

Map of interventions at [Coleshill Heath School](#) by area of need

	UNIVERSAL	TARGETED	SPECIALIST
Area of need	All pupils, where appropriate	For some pupils	For a few pupils
Cognition and learning	<ul style="list-style-type: none"> • Quality first teaching • Differentiated planning - activities, delivery and expected outcomes • Read Write Inc Programme • Numicon in Early Years and Key Stage1 • Ability grouping • Writing frames • Writing mats: keywords, sounds, checklists • Reading books for all ages and abilities 	<ul style="list-style-type: none"> • Targeted programmes in small groups e.g Read Write Inc, Numicon used in maths lessons. • In class support from a Teaching Assistant or Learning Mentor. • Specialist resources e.g. Reading rulers, enlarged photocopies, task boards, Talking Pegs 	<ul style="list-style-type: none"> • SISS advice • Intense literacy/numeracy support from SISS or teaching assistants. • Specialist literacy and numeracy programmes, e.g. Rapid Reading • Numicon intervention programmes • 1:1 Tuition, precision teaching • Auditory and visual memory groups • Advice and support from Speech and Language Therapist
Autistic Spectrum Disorders and Communication and interaction	<ul style="list-style-type: none"> • Quality first teaching • Differentiated planning - activities, delivery and expected outcomes • Ability grouping • Structured school and class routines • Makaton in Reception • Language for learning principles - Visual timetables, key words displayed, use of gesture and symbols. • Breakfast Club 	<ul style="list-style-type: none"> • Social use of Language Programme (SULP) • In class support with focus on supporting communication • Language Link groups • Listening groups • ‘Time to Talk’ programme in reception • Access to the Rainbow Room at lunch times. 	<ul style="list-style-type: none"> • Needs-based plans devised by the Meadow Centre • 1:1 in school Speech and Language Therapy • Advice from SISS, Speech and Language Therapy or other professionals • Structured play outdoors (Reception) • Individual workstation • Social Stories • Individual visual timetable or First and Then boards • Meet and Greet in morning

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Social, mental and emotional	<ul style="list-style-type: none"> • Quality first teaching • Differentiated planning - activities, delivery and expected outcomes • Social, Emotional Aspects of Learning strategies (SEAL) • Behaviour policy • School/class rules • School/class rewards and sanctions systems • Behaviour Support Manager in school • Playground buddies • Breakfast Club 	<ul style="list-style-type: none"> • Social use of Language Programme (SULP) • Social skills groups • In class support for supporting behaviour targets • Mentor groups • Access to Structured Play at lunchtimes • Stress toys, Time Out zones 	<ul style="list-style-type: none"> • 1:1 support from a nurture assistant or mentor • 1:1 support from SISS • Structured play outdoors (Reception) • Individual Play Therapy • Individual reward system • Advice from SISS, CAMHs or other professionals • Meet and Greet in morning
Sensory and physical	<ul style="list-style-type: none"> • Quality first teaching • Differentiated planning - activities, delivery and expected outcomes • Staff awareness of implications of physical impairments • BEAM programme in Reception • Wake and Shake 	<ul style="list-style-type: none"> • Additional fine motor skills practice • In class support • Stress balls, fiddle toys • Writing slopes, pencil grips, grip rulers 	<ul style="list-style-type: none"> • Individual support in class to access curriculum activities • Advice/input from SISS Sensory Team • Advice and Strategies from the Occupational Therapy Service • Fine motor programmes e.g. 'Write from the Start' and 'Write Dance' • BEAM in very small groups • Sensory Room • Radio aid