Pupil Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the Range Descriptors guidance to highlight the provision and interventions currently in place.

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| **Cognition and Learning** |
| Range 2 |
| * Quality First teaching: Multi-sensory learning opportunities, differentiated and modified tasks within an inclusive curriculum. Use real objects wherever possible.
* Visual timetables, timeline
* Modify level/pace/amount of teacher talk to pupils’ identified need.
* Programmes of work to consist of small achievable steps.
* Pre teach concepts and vocabulary
* Individual targets within group programmes
* Individualised one-to-one programmes are incorporated into provision. Clear entry and exit criteria, carefully monitored and reviewed. This could include
* Individual reading & individual maths
* Alphabet arc activities
* Precision teaching
* Motor co-ordination programme
* Busy box
* 5 minute box lit/num
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| Range 3 |
| * Quality First teaching, tasks and presentation increasingly individualised and modified in an inclusive curriculum. Use real objects wherever possible. Visual timetables.
* QFT is supplemented by appropriate small group work with close monitoring in place.
* Adults use the developmental level of language appropriate to the children in questioning and explanation
* Visual cues to support auditory information at all stages of delivery.
* Individualised level/pace/amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new.
* Small steps targets within group programmes and/or 1:1
* Alternative ways of recording as appropriate. Daily Individualised one-to-one programmes are incorporated into provision. Clear entry and exit criteria, carefully monitored and reviewed. This could include
* Elklan activities.
* Motor coordination programme.
* Blank Activities.
* Busy box.
* 20/20 reading.
* 5 minute box lit/numeracy.
* 20/20 maths.
* Alphabet Arc.
* Precision teaching
* Multisensory programme
* Active Literacy
 |
| Range 4 |
| * Quality First teaching, tasks and presentation provide highly modified curriculum to address needs.
* Personalised targets and resources are clearly identified in teacher’s planning.
* Progress is monitored regularly to ensure curriculum and delivery remain appropriate.
* Teaching includes a range of specialist strategies: Visual cues to support auditory information at all stages of delivery. Use of real objects for thinking skill activities. Opportunities to develop thinking skills strategies. Task plans. Alternative ways of recording as appropriate. Simplified language level with instructions chunked.
* Access to Elklan trained HLTA to inform classroom support
* Pupil receives focused support to access the wider curriculum and interact/work with peers.
* **Daily** 1:1 programme which is informed by a specialist teacher or Psychologist
* Advice from other agencies incorporated into pupil’s provision, e.g. SALT, CAHMS, Physiotherapist/Occupational therapist, E.P, BESD
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Pupil Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the Range Descriptors guidance to highlight the provision and interventions currently in place.

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| **SLCN** |
| Range 2 |
| * Literacy tasks require regular modification eg writing frames, word banks, pre-teach vocabulary and word maps.
* Instructions supported by visual and written cues eg Task Plan (visual representation of verbal instructions)
* Reduction/modification of complex language when giving instructions/information
* Increased use of visual aids to support understanding and expressive language
* Flexibility in expectations to follow instructions /record work eg. Blank Language Levels for asking questions; allow up to 10 seconds
* thinking time when asking a question
* Opportunities for developing the understanding and use of language across the curriculum eg Word Map, vocabulary strategies and activities.
* Opportunities for time limited small group/individual work based on identified need (see interventions)
* Planning show opportunities for language based activities
* Family supports targets at home
* Pupil involved in setting and monitoring their own targets
* Pupil receives small group or one-to-one intervention: Talk across the Curriculum; Talking Partners@primary ; Talking Partners@secondary ; TalkBoost (Communication Trust) ; Talking Maths; Talk across the Curriculum; Language for Learning training courses; Nurturing Talk; Colourful Semantics; Colourful Stories; Chatterbox; Makaton; ICT support: Clicker 6, voice recorder, talk to text, communication apps; PECS
 |
| Range 3 |
| School must as for ranges 1 & 2 plus:* Planning identifies inclusion of and provision for individual targets
* Additional steps are taken to engage families and the pupil in achieving their targets.
* Mainstream class predominantly working on modified curriculum tasks.
* Frequent opportunities for time limited small group and individual work based on identified need
* Attention to position in the classroom and acoustics
* Tasks and presentation personalised to pupil needs
* Curriculum access facilitated by a structured approach using visual systems, modification /reduction of language for instructions and information.
* Consideration to the transference and generalisation of skills
* Specialist teacher support to inform intervention and teaching strategies
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| Range 4 |
| **As for ranges 1 & 3 plus:*** Mainstream class predominantly working on modified curriculum tasks
* Individual targets following advice from SLT/specialist teacher must be incorporated in all activities throughout the school day
* Whole school understanding of the pupil’s individual needs through training such as Elklan Communication Friendly Schools and/or training from SALT service
* Additional training of mainstream staff to support curriculum modifications
* Use of staff to implement specific materials, approaches and resources under the direction of the SLT
* Daily opportunities for individual / small group work based on identified need
* Provide 1:1 support focussed on specific individual targets and any SALT programmes as appropriate
* Pay attention to position in the classroom and acoustics
* Provide systematic and intensive mediation to facilitate curriculum access
* Ensure specific structured teaching of vocabulary and concepts, in context.
* Provide intervention for social communication and functional language use
* Provide specialist support with recording and communication
* Provide specific programmes to develop independent use of ICT, recording skills and communication through AAC as appropriate.
* Elklan trained TA/Teacher to provide additional specific/bespoke support the teaching of C&YP with SLCN
* Specialist teacher advice informing intervention and classroom support
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Pupil Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the Range Descriptors guidance to highlight the provision and interventions currently in place.

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| **Specific Learning Difficulties (SpLd)** |
| Range 2 |
| * Differentiated curriculum with modifications that include alternative methods to record and access text.
* Pupil uses assistive Technology to support reading and writing difficulties: Text-Help Read/Write Gold, Write Online, Clicker, PenFriend, mind-mapping software, iPads.
* Curriculum content is broken down into accessible steps.
* QFT strategies – Multi-Sensory Teaching with emphasis on concrete/experiential learning and use of visual supports.
* Activities and materials differentiated to address area(s) of weakness. For example, reading materials should be content and reading age appropriate and supported by visual aids; support to address writing difficulties; tools to aid organisation and completion of tasks/daily activities.
* Where appropriate, access arrange are in place and adjustments are standardly used in the classroom
* One-to-one Literacy Intervention programme e.g. Alphabet Arc, Active Literacy, 20-20 Reading, Lexia, CatchUp Literacy, Fisher Family Trust, Lifeboats, Beat Dyslexia, Reading Recovery, Read/Write Inc – Fresh Start, Precision Teaching, Spelling Programme
* One-to-one Maths Intervention 20-20 Maths, CatchUp Maths, Dynamo Maths, 1st Class Maths, Numicon Closing the Gap, Addacus.
* Motor skills intervention – the Cognition and Learning Team programme, Madeline Portwood Dyspraxia Intervention, Write from the Start, SpeedUp, The Child Development Programme (3-5) Madeline Portwood
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| Range 3 |
| * Highly differentiated and adapted curriculum and tasks. Highly modified resources are provided in most lessons to encourage independent learning. Reading materials are adapted and supported by visual aids; writing aids/recording devices are available; organisation aids in place to support the completion of tasks/daily activities.
* Pupil receives additional training to make the best use of assistive Technology to support reading and writing difficulties: Text-Help Read/Write Gold, Write Online, Clicker, PenFriend, mind-mapping software, iPads.
* Curriculum content is broken down into accessible steps. Strategies to help pupil access multi-component tasks as standard
* QFT strategies – Multi-Sensory Teaching with emphasis on concrete/experiential learning and use of visual supports
* Access arrangements are in place and adjustments are part of everyday learning and practice.
* Specialist teacher support to inform intervention and teaching strategies
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| Range 4 |
| * Highly adapted teaching methods which incorporate the use of learning aids and multi-sensory teaching as standard.
* Highly modified resources are provided in all lessons to encourage independent learning. Reading materials are adapted and supported by visual aids; writing aids/recording devices are available; organisation aids in place to support the completion of tasks/daily activities.
* Pupil receives additional training to make the best use of assistive Technology to support reading and writing difficulties: Text-Help Read/Write Gold, Write Online, Clicker, PenFriend, mind-mapping software, iPads.
* Curriculum content is broken down into accessible steps. Strategies to help pupil access multi-component tasks as standard
* Access arrangements are in place and adjustments are part of everyday learning and practice.
* Pupil follows a specialist intervention to address their specific difficulties **daily**. This is informed by or delivered by a specialist teacher.
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