

Area of Need	Entry Criteria	Exit Criteria	Possible interventions	QFT could include, for example:
Cognition and Learning	<ul style="list-style-type: none"> On SEND register at previous school at point of transition Diagnosis of/assessment indicating dyslexia Diagnosis of Dyspraxia Significant working memory/processing difficulties (standardised score of 84 or less) KS2 data working below age-related expectations Reading comprehension/spelling/decoding score in below average category Intervention currently or within last 6 months Involvement of ATS Involvement of school EP 	No intervention for 6 months and needs can be met through QFT / school's provision for all students	<ul style="list-style-type: none"> Spellzone/spelling group in pm reg Reading support group in pm reg Paired reader Y8/9 literacy/maths/study group KS4 Study Support group Paired maths buddy Paired mentor/homework buddy 1:1/small group TA support for homework/organisation (am/pm reg time) EP assessment 	<p>Word banks and glossaries</p> <p>Use of pale coloured paper for copies</p> <p>Overlearning and regular consolidation</p> <p>Printouts rather than copying text</p> <p>Allow to take photo of board</p> <p>Task lists to support working memory</p> <p>Additional time for processing & recording information (including assessments)</p> <p>Ensuring EAA are put in place for qualifying candidates</p> <p>Differentiated classwork</p> <p>Differentiated homework</p> <p>Break down tasks & instructions into chunks</p> <p>Visual support – number lines, tables squares</p> <p>Scaffolding, mind mapping and rehearsal of ideas before writing</p> <p>Use of WP/laptop for extended writing tasks/assessments</p> <p>Explicit teaching of study skills</p> <p>Strategies on PP being followed</p>
Communication and Interaction	<ul style="list-style-type: none"> On SEND register at previous school at point of transition Diagnosis of Autism Diagnosed Speech + Language difficulty Expressive or receptive language disorder Intervention currently or within the last 6 months Involvement of ATS Involvement of school EP 	No intervention for 6 months and needs can be met through QFT / school's provision for all students	<ul style="list-style-type: none"> Social skills group/supervision at social times in IL Dept SaLT led interventions Use of social stories and comic strip stories Y8/9 study group to provide opportunities to support social skills KS4 Study Support group Paired mentor/homework buddy 1:1/small group TA support for homework/organisation (am/pm reg time) 	<p>Breaking tasks down</p> <p>Clear and explicit success criteria</p> <p>Unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters</p> <p>Use of checklists</p> <p>Students using visual prompts and being encouraged in this by staff</p> <p>Use of visuals</p> <p>Care over use of abstract language</p> <p>Support to understand inferential language</p> <p>Appropriate strategies in place for limiting and managing sensory overload</p> <p>Differentiated classwork</p> <p>Differentiated homework</p> <p>Strategies on PP being followed</p>
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> On SEND register at previous school at point of transition Diagnosis of AD(H)D Diagnosis of ODD Diagnosis of OCD Diagnosis of other significant mental health disorder LAC, Adopted child Intervention currently or within last 6 months Involvement of ATS Involvement of school EP My Plan (+) 	No intervention for 6 months and needs can be met through QFT / school's provision for all students	<ul style="list-style-type: none"> School counsellor sessions (1:1 or small group) School nurse sessions Active CAMHS involvement 1:1/small group TA support for SEMH difficulties (am/pm reg time) Reduced timetable Paired mentor Talkabout for Teenagers sessions EP assessment Time Out facility Risk assessment for challenging behaviour Drawing & Talking 	<p>Careful consideration of seating plan</p> <p>Consideration given to groupings</p> <p>Clear boundaries, rewards and sanctions</p> <p>Use of Time Out</p> <p>Positive behaviour management strategies</p> <p>Pre-warning of changes to normal routine</p> <p>Strategies on PP being followed</p>
Physical and Sensory	<ul style="list-style-type: none"> On SEND register at previous school at point of transition Diagnosed visual impairment Diagnosed hearing impairment Physical disability Diagnosis of Dyspraxia Involvement of ATS Involvement of school EP 	No intervention for 6 months and needs can be met through QFT / school's provision for all students	<ul style="list-style-type: none"> Specialist equipment Monitoring and intervention from OT Service Monitoring and intervention from ATS (PD Team) School counsellor sessions (1:1) Alternative PE curriculum Personal laptop issued Practical assistant Reduced timetable 	<p>Consideration given to seating plan & arrangements</p> <p>Use of specialist equipment where appropriate</p> <p>Risk assessments in practical subjects and for educational visits</p> <p>Use of technology to aid learning/recording</p> <p>Suitable EAA in place for assessments</p> <p>Strategies on PP being followed</p>

Key:

AD(H)D – Attention Deficit (Hyperactivity) Disorder	EP – Educational Psychologist	OCD – Obsessive Compulsive Disorder	QFT – Quality First Teaching
ATS – Advisory Teacher Service	IL Dept – Individual Learning Department	ODD – Oppositional Defiant Disorder	SaLT – Speech & Language Therapy
CAMHS – Children & Adolescent Mental Health Services	KS4 – Key Stage 4	OT – Occupational Therapist	SEND – Special Educational Needs & Disability
EAA – Exam Access Arrangements	LAC – Looked After Child	PP – Pupil Passport	TA – Teaching Assistant