

## Criteria, desired outcomes & impact measures for specific provisions/interventions

Communication & interaction - PECS		
Criteria	Desired Outcome	Impact measured via...
<ul style="list-style-type: none"> <li>Pupil is at the early stages of PECS implementation that require support from 2 communication partners</li> <li>Pupil needs intensive support to increase the number of exchange opportunities available to them during the day</li> <li>Pupil needs to work on generalising their use of PECS with other communication partners</li> </ul>	<ul style="list-style-type: none"> <li>Improved communication in a meaningful manner</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment</li> <li>Progress towards EHCP communication skills outcomes and annual review targets</li> <li>SalT assessment</li> </ul>
Communication & interaction - Social skills		
Criteria	Desired Outcome	Impact measured via...
<ul style="list-style-type: none"> <li>Pupil is a poor initiator of communication</li> <li>Pupil has language skills but is reluctant to use them</li> <li>Pupil needs increased access to appropriate peer group</li> </ul>	<ul style="list-style-type: none"> <li>Improved communication in a meaningful manner</li> <li>Improved confidence to communicate</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment</li> <li>Progress towards EHCP communication skills and personal &amp; social skills outcomes and annual review targets</li> </ul>
Communication aids		
Criteria	Desired Outcome	Impact measured via...
<ul style="list-style-type: none"> <li>Pupil has a level of early symbolic understanding</li> <li>Pupil requires further assessment of the effectiveness of the communication aid</li> <li>There is the potential to build on the communication aid for the pupil to develop speech or more complex use of the aid</li> </ul>	<ul style="list-style-type: none"> <li>Improved communication in a meaningful manner</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment</li> <li>Progress towards EHCP communication skills outcomes and annual review targets</li> <li>SalT assessment</li> </ul>

Speech sound production		
Criteria	Desired Outcome	Impact measured via...
<ul style="list-style-type: none"> <li>Pupil is verbal</li> <li>Speech is unclear to the listener</li> <li>Pupil has the capacity to respond to the intervention and improve their speech sound production</li> </ul>	<ul style="list-style-type: none"> <li>Improved communication and clarity of speech</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment</li> <li>Progress towards EHCP communication skills outcomes and annual review targets</li> <li>SaLT assessment</li> </ul>
Eye-gaze for communication		
Criteria	Desired Outcome	Impact measured via...
<ul style="list-style-type: none"> <li>There is a discrepancy between pupil's comprehension and expression level</li> <li>Pupil has physical limitations which make access to other communication aids difficult</li> <li>Pupil will have demonstrated capacity for improvement through low-tech methods such as etran frame</li> </ul>	<ul style="list-style-type: none"> <li>Improved communication in a meaningful manner</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment</li> <li>Progress towards EHCP communication skills outcomes and annual review targets</li> <li>SaLT assessment</li> </ul>
Eye-gaze for empowerment		
Criteria	Desired Outcome	Impact measured via...
<ul style="list-style-type: none"> <li>Pupil is developing understanding of cause and effect</li> <li>Pupil is dependent on others to access all activities</li> <li>Pupil has sufficient sight to operate the eye gaze equipment</li> </ul>	<ul style="list-style-type: none"> <li>Improved attention and control over an activity</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment</li> <li>Progress towards EHCP thinking skills outcomes and annual review targets</li> </ul>
Mobility		
Criteria	Desired Outcome	Impact measured via...

<ul style="list-style-type: none"> <li>Pupils who have a mobility programme detailed in their red wellbeing file as set out by the physios, where the goal is often a set number of mobility sessions per week.</li> <li>There is a process where any pupils can be referred to the mobility/MOVE practitioners who can offer advice or practical support to ensure that there is a balance of mobility goals practiced throughout the week.</li> <li>Progress is monitored and reviewed by this team in conjunction with physiotherapy and class team.</li> </ul>	<ul style="list-style-type: none"> <li>Progress in mobility/walking skills.</li> <li>Maintenance of existing skills.</li> <li>Prevention of contractures</li> <li>Increased independence</li> <li>Promoting health and wellbeing and self esteem</li> <li>Social interaction with peers and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/HLTA assessment on progress towards EHCP physical skills outcomes and annual review targets</li> <li>Physio assessment</li> </ul>
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<b>MOVE(Mobility Opportunities Via Education)</b>		
<b>Criteria</b>	<b>Desired Outcome</b>	<b>Impact measured via...</b>
<ul style="list-style-type: none"> <li>Pupils join the MOVE programme following an assessment by the physiotherapy team.</li> <li>MOVE is a top-down, activity based curriculum designed to teach pupils basic functional motor skills.</li> <li>Each pupil on the MOVE programme will attend a weekly MOVE session designed to complement the ongoing class based MOVE/mobility work. This provides an opportunity for the MOVE practitioners to work with the pupils, monitor progress and advise class staff accordingly. The MOVE practitioners set and evaluate annual review and PLP targets, following a full assessment completed by physics.</li> <li>Physio are available for advice and support, and they also complete a full assessment and report on each pupil prior to their annual review.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils on the MOVE programme acquire increased amounts of independence necessary to sit, stand and walk.</li> <li>Promotes, health, wellbeing and independence of pupils.</li> <li>This initially begins with head control and leads through all stages to full mobility.</li> <li>Following a MOVE assessment, pupils join the programme to work at the appropriate level for them, leading to increased independence.</li> </ul>	<ul style="list-style-type: none"> <li>The MOVE programme</li> <li>Teacher/HLTA assessment on progress towards EHCP physical skills outcomes and annual review targets</li> </ul>

Physical therapy support		
Criteria	Desired Outcome	Impact measured via...
<ul style="list-style-type: none"> <li>Designed for other children who are not on the MOVE programme, but have some physical difficulties. These pupils are assessed by Physio's who will develop a therapy programme designed for each individual. This programme is carried out in class and also in a weekly group therapy session, with pupils of similar ability. This programme is outlined in the red wellbeing/therapy file.</li> </ul>	<ul style="list-style-type: none"> <li>Enhances circulation and blood pressure</li> <li>Stretches the muscles, preventing the onset of contractures</li> <li>Increases bone density</li> <li>Improves skin integrity by relieving pressure encountered during seating.</li> <li>Aids digestion, bowel function and bladder drainage.</li> <li>Improves wellbeing alertness and sleep patterns.</li> <li>Improves and develops communication</li> <li>Acceptance and tolerance of touch</li> <li>Promotes independence by encouraging co-operating through position changes</li> </ul>	<ul style="list-style-type: none"> <li>Physio assessment using GSM and Chailey measurement scales</li> <li>Teacher/HLTA assessment on progress towards EHCP physical skills outcomes and annual review targets</li> </ul>
Sensory integration		
Criteria	Desired Outcome	Impact measured via...
<ul style="list-style-type: none"> <li>Children who participate in sensory sessions were initially refereed by the qualified physiotherapist &amp; SI expert who assessed the children with Autism.</li> <li>Other students may be highlighted as having a</li> </ul>	<ul style="list-style-type: none"> <li>Children's sensory needs are established and a sensory diet created bespoke to them.</li> <li>Children are calmer and more</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment</li> <li>Progress towards EHCP physical skills and personal &amp; social skills outcomes and annual review</li> </ul>

<p>sensory need by the teacher / staff who have noticed that a sensory need may be present, usually due to behaviours.</p>	<p>able to manage and regulate their behaviours, due to having their sensory needs met.</p> <ul style="list-style-type: none"> <li>The majority of students who have autism require some sensory activities and can be taken into everyday lessons in class, some require more input so require the individual sessions in the hall.</li> </ul>	<p>targets</p> <ul style="list-style-type: none"> <li>Reduced incidence of reported behaviours via reporting, eg, CPOMS systems</li> </ul>
<b>Counselling</b>		
<b>Criteria</b>	<b>Desired Outcome</b>	<b>Impact measured via...</b>
<ul style="list-style-type: none"> <li>Students are referred for counselling in a number of ways. Senior leadership, class teachers, support staff and parents can refer a student, more importantly a student can refer themselves.</li> <li>All students may have access to counselling.</li> <li>Following referral, students are always given the option to come to the sessions</li> </ul>	<ul style="list-style-type: none"> <li>Counselling gives the students the experience of exploring their thoughts and feelings with a trained counsellor in the knowledge that whatever they say will be accepted. This encourages them to gain more self-awareness of their feelings and improve their self-esteem. They can also express their feelings in whatever way they are able to. Counselling at Newfield gives the student support and the counsellor can be an advocate for the young person if they need it.</li> </ul>	<ul style="list-style-type: none"> <li>Improved wellbeing reported through consultations between staff and families</li> </ul>
<b>Time to talk</b>		
<b>Criteria</b>	<b>Desired Outcome</b>	<b>Impact measured via...</b>

<ul style="list-style-type: none"> <li>The students are highlighted by Senior leadership, class teachers, support staff or parents,</li> <li>Some students are highlighted if we know they are having a difficult time at home or school to allow them to know they have a right to say what they want and how they feel.</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes are dependent on individual need, for example:</li> <li>Reluctant speakers are encouraged to talk in a nonconfrontational way, where there is no pressure.</li> <li>A student who has difficulties about telling lies and stealing may work 1:1 or in a small group to support them to have the confidence to talk about their issues or difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>Improved wellbeing reported through consultations between staff and families</li> </ul>
<b>Person Centred Planning for Transition</b>		
<b>Criteria</b>	<b>Desired Outcome</b>	<b>Impact measured via...</b>
<ul style="list-style-type: none"> <li>Any child who is leading up to leaving school, usually year 14, but can be at any age.</li> </ul>	<ul style="list-style-type: none"> <li>All students get 1:1 sessions to allow them time to explore and discuss their feelings and emotions about the transition. It is time for them to talk about their worries and concerns about their future. Students may talk about their worries or explore what is important to them. Some students do this through taking part in intensive interaction, dance massage or creative therapy - it is person centred and the session allows for the individual interest and opinions to be heard.</li> </ul>	<ul style="list-style-type: none"> <li>Successful transitions taking place</li> <li>Improved wellbeing reported through consultations between staff and families</li> </ul>

<b>Outreach</b>		
<b>Criteria</b>	<b>Desired Outcome</b>	<b>Impact measured via...</b>

<ul style="list-style-type: none"> <li>All pupils should have the opportunity to experience and participate in Outreach activities.</li> <li>The only barriers to this would be medical issues or lack of parental consent.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will benefit from regularly visiting local community venues.</li> <li>They will also develop communication and social interaction skills by working with their mainstream peers in different settings.</li> <li>Pupils will gain an understanding of belonging to a wider community.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment</li> <li>Progress towards EHCP communication skills and personal &amp; social skills outcomes and annual review targets</li> </ul>
<b>Work experience</b>		
<b>Criteria</b>	<b>Desired Outcome</b>	<b>Impact measured via...</b>
<ul style="list-style-type: none"> <li>Pupils in 16-19 phase, typically in their last or penultimate year</li> <li>Pupils will be ready to engage in meaningful activity in a work setting, with support</li> </ul>	<ul style="list-style-type: none"> <li>Pupils experience work in an environment of their choice/ matching a specific interest</li> <li>Pupils develop confidence and communication skills</li> <li>Pupils develop an understanding of work expectations</li> <li>Pupils may develop specific work skills, depending on their placement</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment</li> <li>Progress towards EHCP communication skills and personal &amp; social skills outcomes and annual review targets</li> </ul>
<b>Travel training</b>		
<b>Criteria</b>	<b>Desired Outcome</b>	<b>Impact measured via...</b>

<ul style="list-style-type: none"> <li>• Pupils in 16-19 phase, typically in their final year</li> <li>• Pupils who are likely to go on to using public transport independently or with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils develop skills to keep themselves safe on transport</li> <li>• Skills around reading timetables, managing money/bus passes, appropriate behaviours</li> <li>• Pupils develop travel breakdown strategies – what to do in an emergency, if the bus does not come etc</li> <li>• A pupil is confident to travel between familiar environments independently</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Progress towards EHCP personal &amp; social skills outcomes and annual review targets</li> <li>• Improved levels of independence reported through dialogue with school and home</li> </ul>
<b>Switch use</b>		
<b>Criteria</b>	<b>Desired Outcome</b>	<b>Impact measured via...</b>
<ul style="list-style-type: none"> <li>• Any pupil unable to use a mouse or keyboard</li> <li>• Any pupil that struggles to communicate in conventional ways.</li> <li>• Pupils that have hidden potential for those with communication difficulties.</li> <li>• Pupils that struggle to demonstrate achievement in ways which might not be possible with traditional methods. Children that need help to overcome many of their communication difficulties, so they can be included in lessons, and access a wider curriculum.</li> <li>• Pupils that are motivated and interested in using switches</li> <li>• For some students switches may be the only way to ensure they can make their thoughts and needs known. For them,</li> </ul>	<ul style="list-style-type: none"> <li>• Unlocks hidden potential for those with communication difficulties</li> <li>• Enables students to demonstrate achievement in ways which might not be possible with traditional methods</li> <li>• Enables tasks to be tailored to suit individual skills and abilities. Computers can improve independent access for students to education</li> <li>• Students with special educational needs are able to accomplish tasks working at their own pace</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Progress towards EHCP communication skills and thinking skills outcomes and annual review targets</li> <li>• (SaLT and OT assessment)</li> </ul>



<p>access to switches provides perhaps the only chance of participating in society and realising their full potential.</p> <ul style="list-style-type: none"> <li>Pupils that have physical disabilities that make it difficult to make choices, be independent, access the learning and be included in social or group settings.</li> </ul>	<ul style="list-style-type: none"> <li>Visually impaired students using the internet can access information alongside their sighted peers</li> <li>Students with profound and multiple learning difficulties can communicate more easily</li> <li>Improves motivation and enthusiasm</li> <li>Gain understanding of cause and effect</li> <li>Freedom to control things and your environment</li> <li>Promote physical development and sensory stimulation</li> <li>Help pupils be included and participate in lessons, and access a wider curriculum.</li> </ul>	
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Reading Intervention - English		
Criteria	Desired Outcome	Impact measured via...
<ul style="list-style-type: none"> <li>Baseline and ongoing assessments consisting of Twinkl phonics assessments and Bquared</li> <li>Teacher assessment of suitability for intervention in response to baselines and progress over time through ongoing assessments, pupil progress meetings, discussion with SLT and the English and Communication Lead</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will develop and make progress with word recognition, including phonic awareness and comprehension in line with the Reading skills framework</li> </ul>	<ul style="list-style-type: none"> <li>Assessment data on bSqaured and Twinkl phonics assessments</li> <li>Progress in the Twinkl phonics program and Newfield skills framework, adapted based on teacher assessment to suit the needs of the individual pupils in the groups</li> </ul>

Maths Intervention		
Criteria	Desired Outcome	Impact measured via...
<ul style="list-style-type: none"> <li>Teacher assessment of suitability for intervention including gifted &amp; talented maths ability.</li> <li>Pupil data and baseline assessment.</li> <li>The assessment will inform intervention teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will develop increased engagement in learning for Maths within the groups as well as developing Maths skills using the White Rose support program.</li> <li>Pupils will develop increased engagement in learning for Maths within the groups as well as developing Maths skills using the RMEasi Maths support program.</li> <li>Pupils assigned to the Maths intervention group will receive at least two focused sessions per week</li> </ul>	<ul style="list-style-type: none"> <li>Maths assessment data</li> <li>Intervention teachers will use the Maths program resources, adapted based on teacher assessment to suit the needs of the individual pupils in the groups.</li> </ul>
Visual Impairment mobility training		
Criteria	Desired Outcome	Impact measured via...
<ul style="list-style-type: none"> <li>A pupil may be referred by the class teacher, parent or may be known to have a visual condition on enrolment to the school.</li> <li>The pupil is assessed for the prerequisites of mobility tutoring using screening tools, observed in different environments and a home visit carried out to discuss the parents' concerns.</li> <li>Finally an assessment report is completed with recommendations, along with an appropriate tutoring programme being devised and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>The child is tutored in the development of positive sensory learning, leading to the child highest level of independence, self-awareness and confidence in the wider world around them while exploring physical contact with in it.</li> <li>Staff working with the child are trained in ensuring the child's needs of mobility and educational support are</li> </ul>	<ul style="list-style-type: none"> <li><b>Assessment from VI mobility officer from LA</b></li> </ul>

	met including sighted guide, trailing and cane skills.	
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#### VI – assessment, targeted 1:1 work, strategy

Criteria	Desired Outcome	Impact measured via...
<ul style="list-style-type: none"> <li>A pupil may be referred by the class teacher, parent or may be known to have a visual condition on enrolment to the school.</li> <li>The pupil is observed in class, a functional visual assessment completed, a written assessment devised with findings/advice and strategies/ targets to be worked on in class or on a 1 to 1 basis.</li> </ul>	<ul style="list-style-type: none"> <li>To enable the child to access learning with individual needs being met.</li> <li>The child's ability is improved to use their functional vision, spatial awareness, body awareness and sensory clues during one to one sessions.</li> <li>Staff have vital information about the best ways to approach teaching a child with VI and have strategies and targets to aid the child's development and ability to access the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment from in-school QTVI or LA QTVI</li> </ul>

#### HI – targeted 1:1 work, strategy

Criteria	Desired Outcome	Impact measured via...
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<ul style="list-style-type: none"> <li>Children who have a diagnosis of a hearing impairment (HI), which is included in the EHCP.</li> <li>Support is requested through school staff, parents and/or the Teacher for HI. The teacher for HI visits school termly to assess the children who have hearing aids and works closely with the HLTA who manages all HI issues within school on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils with HI are able to make the best functional use of their hearing possible</li> <li>Pupils with HI are supported on a practical level with management of hearing aids</li> <li>Support strategies are in place for class staff which ensure optimal positioning in the room, use of equipment etc</li> <li>HI pupils are supported /withdrawn on a 1:1 basis in order for specific areas of learning needs to be developed and to improve an individual pupil's level of achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and observation from LA Hi teacher</li> </ul>
<b>Home schooling</b>		
<b>Criteria</b>	<b>Desired Outcome</b>	<b>Impact measured via...</b>
<ul style="list-style-type: none"> <li>A child who is absent from school due to illness/hospitalization for a prolonged period.</li> <li>SLT will identify the need and liaise with family and school staff to arrange an appropriate level of support.</li> </ul>	<ul style="list-style-type: none"> <li>Child is able to access learning activities within the home/hospital setting during illness/convalescence</li> <li>Family is supported with meeting child's needs during this time</li> <li>Family is supported emotionally to deal with child's illness, with staff reporting support requirements to SLT who will liaise with relevant agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment</li> <li>Progress towards EHCP outcomes and annual review targets</li> <li>Good level of support reported through consultations between staff and families</li> </ul>
<b>Hydro pool</b>		
<b>Criteria</b>	<b>Desired Outcome</b>	<b>Impact measured via...</b>

<ul style="list-style-type: none"> <li>• If indicated on the EHCP</li> <li>• Typically a child with very low independent mobility</li> <li>• Pupil is unable to access other opportunities to swim, e.g. Daisyfield/Darwen leisure centre, due to health issues, access issues (lack of pool access bed) or water temp.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcome bespoke and linked to targets in PLP etc</li> <li>• Outcomes bespoke and based on progress towards therapy targets which can be practised in the pool.</li> <li>• If pupil becomes robust enough and physically able to access mainstream pool then they would transfer there</li> </ul>	<ul style="list-style-type: none"> <li>• Bespoke Newfield hydro assessment levels based on ASA skills</li> <li>• Individual's PLP outcomes (physical)</li> </ul>
<b>Individual resources required</b>		
<b>Criteria</b>	<b>Desired Outcome</b>	<b>Impact measured via...</b>
<ul style="list-style-type: none"> <li>• A pupil requires a specific piece of equipment, as identified by a therapist or specialist teacher, which will enable them access to significantly improve their life outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised, quantifiable outcomes, e.g. – an iPad to communicate that cannot otherwise be funded</li> </ul>	<ul style="list-style-type: none"> <li>• Specific assessment based on individual outcomes necessitating the equipment/resource.</li> </ul>
<b>Family Wellbeing Coordinator</b>		
<b>Criteria</b>	<b>Desired Outcome</b>	<b>Impact measured via...</b>
<ul style="list-style-type: none"> <li>• Any family requiring support or guidance towards other services</li> <li>• A pupil with very low attendance</li> <li>• A pupil who is not attending medical appointments</li> <li>• A family we would like to engage more with</li> </ul>	<ul style="list-style-type: none"> <li>• To offer targeted support for families to promote positive outcomes for pupils, including support re attendance.</li> <li>• Improved attendance</li> <li>• Access or (self) referral to other services</li> <li>• Increased engagement with school</li> <li>• Increased attendance at appointments</li> </ul>	<ul style="list-style-type: none"> <li>• Individual outcomes</li> <li>• Case studies</li> <li>• Attendance data</li> </ul>