

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>	Student Education Plan being Statutory Assessment
<b>Cognition and Learning*</b>	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"> <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 HUB a interv
<b>Communication and Interaction*</b>	Breaking tasks down Clear and explicit success criteria Unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters Use of checklists Students using visual prompts and being encouraged in this by staff Use of visuals Care over use of abstract language Strategies in plan being followed  5 A DAY (EEF)	<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>		Social skills groups Vocabulary Enrichment Programme Narrative Intervention Programme ASD Awareness ASD support sessions Travel Training Use of social stories and comic strip stories Goal Attainment Scale	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. <b>SALT led interventions</b> <b>Lego Therapy</b>	Comm Studer dning

<p><b>Social, Emotional and Mental Health*</b></p>	<p>Careful consideration of seating plan          Consideration given to groupings          Clear boundaries, rewards and sanctions          Strategies in Inclusion Passport being followed          Positive behaviour management strategies          Trauma informed approach</p> <p>5 A DAY (EEF)</p>	<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>		<p>What is xxx? group          Emotional Regulation group (Zones)          Development and training on use of 5-point scale          Active CAMHS involvement          PEP process          Goal Attainment Scale</p>	<p>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.  <b>Protective behaviours group sessions.</b>  <b>Thrive Approach</b></p>	<p><b>Drama</b> <b>PRIME</b></p>
<p><b>Physical and Sensory*</b></p>	<p>Consideration given to seating plan          Use of specialist equipment where appropriate          Strategies in plan being followed          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          Handwriting support          Specialist equipment          Monitoring and intervention from Sensory service          Goal Attainment Scale</p>	<p>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.</p>	<p><b>Movement</b> <b>Specialia</b> <b>class</b></p>

\*Or currently accessing advice from a recognised agency for that area of need