

Reckleford School and Nursery SEND Support

Area of Need	Assessments Used <i>(Commercial/Professional Source)</i>	Interventions/Provision/ Resources <i>(Commercial/Professional Source)</i>	Monitoring Progress
General Development	Early Years Developmental Journal	Individual/paired or small group work on specific needs identified by Journal.	Ongoing assessments/IEP/Individual Plan Reviews
General Development	Foundation Baseline Assessment	Individual/paired or small group on specific needs identified.	Ongoing assessments/IEP/Individual Plan Reviews
Speech and Language Articulation Delay	CYPTS (Children and Young People's Therapy Service) skills Assessment Sheets	Individual Speech Care Plan	Ongoing assessments/IEP Reviews Therapist Care Plan Reviews
Speech and Language Delay	Teacher Assessment	Talkboost Program (School only)	Talkboost includes ongoing assessments and recording of progress in skills.
Social Communication	CYPTS skills assessment sheets	Individual Care Plan for Social communication skills identified.	Ongoing assessments/IEP Reviews Therapist Care Plan Reviews
Speech Delay and/or Social Communication Difficulties	TALC (Test of abstract communication)	Follow up individual work on answering questions at assessed level	Ongoing assessments Re assess after 6 months

Speech/Communication	Teacher Assessment	Baseline Communication and Speech Mark programs (School). Both include record of progress in skills).	On going assessments/IEP Reviews
Speech Delay	BVPS (Vocabulary, Understanding)	Individual/small group work on vocabulary and understanding as identified.	On going assessments/IEP Reviews
Social, Emotional, Mental Health Difficulties	Boxall	Individual Plan from specific areas identified. Nurture Provision.	On going assessments/IEP Reviews Re assess termly
Sensory/Physical	CYPTS Skills assessment for Occupational Therapy	Individual Care Plan for adaptations to class/school environment for physical or sensory needs identified	Ongoing assessments/IEP Reviews Therapist Care Plan Reviews
Physical	Learn To Move	Learn to Move Program, includes recording of progress in skills. Individual, group or class.	Ongoing L to M assessments IEP Reviews
Physical	Movement ABC (Physical skills)	Individual/group physical skills program.	Ongoing assessments
Phonics	RWI	RWI individual/group interventions from RWI assessments.	Ongoing assessments/IEP Reviews
Maths	EYFS Individual Maths Assessment	Small group/individual Maths interventions from Maths assessments	Ongoing assessments/IEP Reviews
Short concentration span/ADHD/ADD	SNAP-IV (Assessment for children who present with ADHD characteristics)	Work differentiated into small steps Adapt the environment eg movement breaks, proprioceptive activities, reduce stimulation in environment eg noise/visual distraction, visual reminders	Ongoing assessments/IEP