



TARGETED SUPPORT AND INTERVENTION CHECKLIST

GENERAL INTERVENTION GUIDANCE



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| ☐ | High quality teaching is understood as being the primary approach for supporting pupils with SEND. | ☐ | Support staff delivering an intervention are well trained in the intervention or topic area (<u>5-30 hours</u> of training per intervention) |
| ☐ | High quality teaching is reviewed and examined before additional intervention is put in place. | ☐ | Interventions are planned using assessment, before they begin and whilst they are running. |
| ☐ | All staff understand that high-quality teaching is the foundation. Interventions should add to this, not take its place. More high-quality teaching is used as the first step to intervention rather than teaching something in a different way. | ☐ | Intervention is planned to be delivered 'little and often'. The most effective way of delivering structured interventions is through brief sessions (20-50 minutes in length), regularly (3-5 times per week) over a sustained period of time (8-20 weeks). |
| ☐ | The evidence base of interventions is carefully considered. | ☐ | Assessment and ongoing monitoring is in place for tracking the effectiveness of interventions. |
| ☐ | A graduated response to support is in place in which intervention is carefully monitored and reviewed before it is continued to changed. | ☐ | Pupils are given clear feedback during intervention to increase metacognitive skills. |
| ☐ | If a pupil is not responding to intervention and making progress the intervention is paused and a different approach trialled. They may return to whole class learning for a while before another intervention is considered. | ☐ | The aims of intervention are made explicit to pupils to support them to become more self-aware and regulated learners. |
| ☐ | The time spent attending the intervention justifies the time a pupil will spend outside of the classroom and the high-quality teaching and time with their class teacher they will miss out on. | ☐ | Individualised or personalised interventions are generally only put in place on the guidance of an external professional. |
| ☐ | Teachers are responsible and accountable for progress pupils make even when being supported by support staff. | ☐ | In class peer support is used as a key intervention and form of support. This could be informally or through a structured approach such as Reciprocal Teaching. |
| ☐ | The SENCO has oversight of interventions being run across the school so that they can advise on groupings and staff deployment. | ☐ | Support staff have time to engage in joint planning with teaching staff to ensure that their work is effective. |
| ☐ | Reasonable adjustments are implemented for pupils before targeted intervention to ensure that the environment is as inclusive as possible. | ☐ | Support staff supplement teaching rather than replace it. |
| | | ☐ | Over-reliance of pupils is monitored and actions taken to reduce support step by step and prevent learned helplessness. |





TARGETED SUPPORT AND INTERVENTION CHECKLIST

PRIMARY TARGETED SUPPORT AND INTERVENTIONS



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| ☐ | Deployment of support staff in the classroom environment is limited, instead staff are deployed in more effective and targeted ways. | ☐ | Workstations and low arousal spaces are available in all classrooms. |
| ☐ | Pupils are only accessing a maximum of two targeted interventions at one time (a maximum of one for some pupils). | ☐ | Classroom instruction is tailored to support and develop expressive and receptive language difficulties. |
| ☐ | Intervention is time limited but frequent when it is being delivered. Input 3-5 times a week is necessary to facilitate accelerated learning. | ☐ | Vocabulary instruction occurs during all lessons. |
| ☐ | Targeted intervention focuses on building core communication skills including expressive, receptive and pragmatic language skills. | ☐ | Development of friendships and social interactions skills are embedded into classroom learning. |
| ☐ | Intervention to support attention skills is implemented daily and small group. | ☐ | Social communication skills are taught explicitly during whole class and small group settings. |
| ☐ | Small group working in the classroom should be used to provide repeated exposure to information, to practise retrieval of information, or to aid planning and readiness before a task. | ☐ | Only in exceptional circumstances do adults work 1:1 with pupils. This is more often the class teacher than a member of support staff. The exception to this is most commonly intervention to address SEMH needs or for certain interventions e.g., Precision Teaching. |
| ☐ | Intervention for literacy and numeracy skills is evidence-based and is only utilised when it will provide additionality over and above high-quality teaching. | ☐ | Mentoring and pastoral support for pupils struggling to adhere to boundaries and routines is focused on psychoeducation, goal setting and individual review even when sessions are ad-hoc. This support is echoed by teaching staff. |
| ☐ | Pre and post teaching when in place is responsive to pupil learning needs and occurs multiple times during the week. | ☐ | For pupils with emotional regulation difficulties intervention is focused on psychoeducation and giving space to explore uncomfortable emotions and ways of managing these using thought challenging, relaxation and calming techniques. |
| ☐ | For pupils not responding to phonics whole-word reading approaches are also introduced. | ☐ | There is support to develop social interaction skills during unstructured times. |
| ☐ | Direct and explicit instruction is used for targeting specific skills pupils have struggled to master over time. | ☐ | Reduced timetables are used with caution and in place for no longer than six weeks. |
| ☐ | Small groups run to reinforce core learning points delivered in the classroom for pupils who require greater repetition of information. | ☐ | Change and transition is planned for and communicated to all pupils. |
| ☐ | Technology is central to supporting pupil independence and executive functioning. | ☐ | Support for sensory processing is a combination of environmental adaptation and gradual exposure. This could include planned movement breaks alongside development of a sensory toolbox for a pupil. |
| ☐ | Fine and gross motor development is built into activities across the curriculum. | ☐ | |





TARGETED SUPPORT AND INTERVENTION CHECKLIST

SECONDARY TARGETED SUPPORT AND INTERVENTIONS



☐	The evidence base of interventions is carefully considered. Many interventions for literacy and numeracy become less evidence based for pupils as they get older unless these are individualised and delivered by a member of staff with subject specific knowledge.	☐	There is support to develop social interaction skills during unstructured times.
☐	Targeted support is implemented consistently by staff across the curriculum for pupils so as to be effective.	☐	Extra curricular activities are used as naturalistic ways to support the development of social communication skills for some pupils.
☐	Intervention is time limited but frequent when it is being delivered. Input 3-5 times a week is necessary to facilitate accelerated learning.	☐	Sessions are available to support pupil understanding of themselves e.g., learner profile neurodiversity needs.
☐	Small group intervention is highly targeted and focused on areas such as active listening, language skills, metacognition, subject specific knowledge, use of technology which can then be incorporated into the classroom.	☐	Mentoring and pastoral support for pupils struggling to adhere to boundaries and routines is focused on psychoeducation, goal setting and individual review even when sessions are ad-hoc. This support is echoed by all teaching staff.
☐	Classroom instruction is tailored to support and develop expressive and receptive language difficulties.	☐	Low arousal, safe spaces are available in school with their use monitored by school staff.
☐	Vocabulary instruction occurs in all classrooms.	☐	Social communication skills are taught explicitly during whole class and small group settings.
☐	Direct and explicit instruction is used for targeting specific skills pupils have struggled to master over time.	☐	For pupils with emotional regulation difficulties intervention is focused on psychoeducation and giving space to explore uncomfortable emotions and ways of managing these using thought challenging, relaxation and calming techniques.
☐	Visual scaffolds are used purposefully and across the curriculum to aid pupil understanding, organisation and independence e.g. visual timetables, task lists, exemplar answers.	☐	Change and transition is planned for and communicated to all pupils.
☐	Technology is central to supporting pupil independence and executive functioning.	☐	Support for sensory processing is a combination of environmental adaptation and gradual exposure. This could include planned movement breaks alongside development of a sensory toolbox for a pupil.
☐	For pupils with gaps in their learning use targeted intervention e.g., learning mentor support is available for a time-limited period.	☐	Small group working in the classroom should be used to provide repeated exposure to information, to practise retrieval of information, or to aid planning and readiness before a task.
☐	As pupils progress curriculum adaptations including some, limited vocational options are available.	☐	Reduced timetables are used with caution and in place for no longer than six weeks.

