

Social, Emotional & Mental Health



TORKINGTON PRIMARY SCHOOL

Possible indicators

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

☐ EHC Referral

☐ CAMHs

☐ Jigsaw

☐ Educational Psychology

☐ 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. Transition meetings. Additional visits if required. Visits to previous setting. Think Equal.



TORKINGTON PRIMARY SCHOOL

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
- ☐ 1-1 ASD Team
- ☐ SALT referrals

- ☐ SEND plan written
- ☐ Meet and greet
- ☐ Ethnic Diversity Team.
- ☐ ADOS Referral
- ☐ Time to Talk
- ☐ Tales Toolkit

- ☐ 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.
- ☐ 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. 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.
- ☐ Tales Toolkit
- ☐ reflections
- ☐ peer– marking/feedback



TORKINGTON PRIMARY SCHOOL

Cognition & Learning

Possible indicators

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

- ☐ Laptop/i-pad.
- ☐ Inclusion Services
- ☐ 1-1 tutoring

Individualised

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

Targeted

MASSH

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Universal Offer



Sensory & Physical

Possible indicators

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

☐ OT referrals.

☐ Coloured paper.

☐ Laptop/i-pad (individual).

☐ Sensory support referral

Wobble cushion/Chair bands/floor chair ☐

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 ☐

☐ 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,

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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