



Social, Emotional & Mental Health

Possible indicators

- Eating Disorders
- Anxiety
- Depression
- Attachment
- PTSD
- ADHD
- Tourette's/Tics
- Bereavement

EHC Referral

CAMHS

Jigsaw

Educational Psychology

Cognitive behaviour therapy

Inclusion Service

SEND plan written

Adjusted school day

Learning Support timetable

Nurture Groups

Time out

Meet and greet

EHA

Inclusion Team

Tales Toolkit Intervention (PSED)

Individualised

Targeted

MASSH

Universal Offer

Concrete resources/multisensory approach. Additional time. Repeated learning Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. Formative assessment used to adjust content Dyslexia friendly teaching – PowerPoints on non white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non white, appealing visual worksheets/resources. Verbal praise. Feedback recognises progress and effort, not just achievement

Differentiated objectives. Independent activities. Transformative communication Weekly Jigsaw sessions

Pre-teach key vocabulary. Collaborative learning, Paired writing, talk partners, random pairing activities, small group.

Duration of activities is apt. Calm learning environment. YPs name and eye contact used. Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. Pupil communication valued and responded to.

Adults say what they mean (avoid sarcasm, abstract vocabulary etc) Structured, consistent routines. Positive relationships evident. Growth Mindset Approaches for behaviour/Tactical ignoring/Non verbal signals/Asking about relevant rule / Catching the young person being good / Praising. Adults say the behaviour they want.

Opportunities to meet sensory need (Fiddle toys). Agreed time out system. Adults recognise how tiring some conditions can be when facing the whole school day.

Awareness of passport info – Knowing the child. Communication with parents/carers. Access to i-pads / whiteboards. Coloured pens, post-its, mind map frames, concrete objects and visual images for those with short term and working memory difficulties. Differentiated texts. Key vocabulary displayed. Word mats, number lines.



Communication & Interaction

Possible indicators

Struggle with change to routine
Reacts to loud/sudden noise
Lack of social skills
Eye contact

- EHC Referral
- Inclusion Team
- Assistive Tech
- 1-1 ASD Team
- SALT referrals

Individualised

- SEND plan written
- Meet and greet
 - Time out
 - ADOS Referral
 - Tales Toolkit

Targeted

MASSH

- WELLCOMM assessments and interventions
- ELKLAN and Speech Link Interventions

- Concrete resources/multisensory approach. Additional time. Repeated learning Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. Formative assessment used to adjust content Dyslexia friendly teaching – PowerPoints on non white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non white, appealing visual worksheets/resources. Verbal praise. Feedback recognises progress and effort, not just achievement Differentiated objectives. Teaching and learning stepped from the 'Known'. Independent activities. Pre-teach key vocabulary. Collaborative learning, Paired writing, talk partners, random pairing activities, small group. Duration of activities is apt. Calm learning environment. YPs name and eye contact used. Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. Pupil communication valued and responded to.
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- Awareness of passport info – Knowing the child. Communication with parents/carers. Access to i-pads / whiteboards. Coloured pens, post-its, mind map frames, concrete objects and visual images for those with short term and working memory difficulties. Differentiated texts. Key vocabulary displayed. Word mats, number lines.
- Transformative communication language reflections peer– marking/feedback

Universal Offer



Cognition & Learning

Possible indicators

Significantly behind peers
Requires constant overlearning
Failing to make progress despite intervention
Difficulty retaining information

- Laptop/i-pad.
- 1-1 LSS support.
- 1-1 tutoring

Individualised

- Numeracy Intervention
- Literacy Intervention
- Cognition and learning
- SEND Plan written
- Phonics intervention

Targeted

MASSH

- Concrete resources/multisensory approach.
- Additional time.
- Repeated learning
- Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames.
- Formative assessment used to adjust content
- Dyslexia friendly teaching – PowerPoints on non white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non white, appealing visual worksheets/resources.
- Verbal praise. Feedback recognises progress and effort, not just achievement
- Differentiated objectives.
- Teaching and learning stepped from the 'Known'.
- Independent activities.
- Pre-teach key vocabulary.
- Collaborative learning, Paired writing, talk partners, random pairing activities, small group.
- Duration of activities is apt.
- Calm learning environment.
- YPs name and eye contact used.
- Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised.
- Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level.
- Pupil communication valued and responded to.
- Adults say what they mean (avoid sarcasm, abstract vocabulary etc)
- Structured, consistent routines.
- Positive relationships evident.
- Growth Mindset Approaches for behaviour/Tactical ignoring/Non verbal signals/Asking about relevant rule / Catching the young person being good / Praising.
- Adults say the behaviour they want.
- Opportunities to meet sensory need (Fiddle toys).
- Agreed time out system.
- Adults recognise how tiring some conditions can be when facing the whole school day.
- Awareness of passport info – Knowing the child.
- Communication with parents/carers.
- Access to i-pads / whiteboards. Coloured pens, post-its, mind map frames, concrete objects and visual images for those with short term and working memory difficulties.
- Differentiated texts.
- Key vocabulary displayed.
- Word mats, number lines.
- Outdoor learning
- Active maths and English
- pre teach
- Child Led learning walls
- 1:1 readers
- Adult modelling
- WAGOLLS

Universal Offer



Sensory & Physical

Possible indicators

Fine and/or gross motor difficulties
Difficulty in the classroom environment
Constant movement or fidgeting

Individualised

- OT referrals.
- Coloured paper.
- Laptop/i-pad (individual).
- Sensory support referral

Targeted

- Wobble cushion/Chair bands
- Movement breaks
- Sensory Support Service referral
- ADHD referral
- SEND plan written
- Motor Skills United(2 terms of evidence)
- Fine and gross motor interventions
- Fiddle Toys

MASSH

Universal Offer

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