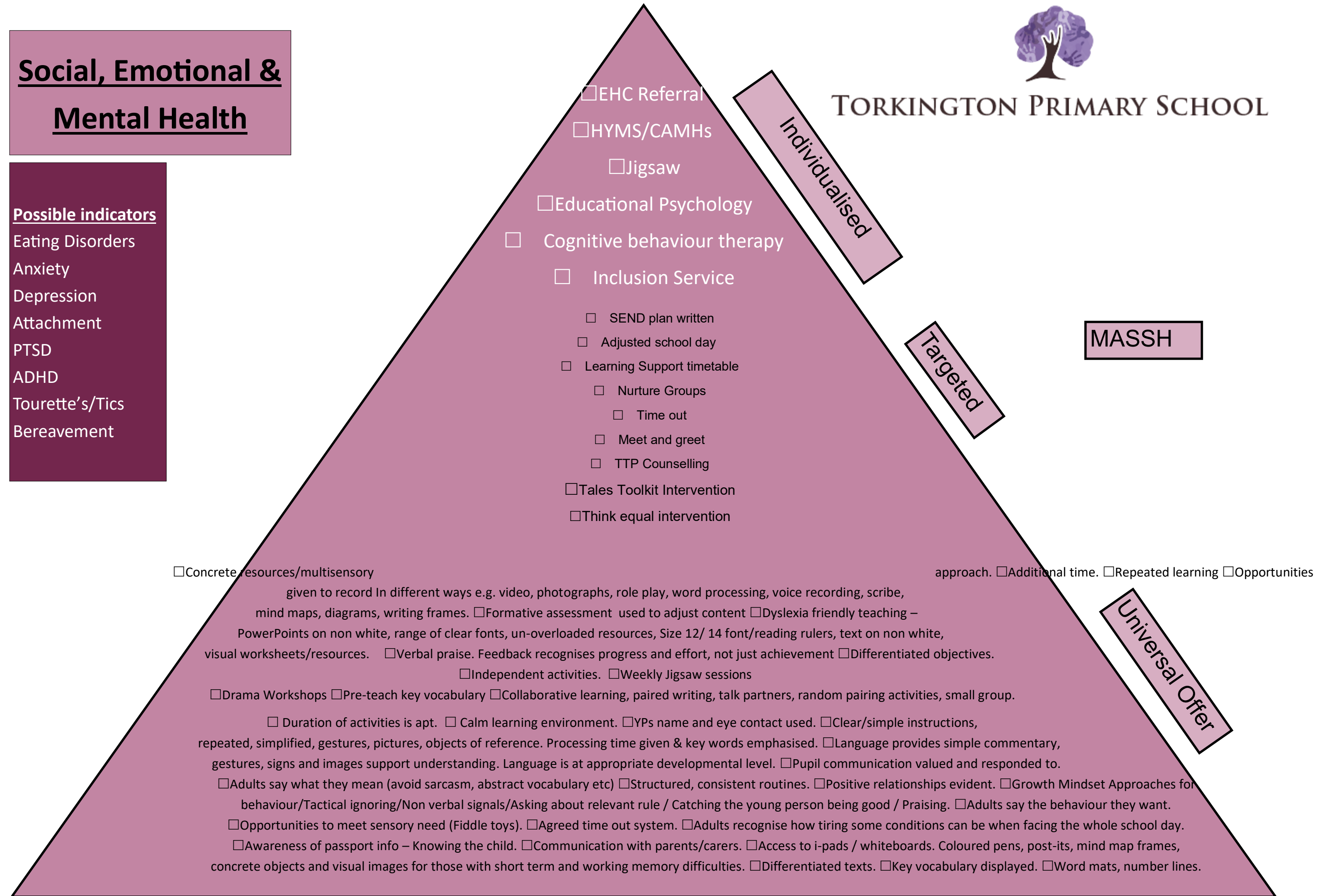




Social, Emotional & Mental Health

Possible indicators

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



Individualised

Targeted

MASSH

Universal Offer



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
- Neurodiversity Team
- SALT referrals
- SEND plan written
- Meet and greet
- Time out
- ADOS Referral
- Tales Toolkit
- 1:1 emotional support/check ins
- TTP counselling
- Jigsaw support
- Termly child led reviews
- Nurture groups
- WELLCOMM assessments and intervention

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. 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 Mindsets 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. Differentiated texts. Key vocabulary displayed. Word mats, number lines.
- Transformative communication language reflections peer– marking/feedback



Cognition & Learning

Possible indicators

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

Laptop/i-pad.

1-1 COGNITION AND LEARNING support.

Individualised

Numeracy Intervention

Literacy Intervention

COGNITION AND LEARNING referral

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.

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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. Differentiated texts. Key vocabulary displayed. Word mats, number lines.

Outdoor learning Active maths and English pre teach Child Led learning walls interventions 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

OT referrals

Coloured white board/overlay

Laptop/i-pad (individual)

Sensory support referral

Chair bands

Movement breaks

Sensory Support Service referral

ADHD referral

SEND plan written

Motor (2 terms of evidence)

Fiddle Toys

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.

Active Maths and English Gymnastics Music Extra curricular clubs

Individualised

Targeted

MASSH

Universal Offer