

**Universal Provision**

**APPENDIX A**

**Higher Needs Funding Block – SEN 3 – 19 Interventions and Evidence Proforma**

	Mainstream Setting Higher Needs Targets	Identified	Evidence(for 2years) (Include Appendix Ref.)	Outside Agency Involvement	Frequency Of Intervention	Progress	
						End Year DATE:S	Current
Universal Provision	Teaching and Learning						
	Wave 1 & 2 Quality first teaching						
	Additional interventions with evidence based approaches and resources						
	Physical Environment						
	An accessible environment e.g. Visual timetable etc						
	Auxillary aids and adaptations e.g. laptops voice recognition software.						
	Staffing						
	Training for all staff anticipating future needs.						
	General in class support						
	TA support in small groups						
	Trained staff for unstructured times.						
	Systems						
	Home School Communication and parent participation IEP CAF etc						
	Specialist Assessment						
	Pupil Participation – Child views of IEP						
	Transport to offsite providers						
	Arrangements for administering medicines e.g. inhalers and epipens						
	Arrangements for CAFs						
	SEN Disability Policies						

**Targeted Provision**  
**Higher Needs Funding Block – SEN 3 – 19 Interventions and Evidence Proforma**

	Mainstream Setting Higher Needs Targets	Identified	Evidence(for 2years) (Include Appendix Ref.)	Outside Agency Involvement	Frequency Of Intervention	Progress	
						End Year DATE:S	Current
Targeted Provision	Teaching and Learning						
	Wave 3						
	Targeted intervention time limited evidence based with a period of consolidation included to assess progress and feasibility.						
	Physical Environment						
	Adapted environment e.g. pecs, workstation, visual timetable, support to transition between activities.						
	Identified supervised areas for unstructured times of the day.						
	Staffing						
	Specialist Assessment of child, teaching and environment.						
	Targeted lunchtime provision e.g. 30mins a day to offer social support.						
	Support for medical/nutritional / personal care as directed by specialist assessment. e.g. 30 min catheterization enteral feeding, admin of insulin injections.						
	Manual Handling as directed by specialist assessment. e.g. Physio. or OT intervention.						
	Speech and Language/OT/Physio programmes carried out by nominated trained adult e.g. 30 min programme.						
	Systems						

Home School Communication and parent participation e.g. Daily recording either in a book or a face to face update with teacher or TA at a designated time of day.						
Specialist Assessment						
Pupil Participation – Child views of IEP						
Transport to offsite providers						
Arrangements for administering medicines e.g. inhalers and epipens						
Arrangements for CAFs						
SEN Disability Policies						

**Higher Needs Provision – Communication and Interaction**

	Mainstream Setting	Higher Needs Targets	Identified	Evidence(for 2years) (Include Appendix Ref.)	Outside Agency Involvement	Frequency Of Intervention	Progress	
							End Year DATE:S	Current
Higher Needs Block Provision – Communication and interaction		<b>Teaching and Learning</b>						
		Outside specialist regular intervention to support child who is over 6 using self-generated phrases or simple sentences. Speech is intelligible to familiar adults most of the time but difficult for other .						
		Outside specialist regular intervention to support child who is over 5 using a mixture of sign language e.g. PECS/Makaton and single words to communicate needs and indicate choices.						
		Small group teaching to address issues of emotional regulation and support communication e.g. <i>Social Stories</i>						
		Individual support1:1 when a child has limited toleration of social interaction; briefly attends activities not of their choosing with direct adult support e.g. <i>TEACCH, Sulp</i>						
		Constant individual support 2:1or 3:1 when all aspects of the day need to be structured in minute detail. Fleeting attention for activities not of own choosing.						
		<b>Physical Environment –</b>						
		Environmental Audit to identify amendments that may need to be made.						
		Highly structured routines communicated with visual supports.						
		Consistent environment to reduce anxieties.						

Low arousal area available due to being overwhelmed by sensory activities.						
Secure withdrawal space available at all times.						
<b>Staffing</b>						
Support staff trained to support individual child through parts of the day.						
Support staff trained to support individual child all day.						
Support staff trained in specific child's needs at times of anxiety.						
<b>Systems</b>						
Smooth transition arrangements between home-school – respite settings. e.g. Daily meet and greet with an identified member of staff.						
Care Plan for extreme issues – e.g. self-harming, faeces smearing.						

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### Higher Needs Provision – Behaviour, Emotional and Social Development

	Mainstream Setting Higher Needs Targets	Identified	Evidence(for 2years) (Include Appendix Ref.)	Outside Agency Involvement	Frequency Of Intervention	Progress	
						End Year DATE:S	Current
Higher Needs Block Provision - Behaviour, Emotional and Social Development	Teaching and Learning						
	Individualised programme in small groups with clear behavioural boundaries e.g. SMART targets / reward systems						
	Specialised behavioural and cognitive approaches. e.g. social skills programmes						
	Re channeling or refocusing to diminish repetitive and self-injurious behaviours. e.g. therapeutic support						
	Highly individualized adult attention and behaviour programmes. e.g. enhanced care programme.						
	Physical Environment						
	Highly structured routines communicated with visual supports.						
	Consistent environment to reduce anxieties.						
	Low arousal area.						
	Secure withdrawal space.						
	Staffing						
	Specialist teachers or EP involved in staff development and training.						
	Input from health or social services may be required in certain circumstances						
	Individual support 1:1 when a child has limited toleration of social interaction; briefly attends activities not of their choosing with direct adult support.						
	Constant individual support 2:1 or 3:1 when all aspects of the day need to be structured in minute detail. Fleeting attention for activities not of own choosing.						
	Systems						
	Smooth transition arrangements between home-school – respite settings. e.g. Daily meet and greet with an identified member of staff.						
	Careful transition planning between key stages, primary to secondary and secondary to college.						
	Systems which control or censure negative or difficult behaviours.						
	Positive handling plan.						

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### Higher Needs Provision – Sensory and Physical Development

	Mainstream Setting Higher Needs Targets	Identified	Evidence(for 2years) (Include Appendix Ref.)	Outside Agency Involvement	Frequency Of Intervention	Progress	
						End Year DATE:S	Current
Higher Needs Block Provision – Sensory and Physical Development	<b>Teaching and Learning</b>						
	Fundamental modification to the curriculum including teaching of specific skills for their condition. E.g. Braille books audio tapes,						
	Severe VI 6/60 – Formal teaching of orientation and mobility. E.g. ASK FOR EXAMPLES FROM VI TEAM						
	Registered Blind – Inclusive teaching appropriate to cognitive ability.						
	Profound HI >95db – Use of alternative communication system e.g. BSL/SSE of focused verbal therapies.						
	Profound HI >95db – Intensive mediation e.g. communication support worker for BSL, SSE, notetaking and lipspeaking.						
	Range of needs Physical or sensory requiring considerable individualization of programmes and adjustment to the curriculum.						
	<b>Physical Environment</b>						
	Tailored environment to enable the child to fully participate in the whole of the curriculum.						
	Access to aids and equipment for mobility and learning.						
	Suitable, identified areas for hygiene, Physio., quiet areas, stress breaks, counselling etc.						
	<b>Staffing</b>						
	External Assessment from professionals e.g. SLT VI HI OT and Physio.						
	Staff to be trained in specific areas to support pupil's conditions.						
	Individual support 1:1 when a child needs direct adult support.						
	Constant individual support 2:1 or 3:1 when all aspects of the day need to be structured in minute detail.						
	<b>Systems</b>						
	Smooth transition arrangements between home-school – respite settings. e.g. Daily meet and greet with an identified member of staff.						
Careful transition planning between key stages, primary to secondary and secondary to college.							
Health and Safety Risk assessment planning for individual children.							

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### Higher Needs Provision – Cognition and Learning

	Mainstream Setting Higher Needs Targets	Identified	Evidence(for 2years) (Include Appendix Ref.)	Outside Agency Involvement	Frequency Of Intervention	Progress	
						End Year DATE:S	Current
Higher Needs Block Provision – Cognition and Learning	Teaching and Learning						
	Targeted Interventions because :						
	Working below the national average i.e. Level W at end of KS1 : Level 1 at KS2 and Level 2 at KS3 e.g. intense Wave 3 additional phonic programmes						
	Child is in the lowest attaining 1% or 2%; standardized score of 70 or below. e.g. additional programmes at regular parts of the day.						
	Attainment is underlying skills (S& L, literacy and numeracy) significantly interfere with ability to learn effectively. e.g. skills based sessions in addition to regular intervention programmes.						
	Inability to overcome these weaknesses despite carefully targeted interventions.						
	Differentiated curriculum to include small group working. e.g. knowledge skills and understanding from an early key stage when appropriate.						
	Learning and study skills to support pupils learning and recording.						
	Physical Environment						
	Appropriate areas for additional interventions e.g. quiet areas, stress breaks, counselling etc						
	Additional methods of recording introduced e.g. ICT computers, recording devices.						
	Access to alternative settings in order to deliver full curriculum entitlement e.g. KS4 off-site learning.						
	Staffing						
	Specialist involved – Speech and Language, EP, IDS etc completing regular.						
	Regular liaison between external professionals and school staff in relation to specific programmes and targets.						
	Access to considerable additional targeted teaching in small groups.						
	Individual targeted teaching for significant parts of the school day.						
	Systems						

Smooth transition arrangements between home-school – respite settings. e.g. Daily meet and greet with an identified member of staff.						
Careful transition planning between key stages, primary to secondary and secondary to college.						
Monitoring of interventions followed by assessment and time for consolidation.						
Additional time allocated for pre learning and completion of tasks.						

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