



Packages and Interventions

The following packages can be purchased by schools, settings and parents; We are also happy to design bespoke packages to suit your individual needs. Support is offered in sessions (1 session = 2 hours) or by the half day (half day = 3 hours). Sessions will include verbal feedback. Written feedback / report will be available for an additional 2 hours.

Example Package/Intervention	Overview	Expected impact
<p>Initial consultation/ planning session</p>	<p>Visit to include observation, staff liaison and joint planning meetings to decide priorities for support / training</p>	<p>Staff will become clearer on prioritising needs and moving forward in helping the child / young person with Down syndrome to achieve success</p>
<p>Learning Profile What is the specific learning profile, how this impacts on teaching and learning, strategies given including modelling as well as advice</p>	<p>Support to ascertain how best to adapt the learning environment</p> <p>Initial advice and recommendations</p> <p>Follow-on support to implement strategies</p>	<p>Staff will understand the learning profile of CYP with Down Syndrome and/or SEND, and use this knowledge in support/teaching/planning</p> <p>Pupils will have relevant, achievable targets set and will be making good progress against them</p>
<p>Role of the LSA/TA How to successfully support CYP with Down Syndrome in schools and settings, model approaches, assess and review strategies used</p>	<p>Advice and/or ongoing support to address how best to use support assistants/TAs to ensure the successful inclusion of CYP with SEND</p> <p>Emphasis will be on academic as well as social progress and independence</p>	<p>Staff will support pupil to ensure learning versus independence and have a greater understanding of how support impacts inclusion</p> <p>Pupils will have greater independence and be more self-aware, starting to take more responsibility for learning</p> <p>Pupil will be making progress against his/her targets</p>
<p>Inclusion What is inclusion? How to achieve successful inclusion</p>	<p>Classroom observation and liaison to inform inclusive practice</p>	<p>Staff will have a greater understanding of what Inclusion means and how to support it</p> <p>Successful inclusion of the pupil with Down Syndrome/SEND</p>
<p>Behaviour What is challenging behaviour? Why CYP with Down Syndrome/SEND may exhibit particular types of behaviour, and strategies to support this</p>	<p>Support to identify triggers and advise on specific types of behaviour observation methodology</p> <p>Agree behaviour management strategies</p> <p>Why CYP with Down Syndrome/SEND may exhibit particular types of behaviour, and strategies to support this</p>	<p>Staff will have a greater understanding of what challenging behaviour is, why it is happening and learn successful strategies</p> <p>Challenging behaviour exhibited will be reduced</p> <p>Why CYP with Down Syndrome/SEND may exhibit particular types of behaviour, and strategies to support this</p>

Differentiation

What this is, types of support, modelling, advice on planning this within curriculum areas

Support and observation within the classroom to advise on access to curriculum/differentiation

Staff will have an understanding of what Differentiation is and their responsibilities

Recommendations for best practice

How to differentiate the curriculum using visual and kinaesthetic approaches/resources, assessment and target setting tools such as Pivats and Pscals

Pupil will have access to a broad and balanced curriculum

Social Skills

Understanding of skills involved/needed to develop and maintain relationships, friendships, advice/support on suitable programmes and resources, how to support these skills using visual prompts

Advice and implementation of specialist resources to support these areas

Staff will have a greater understanding why this may be difficult for CYP with Down Syndrome/SEND

Areas covered can include friendships, relationships with peers and adults, bereavement, understanding emotions

Pupil will start to develop friends and maintain relationships

Reading

How CYP learn to read, how we teach this, advice on programmes and schemes, reading assessment, modelling successful methods and monitoring progress

Initial advice, observation and assessment

Staff will have an understanding of how CYP with Down Syndrome learn to read and a reading programme will be in place

Support with implementation of programme

Pupil will be making progress against his/her reading target

Successful **Transition** to new environments, between classes and between activities

Initial advice on how to support successful transition with recommendations on best practice

Staff will understand the learning profile of CYP with Down Syndrome

Support with implementation of transition programme

Pupil will have settled into his/her new environment

Mathematics

Why is maths often difficult for CYP with Down Syndrome and/or SEND?

Support and advice on appropriate programmes and activities to support the learning of mathematical skills, such as visual resources and apparatus

Staff will have an understanding of the difficulties associated with mathematical learning, as well as strategies and visual resources that can be used to overcome these barriers

Writing skills

Why is writing difficult for CYP with Down Syndrome/SEND, and what can we do to remove this barrier? Support and advice on appropriate programmes/activities

Support and advice on appropriate programmes and activities to support the development of writing skills

Staff will have an understanding of the difficulties associated with writing skills for CYP with Down Syndrome/SEND and implement strategies/targets set to support this area

Advice will also include how to include CYP with Down Syndrome/SEND in literacy and other curriculum areas that require writing skills for recording

Pupil will be making progress against their target

Comprehension Skills

How to teach reading: this includes visual and kinaesthetic resources to support learning/understanding, modelling support, reading for meaning

Support to identify pupil-specific needs, which may include assessment

Staff will have a greater understanding on reading for CYP with Down Syndrome, with particular reference to comprehension skills

Advice and/or support to implement strategies and programmes to teach comprehension

Pupils will be reading for meaning and using comprehension skills, as well as decoding the written text

Spelling

Teaching and learning strategies to support literacy and spelling, modelling successful approaches, advice on programmes and resources

Support to identify pupil-specific needs, which may include assessment

Advice and/or support to implement strategies and programmes to teach spelling

Staff will have an understanding of how CYP learn to spell, methods and resources to support learning and teaching

Pupils will be making progress against their/spelling targets

Self- help and personal care

Ensuring children with Down Syndrome and/or SEND can move towards achieving independence in their self-help skills

Support to further develop independence within self-help and personal care including toileting, dressing, puberty

Staff will have an awareness of how to best facilitate independence in all areas of self-help

ICT

Introduction to appropriate software including apps, accessibility options, alternative hardware, alternative methods of recording

Advice on accessibility and/or ongoing support to implement advice

ICT assessment carried out, if required, and recommendations made

Staff will have a greater knowledge and skills to support CYP with Down Syndrome, using software and hardware to support differentiation and greater access to the curriculum

Pupils will have greater access to the curriculum through ICT

Monitoring, assessment and reviewing pupil progress

Attendance and advice at meetings: for example Annual Reviews, Provision plans, IEPs, Support plans, EHCP conversion, Child Development Team/Paediatric reviews, target setting

Costs:

Packages/interventions	£60 per hour
In school training as part of a package of support	£90 per hour
External Training courses ½ day (see fliers for current training offer)	£80 Professionals
	£45 Parents
Speaker fees	£300 ½ day or
	£500 full day

(plus travel and accommodation if necessary)

Please contact the team to discuss your individual requirements.