

Area of Need	QFT should include	Criteria for consideration to be placed on the SEND register.	Assessment tools (in addition to PRIME scale)	EXIT CRITERIA - Has not needed intervention an extended period and needs can be met through QFT	Possible interventions that could feature on a child's provision map	Additional provision for children whose needs require a 'K' code on the SEND register <b>Bold denotes specific targeted intervention</b>	Students with an Education, Health Care Plan or those who are being assessed for Statutory Needs Assessment
Cognition and Learning*	Breaking tasks down Clear and explicit success criteria Word banks and glossaries Overlays (where appropriate) Use of coloured paper/grey print Overlearning – through starters Strategies in plan being followed  <b>5 A DAY (EEF)</b>	<ul style="list-style-type: none"> <li>Diagnosis of dyslexia band C or higher</li> <li>Significant working memory difficulties (standardised score of 84 or less)</li> <li>CATs score in 1 or more areas of below 74</li> <li>getting an intervention currently or within last 6 months</li> </ul>	<ul style="list-style-type: none"> <li>Reading assessment</li> <li>Maths assessment</li> <li>Cognitive assessment</li> <li>GL Assessment screening tools</li> </ul>		Specific reading programme Specific literacy programme Specific numeracy programme Inference skill training Travel Training Memory training Goal Attainment Scale Zones of regulation	Passport – To address specific needs IEP – Keyworker led (Send team) Some identified withdrawal interventions Termly review – Internal, parental communication. Support to self-regulate and develop metacognitive approaches. Protective behaviours group sessions.	Priority check-in's <b>HUB access for withdrawal intervention</b>

<b>Communication and Interaction*</b>	<ul style="list-style-type: none"> <li>Breaking tasks down</li> <li>Clear and explicit success criteria</li> <li>Unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</li> <li>Use of checklists</li> <li>Students using visual prompts and being encouraged in this by staff</li> <li>Use of visuals</li> <li>Care over use of abstract language</li> <li>Strategies in plan being followed</li> </ul> <p>5 A DAY (EEF)</p>	<ul style="list-style-type: none"> <li>Diagnosis of ASD / significant presenting traits</li> <li>Diagnosis of PDA</li> <li>Diagnosed S+L difficulty</li> <li>Expressive or receptive language disorder</li> <li>Getting an intervention currently or within the last 6 months</li> </ul>	<ul style="list-style-type: none"> <li>BPVS</li> <li>WRIT</li> <li>K-BIT II</li> </ul>	<p>Social skills groups</p> <p>Vocabulary Enrichment Programme</p> <p>Narrative Intervention Programme</p> <p>ASD Awareness</p> <p>ASD support sessions</p> <p>Travel Training</p> <p>Use of social stories and comic strip stories</p> <p>Goal Attainment Scale</p>	<p>Passport – To address specific needs</p> <p>IEP – Keyworker led (Send team)</p> <p>Some identified withdrawal interventions</p> <p>Termly review – Internal, parental communication.</p> <p>Support to self-regulate and develop metacognitive approaches.</p> <p>Protective behaviours group sessions.</p> <p><b>SALT led interventions</b></p> <p><b>Lego Therapy</b></p>	<p><b>Communication cards/ book</b></p> <p><b>Student voice – ‘family dining’</b></p>
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<b>Social, Emotional and Mental Health*</b>	<ul style="list-style-type: none"> <li>Careful consideration of seating plan</li> <li>Consideration given to groupings</li> <li>Clear boundaries, rewards and sanctions</li> <li>Strategies in Inclusion Passport being followed</li> <li>Positive behaviour management strategies</li> <li>Trauma informed approach</li> <li>5 A DAY (EEF)</li> </ul>	<ul style="list-style-type: none"> <li>Diagnosis of ADHD/ADD</li> <li>Diagnosis of ODD</li> <li>Diagnosis of other significant mental health disorder</li> <li>LAC</li> <li>Getting an intervention currently or within last 6 months</li> <li>Presentation of SEMH as barrier to learning</li> </ul>	<ul style="list-style-type: none"> <li>RCADS</li> <li>SDQ</li> <li>PWS-Q</li> </ul>	<ul style="list-style-type: none"> <li>What is xxx? group</li> <li>Emotional Regulation group (Zones)</li> <li>Development and training on use of 5-point scale</li> <li>Active CAMHS involvement</li> <li>PEP process</li> <li>Goal Attainment Scale</li> </ul>	<ul style="list-style-type: none"> <li>Passport – To address specific needs</li> <li>IEP – Keyworker led (Send team)</li> <li>Some identified withdrawal interventions</li> <li>Termly review – Internal, parental communication.</li> <li>Support to self-regulate and develop metacognitive approaches.</li> <li><b>Protective behaviours group sessions.</b></li> <li><b>Thrive Approach</b></li> </ul>	<b>Dramatherapy/ Thera-play</b>  <b>PRIME monitoring</b>
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<b>Physical and Sensory*</b>	<p>Consideration given to seating plan</p> <p>Use of specialist equipment where appropriate</p> <p>Strategies in plan being followed</p> <p>External guidance (as in Inclusion Passport) adhered to</p> <p>5 A DAY (EEF)</p>	<ul style="list-style-type: none"> <li>Diagnosed significant visual impairment</li> <li>Diagnosed significant hearing impairment</li> <li>Physical disability</li> <li>Lifelong or debilitating medical condition</li> </ul>	<ul style="list-style-type: none"> <li><i>SIS team</i></li> <li><i>Occupational therapy</i></li> <li><i>Physiotherapy</i></li> <li><i>Consultant/Specialist</i></li> <li>Motor skills assessment</li> </ul>		<p>Touch typing</p> <p>Handwriting support</p> <p>Specialist equipment</p> <p>Monitoring and intervention from Sensory service</p> <p>Goal Attainment Scale</p>	<p>Passport – To address specific needs</p> <p>IEP – Keyworker led (Send team)</p> <p>Some identified withdrawal interventions</p> <p>Termly review – Internal, parental communication.</p> <p>Support to self-regulate and develop metacognitive approaches.</p> <p>Protective behaviours group sessions.</p>	<p><b>Movement breaks</b></p> <p><b>Specialised equipment in class</b></p>
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