

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 Bold denotes specific targeted intervention	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 5 A DAY (EEF)	<ul style="list-style-type: none"> • Diagnosis of dyslexia band C or higher • Significant working memory difficulties (standardised score of 84 or less) • CATs score in 1 or more areas of below 74 • getting an intervention currently or within last 6 months 	<ul style="list-style-type: none"> • Reading assessment • Maths assessment • Cognitive assessment • GL Assessment screening tools 		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 HUB access for withdrawal intervention

Social, Emotional and Mental Health*	<p>Careful consideration of seating plan</p> <p>Consideration given to groupings</p> <p>Clear boundaries, rewards and sanctions</p> <p>Strategies in Inclusion Passport being followed</p> <p>Positive behaviour management strategies</p> <p>Trauma informed approach</p> <p>5 A DAY (EEF)</p>	<ul style="list-style-type: none"> • Diagnosis of ADHD/ADD • Diagnosis of ODD • Diagnosis of other significant mental health disorder • LAC • Getting an intervention currently or within last 6 months • Presentation of SEMH as barrier to learning 	<ul style="list-style-type: none"> • RCADS • SDQ • PWS-Q 		<p>What is xxx? group</p> <p>Emotional Regulation group (Zones)</p> <p>Development and training on use of 5-point scale</p> <p>Active CAMHS involvement</p> <p>PEP process</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>Thrive Approach</p>	<p>Dramatherapy/Thera-play</p> <p>PRIME monitoring</p>
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Physical and Sensory*	<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"> • Diagnosed significant visual impairment • Diagnosed significant hearing impairment • Physical disability • Lifelong or debilitating medical condition 	<ul style="list-style-type: none"> • <i>SIS team</i> • <i>Occupational therapy</i> • <i>Physiotherapy</i> • <i>Consultant/Specialist</i> • Motor skills assessment 		<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>Movement breaks</p> <p>Specialised equipment in class</p>
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