASC14. Recommendations from specialists included in lesson plans and pupil's support plan.

Specific Learning Difficulties

Dyslexia

SpLD1. structured small group or one to one phonics/reading/spelling/programmes

SpLD2. pre teaching vocabulary

SpLD3. Additional differentiated phonics and irregular word teaching with modified pace and additional reinforcement.

SpLD4. Additional opportunities to read and be read to, rehearsing decoding skills and developing vocabulary and comprehension.

SpLD5. Audio versions of texts

Dyscalculia

SpLD6. Structured small group or one to one maths interventions

SpLD7. Pre-teach mathematical vocabulary and formulae

SpLD9. Additional differentiated teaching of mathematical concepts with modified pace and additional reinforcement.

Dyspraxia (DCD)

SpLD10. Occupational therapy programme

SpLD11. Additional opportunities to practice fine and gross motor skills

SpLD12. Access arrangements for national assessments and exams if pupil meets requirements

Social, Emotional and Mental health difficulties

SEMH1. Clear, structured and positive individualised behaviour management plan in place, which is led by class teacher or pastoral manager, shared with and followed consistently by all staff.

SEMH2. focused adult support for group work, managing challenge, reinforcement of positive learning behaviours.

SEMH3. **Support and recommendations from specialists are included in lesson plans and pupil's support plan.** (HLP etc)

SEMH4. **Additional or alternative in class activities planned to encourage the pupil's engagement in the curriculum.**

SEMH5. structured emotional literacy /interventions such as ELSA

SEMH6. structured social skills teaching/interventions

SEMH7. focused teaching of self-regulation by using approaches such as 'Zones of Regulation'

SEMH8. Staff team who are attachment disorder and trauma informed/ trained (anchor project/ emotional coaching)

SEMH9. safe space/ sensory space to use in times of crisis/overload

SEMH10. Pastoral support

Physical/ Medical

PM1. **Recommendations from specialists are included in lesson plans and pupil's support plan.**

PM2. generalised therapy programmes that can be incorporated into the school curriculum

PM3. specific therapy programmes/ exercises completed on a 1:1 basis

PM4. Focused support to learn to self-manage own medical conditions such as responding to low blood sugar levels or to warning signs of a seizure

PM5. assistance for pupil in positioning or seating or using adapted equipment.

PM6. Additional TA or specialist teacher time to deliver specific interventions.

PM7. Medical care or therapies built into appropriate times of the school day

PM8. Programmes as recommended by physiotherapist, occupational therapist.

PM9. Intimate care / toileting policy and procedure

PM10. Access arrangements for national assessments and exams if pupil meets requirements

Hearing loss

HL1. **Recommendations from specialists are included in lesson plans and pupil's support plan.**

HL2. Adult who understands and can support with managing and troubleshooting hearing aids

HL3. Focused support to enable pupil to become independent in maintaining their hearing technology

HL4. Opportunities for working in a quiet area if necessary, to minimise listening fatigue

HL5. Specialist equipment such as, soundfield or radio aid.

HL6. help with acquiring, comprehending and using chosen means of communication in structured and unstructured situations

HL7. developing literacy skills using chosen means of communication confidently and competently

HL8. Pastoral support or mentoring including social and emotional support

HL9. Specific teaching of social and interaction skills with their peers outside of the classroom may be needed.

HL10. HI role models to support development of HI identity (as appropriate and in agreement with the pupil and parent) are provided.

HL11. Key staff are trained in BSL, Makaton, PECs or other appropriate communication systems where possible.

HL12. Access arrangements for national assessments and exams if pupil meets requirements e.g. scribe, live speaker, small venue

HL13. Information is pre- taught or shared in advance of the lesson.

HL14. Learners have to opportunity for consolidation of learning via post teaching

Visual impairment

VI1. Some specific reinforcement or skill-development activities may be required using, for example: verbal reinforcement, tactile and kinaesthetic materials, real objects.

VI2. Orientation and mobility training around the classroom and the wider setting , including sighted guide training for relevant staff

VI3. Access to low vision aids, specialist equipment, ICT or adaptations to enable access to the curriculum.

VI4. Training of relevant staff to create/modify learning resources

VI5. Access arrangements for national assessments and exams if pupil meets requirements e.g., extra time, modified/enlarged print papers, reader etc

TARGETED SUPPORT AND INTERVENTIONS - DESCRIPTORS

1.	Children/ Young people on the settings SEND register require targeted support and interventions that are additional to or different form the settings core offer. (or have a diagnosis/ medical condition)
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2.	The school uses evidence-based interventions which have been selected carefully to meet the needs of children/ young people with SEND in the school and cover the four broad areas of need: <ul style="list-style-type: none"> • communication and interaction • cognition and learning • physical and sensory, social • emotional and mental health
3.	The setting consults with other professionals (Specialist teachers, therapists) when selecting targeted support and interventions
4.	Children/ young people access targeted support and interventions that are informed by assessment and address all their areas of need, not just their primary area of need
5.	The desired outcomes for all targeted support and interventions are clearly identified
6.	The setting ensures that staff delivering the interventions are appropriately trained and /or qualified to do so and their training is up to date
7.	Whenever possible two or more members of staff are training to deliver a targeted support or intervention
8.	When necessary the setting arranges for support or interventions to be delivered by an appropriately trained and qualified external professional (eg therapist)
9.	The setting ensures that where needed, appropriate, high quality resources are available to deliver the support or intervention and that staff can use these correctly and consistently
10.	The setting provides a balance between class, group and individual targeted support and interventions in line with the needs of the children/ young people attending the setting at any given time
11.	Teachers retain responsibility for children/ young people attending interventions away from the classroom
12.	The setting ensures an appropriate learning space is available for targeted support and interventions to take place
13.	Careful timetabling of interventions means that children/ young people with SEND continue to access a broad and balanced curriculum and that no children/ young people are accessing a reduced or narrowed curriculum due to over attendance at intervention sessions
14.	Close liaison between intervention leaders and teachers means that intervention programmes clearly link to current classroom teaching and address the difficulties that children/ young people are experiencing in lessons and /or in wider aspects of school life.
15.	Children/ young people with SEND effectively transfer and generalise the outcomes from interventions back into the classroom (and wider aspects of school life where appropriate)
16.	teachers integrate learning from interventions into whole class and small group teaching.
17.	The setting monitors how often and how well targeted support and intervention are delivered And keeps a record of this monitoring
18.	The setting takes appropriate action when monitoring highlights any problems with the implementation or delivery of a targeted support or intervention

19.	The setting regularly (at least termly) reviews the progress that children/ young people are making towards the desired outcomes for the targeted support or intervention
20.	Where children/ young people are not making expected progress towards the desired outcomes., the setting adapts, amended or replaces the support/ intervention
21.	The setting rigorously reviews and evaluates the impact of targeted support and interventions following the cycle of assess, plan, do, review
22.	Where interventions are failing to have the required impact, relevant and timely adjustments are made to the provision to address this. If necessary, external training, support and advice is used effectively to improve the quality and impact of interventions
23.	The setting maintains an up to date provision map to track all the provision that is made for children/ young people with SEN during their time attending the setting
24.	All children/ young people on the SEN register with SEND have a personalised SEN support plan that contains a holistic overview of the child/ young person along with details of the targeted support and interventions they are accessing and the progress they are making towards the desired outcomes
25.	The personal SEND support plans are reviewed and updated with parents/carers at least termly
26.	Teachers (and additional adults) know the personal support plans for the children/ young people in their class and incorporate the outcomes and objectives from them into their planning.
27.	There is clear evidence (for instance school data, teacher reports) that, from their individual starting points, children/ young people with SEND across all year groups are making expected or above expected progress in English and Maths.
28.	There is clear evidence (for instance workbooks, progress meetings) that, from their individual starting points, children/ young people with SEND are achieving well and making consistently strong progress in a wide range of subjects.
29.	There is clear evidence (for instance, personal support plans, formal assessments) that, from their individual starting points, children/ young people with SEND are making significant and sustained progress in their personal and social development including, for example; <ul style="list-style-type: none"> ● Behaviour ● Emotional regulation ● Attendance ● Independence / independent living ● Employability skills ● Peer interactions ● Resilience ● Perseverance and that this prepares them well for their future adult lives.
30.	There is evidence that the setting has a successful track record of improving the outcomes of children /young people with SEND so that they are removed from the SEND register.