

Pupil not making progress with targeted intervention

Evaluate quality and type of intervention

Observe delivery + provide CPD to staff, ask pupil what works/doesn't work, change intervention

Consideration of identification due to severity of difficulties

Evaluate opportunities provided for student to practise and apply skills

Are planning and outcomes of intervention shared with teaching staff?

Consider assistive technology solutions

Trial and error to see what works. Time to learn and practise. Access arrangements

Consider specialist teaching

Invest in specialist qualifications for staff. Employ specialist teaching service