

In-class specific differentiation.	Targeted Support and Interventions	Specialist Support – IEP in place
<ul style="list-style-type: none"> <li>• Planned Class teacher focus/ intervention group for:-               <ul style="list-style-type: none"> <li>➤ Maths</li> <li>➤ Reading</li> <li>➤ Writing.</li> <li>➤ Planning</li> <li>➤ Processing.</li> </ul> </li> <li>• Regular TA <b>group – literacy</b></li> <li>• Regular TA <b>group support – maths</b></li> <li>• Regular TA support for attention and listening.</li> <li>• Weekly 1:1 reading practise</li> <li>• Small Set math group daily.</li> <li>• Regular differentiation for writing.</li> <li>• Use of ICT programmes for individual learning.</li> <li>• Opportunity to rehearse ‘talk’ with adult or partner.</li> <li>• Literacy clinics (Yr 5)</li> <li>• Sound field system</li> <li>• Differentiated spelling.</li> <li>• Additional support homework provided.</li> <li>• Additional hand writing practice. Use of pencil grip or other aid.</li> <li>• Individual visual cues/aide memoirs on the desks for regulation of behaviour, social skills or organisation.</li> <li>• Seating position in class monitored.</li> <li>• Visual timetable.</li> <li>• Mindfulness sessions.</li> <li>• All staff are aware and alerted to health or medical issue.</li> <li>• <b>See also dyslexia provision map</b></li> </ul>	<ul style="list-style-type: none"> <li>• In school assessment.</li> <li>• Specific <b>1-1 teaching</b> to targets identified by school assessment. Target identified on IEP.</li> <li>• Additional meetings with parents.</li> <li>• Writing slope</li> <li>• Seat wedge or movement cushion.</li> <li>• Ear defenders.</li> </ul> <p><b><u>Interventions.</u></b></p> <ul style="list-style-type: none"> <li>• In class dyslexia support. (TA &amp; CT)</li> <li>• Artis – small group drama.</li> <li>• Further Literacy Support. (FLS with A. Marty)</li> <li>• Weekly differentiated spellings/focus words.</li> <li>• Read Write Inc.</li> <li>• Project X reading and comprehension.</li> <li>• Wellington Square reading and comprehension.</li> <li>• 1:1 reading with TA.</li> <li>• Catch up Phonics/ HFW spelling group.</li> <li>• Reading Inference intervention. .</li> <li>• Catch Up maths (A.Marty)</li> <li>• Small group for weekly mental maths</li> <li>• One to one or one to two tuition. (C.Frost )               <ul style="list-style-type: none"> <li>➤ In class</li> <li>➤ Out of class.</li> </ul> </li> <li>• Group tutoring in class with C. Frost.</li> <li>• Touch typing.</li> <li>• In school homework support club.</li> <li>• Speech and Language – school identified needs.</li> <li>• Movement breaks</li> <li>• <b>See also dyslexia provision map</b></li> <li>• BLP groups (Power groups)</li> <li>• Nurture</li> <li>• ELSA support.</li> </ul> <p><b><u>EAL</u></b></p> <ul style="list-style-type: none"> <li>• EAL base line assessment.</li> <li>• P Wilkins in or out of class.</li> <li>• C. Frost in or out of class.</li> </ul> <p><b><u>Booster Classes in Year 6.</u></b></p>	<p><b><u>Professional Assessments and Reports.</u></b></p> <ul style="list-style-type: none"> <li>• Educational Psychology assessment.</li> <li>• Child, Adolescence &amp; Mental Health Service. (CAMHS)</li> <li>• Merton Autistic Outreach Service (MAOS).</li> <li>• TAMHS worker support.</li> <li>• Pediatrician</li> <li>• Other medical reports</li> <li>• School Nurse – Health care plan.</li> <li>• LBL team (Merton)</li> <li>• Virtual Behaviour Support (VBS)</li> <li>• CASA/Team Around Family or Child meeting (TAF/TAC)</li> <li>• Occupational Therapy (OT) or Physiotherapy.</li> <li>• Speech and Language – School / NHS/ Private</li> <li>• Hearing Impairment service (HI)</li> <li>• Visual Impairment service. (VI)</li> </ul> <p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>• Dyslexia tutor (K. Strupinska )</li> <li>• Use of personal or school laptop in class.</li> <li>• Workstation and TEACCH schedules.</li> <li>• Behaviour intervention target card</li> <li>• Behaviour contract – includes parent.</li> <li>• Support of Inclusion TA.</li> <li>• Directed Time out. (bespoke timetable)</li> <li>• Lunchtime support</li> <li>• Social stories.</li> <li>• Therapeutic stories</li> <li>• Comic strip conversations</li> <li>• Additional focussed observations by staff.</li> <li>• 1:1 support to work on targets set by outside agencies. Targets on IEP &amp; reports.</li> <li>• Key TA to support access to KS1 or KS2 curriculum.</li> <li>• ELSA support (C.Gilonis)</li> <li>• S&amp;L support from therapist.</li> <li>• Medical.</li> </ul>