

Combs Ford Primary School – Levels of Intervention

Universal

Universal support is good quality, inclusive teaching which takes account of the needs of all children in the classroom. This will be differentiated, as far as possible within the day-to-day classroom environment, according to the child's needs and the way they may access the curriculum best.

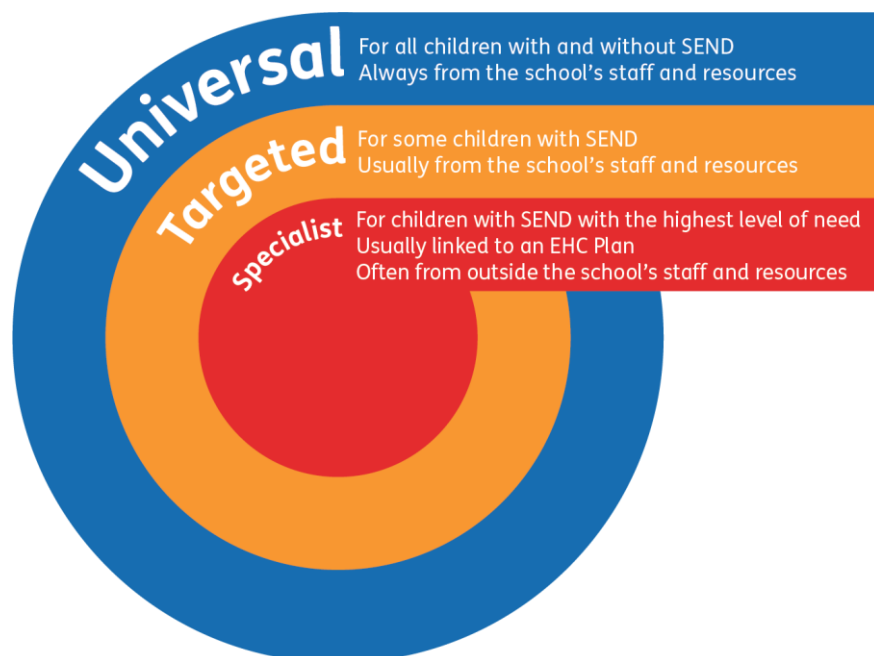
Targeted

Targeted support outlines specific, additional and time limited interventions provided for some children who are falling behind the age expected level or who are not making the expected rate of progress. This is usually additional support for the short-term if the in class adaptations aren't successful. This level of support is overseen by the SENDCo.

Specialist

If a child is still making considerably less progress than their peers and universal and targeted adaptations are not working, then a child will move on to specialist support. At this point, a child may go on to the SEND Register. A Support Plan would be set up and targets agreed between the child, parents, class teacher and SENDCo. These plans would show the outcomes that are desired for the child and the actions to be undertaken to help support the child in meeting their targets. These plans are constantly reviewed by the class teacher and formally reviewed with the parents and child themselves on a termly basis. A parent with a child on the SEND Register should expect three parent meetings a year to review these. Combs Ford also has an open door policy, so anyone is welcome to make an appointment at any time to address any concerns they may have.

There may also be specialist support involvement, if appropriate. This support would be agreed with the parents and could be from SES (Specialist Education Services), Educational Psychologist, Speech and Language, Occupational Therapy or another service that may be requested. Specialist involvement may also be referred through your GP where appropriate.



In the tables below, there are examples of what kind of support you may expect to find at the different levels of support. They have been organised under the four Areas of Need from the SEND Code of Practice 2015. These lists do not include all support available and what your child accesses will depend on their needs.

Communication and Interaction	
Universal	• Use of multi-sensory teaching to support visual, auditory and kinaesthetic learners. • Planning of lessons, taking different learning styles and needs into consideration. • Personalised seating plans • Adapting lessons to ensure each child is aware of the learning objective and how to be successful. • Positive classroom environment, designed to encourage participation and praising when good interaction and communication is taking place. • Use of The Combs Code to encourage positive behaviours throughout the school. • Targeted and effective questioning. • Additional processing time and warning when a question is going to be asked. • Simplified language and explaining in more than one way. • Regular observations and learning walks to ensure high standards of teaching. • Learning Support Assistants supporting across year groups. • Talk partners to support collaboration. • Visual aids to support learning e.g. visual timetable, word banks, labels etc. • ICT support with laptops and iPads. • Pupil progress meetings termly
Targeted	In addition: • Use of individual visual cards to support communication e.g. 'I need help'. • Speech and Language support through school Speech and Language Lead. • Small group communication games e.g. Time to Talk, Nuffield Early Language Intervention. • Social Skills groups within the Rainbow Room. • Morning Nurture Group. • Playtime timetables to encourage appropriate play and to offer alternatives to the playgrounds, louder and busier areas. • Small lunchtime groups, away from the Main Halls. • Training for staff in Speech and Language. • The use of aids such as iPads and Dictaphones to assist working memory or record ideas. • Key Stage 2 Access Arrangements for tests which may include use of a separate room or quieter area
Specialist	In addition: • Termly, personalised Support Plans. • 1:1 meeting offered with class teacher at least three times a year. • 1:1 ELSA (Emotional Literacy Support Assistant) support following a set programme of work. • Use of computers as an alternative recording system or use of programmes. • Use of additional adult to follow personalised timetable, where necessary. • Support from external agencies e.g. Suffolk Specialist Education Services for Communication and Interaction, Speech and Language Therapy.

Cognition and Learning	
Universal	• Use of multi-sensory teaching to support visual, auditory and kinaesthetic learners. • Planning of lessons, taking different learning styles and needs into consideration. • Strategies for ASD, ADHD and Specific Learning Disorders, e.g. Dyslexia. • Personalised seating plans. • Adapting lessons to ensure each child is aware of the learning objective and how to be successful. • High expectations of all children. • Targeted and effective questioning. • 1:1 and guided teaching with class teachers and teaching assistants (TAs). • Modelling of skills. • Marking Policy to praise achievement and encourage next steps in work, through verbal and written feedback. • All children's progress and attainment is assessed and tracked throughout the year. Termly formal assessments in maths and reading. • Regular communication through informal and formal meetings e.g. parents' evening. • Regular observations and learning walks to ensure high standards of teaching. • Learning Support Assistants supporting across year groups. • Visual aids to support learning, e.g. visual timetable, word banks, labels etc. • Physical apparatus to aid learning, e.g. Numicon, place value counters. • Writing frames to structure writing. • Working Walls to scaffold day-by-day learning. • Use of The Combs Code to encourage positive behaviours throughout the school. • ICT support with laptops and iPads. • Pupil progress meetings termly.
Targeted	In addition: • Pre-teaching of key vocabulary. • Precision teaching (daily, repetitive learning). • Using a structured reading intervention programme (small group). • Using a structured maths intervention programme (small group). • Using a structured spelling intervention programme (small group). • Speech and Language support through school Speech and Language HLTA. • Individual reading with volunteers or older children. • Use of equipment such as coloured overlays, fiddle toys, sand timers, etc. • Handwriting programme e.g. Write from the Start. • Additional use of ICT programmes e.g. Nessy. • Tables within the classroom to direct children to, if requiring less distraction or personalised work. • Key Stage 2 access arrangements including the use of a reader, scribe or enlarged texts for tests.
Specialist	In addition: • Termly, personalised Support Plans. • 1:1 meeting offered with class teacher at least three times a year. • Use of computers as an alternative recording system or use of programmes. • Use of additional adult to follow personalised timetable, where necessary. • Strategies such as Now and Next boards to focus work. • 1:1 intervention programmes, targeting areas of need e.g. Beat Dyslexia. • Support from external agencies e.g. Suffolk Specialist Educational Services for Cognition and Learning.

Social, Emotional and Mental Health Difficulties	
Universal	• Whole school Relationships Policy with clearly set out whole school approach. • Anti-Bullying Policy. • Use of The Combs Code to encourage positive behaviours throughout the school. • Verbal and non-verbal praise and high expectations. • Rewards, stickers, individual class reward programmes. • Talk partners to support collaboration. • Weekly assemblies, with a focus on values and UNCRC. • Buddy system to support children in EYFS. • Opportunities for positions of responsibility e.g. School Council, Library Helper. • Staff available to facilitate emotional wellbeing and social interaction at playtimes. • Quiet time play areas. • Incident logs to record incidents and look for any patterns, areas to support etc. • School displays to celebrate children's work and achievements and also to offer support and ideas for dealing with emotions. • Positive touch promoted throughout the school.
Targeted	In addition: • Staff training focusing on areas of need within the school e.g. Mental Health first aid, self-harming, anxiety. • Social Skills groups within the Rainbow Room. • ELSA (Emotional Literacy Support Assistants) run groups, depending on the needs across school e.g. anxiety, self-esteem, anger management. • Morning Nurture Group. • Playtime timetables to encourage appropriate play and to offer alternatives to the playgrounds, louder and busier areas. • Small lunchtime groups, away from the Main Halls. • Workstations to aid concentration and avoid distraction and to give focus to tasks that need completing. • Time out systems or cool down boxes and resources. • Strategies or resources put in place within the classroom to support need e.g. worry boxes, dreamcatchers etc. • Young Carers group. • Transition planning (within school and beyond). • Key Stage 2 Access Arrangements for tests which may include use of a separate room or quieter area
Specialist	• In addition: • Behaviour Plans and Risk Assessments. • Use of Social Stories to teach specific social skills. • Termly, personalised Support Plans. • 1:1 meeting offered with class teacher at least three times a year. • 1:1 ELSA (Emotional Literacy Support Assistant) support following a set programme of work e.g. Circle of Friends. • Use of computers as an alternative recording system or use of programmes. • Use of additional adult to follow personalised timetable, where necessary. • Use of Now and Next to encourage participation. • Support from external agencies e.g. Suffolk Specialist Education Services, Family Service, Emotional Wellbeing Hub, Mental Health Support Team. • Staff trained in physical intervention, only to be used as a last resort.

Sensory and/or Physical	
Universal	• Use of multi-sensory teaching to support visual, auditory and kinaesthetic learners. • Planning of lessons, taking different needs into consideration. • Adaptations to the classroom (when appropriate). • Fine motor skills activities available within the classroom for choosing time or use within lessons e.g. peg boards, cutting. • Additional movement breaks. • School building is accessible for all. • Classrooms have age appropriate furniture and environments. • Visual prompts, pictures and ICT used to aid learning. • High quality resources are readily available and organised to enable independence. • Seating plans or group tables are used, taking into account children's needs.
Targeted	In addition: • Use of specialist equipment. • Pencil grips. • Coloured overlays. • Sloping boards for desks. • Standing desks. • Adapted cutlery. • Fidget toys. • Occupational Therapy assessments and reports. • Fine and Gross motor skills programmes e.g. Gym Trail, Write from the Start. • Large keyboard for computer work and adapted mouse. • Use of microphone in the Main Hall. • Quiet Lunchtime groups and quieter areas available at playtimes, when necessary.
Specialist	In addition: • Termly, personalised Support Plans. • 1:1 meeting offered with class teacher at least three times a year. • Adapted furniture or equipment. • Use of computers as an alternative recording system or use of programmes such as Touch Typing. • Use of additional adult to follow personalised timetable, where necessary. • Individual support with self-care where appropriate • Support from external agencies e.g. Occupational Therapy, Suffolk Specialist Educational Services.

Following SEND Reform documentation, there will be four new levels of support coming in. See below for details of this. As a school, we will update our information as this is implemented.

The reforms replace current categories with **four distinct layers of support**. This tiered model is designed to give parents and staff total clarity on what support a child receives.

1. Universal Offer (The Baseline)

What it is: High-quality, inclusive teaching daily within the standard classroom.

How it looks: Universally accessible classroom setups, flexible groupings, and general adjustments that ensure every child feels included in standard lessons, trips, and activities.

2. Targeted Support

What it is: In-school adjustments and focused small-group interventions.

How it looks: Specific assistive technology, catch-up groups, social skills clubs, or physical equipment tailored to the pupil. This tier is explicitly tracked using an **Individual Support Plan (ISP)**.

3. Targeted Plus Support

What it is: Enhanced in-school provision paired with external multi-agency specialists.

How it looks: Mainstream schools will utilise internal **Inclusion Bases**. Pupils remain integrated with their peers but gain coordinated access to the government's new "**Experts at Hand**" service—such as Speech and Language Therapists or Educational Psychologists.

4. Specialist Support

What it is: Intensive, highly complex care for children with the most severe needs.

How it looks: Delivered via standardised, digital **Education, Health and Care Plans (EHCPs)** within Special Schools, specialist local authority units, or highly adapted hubs.