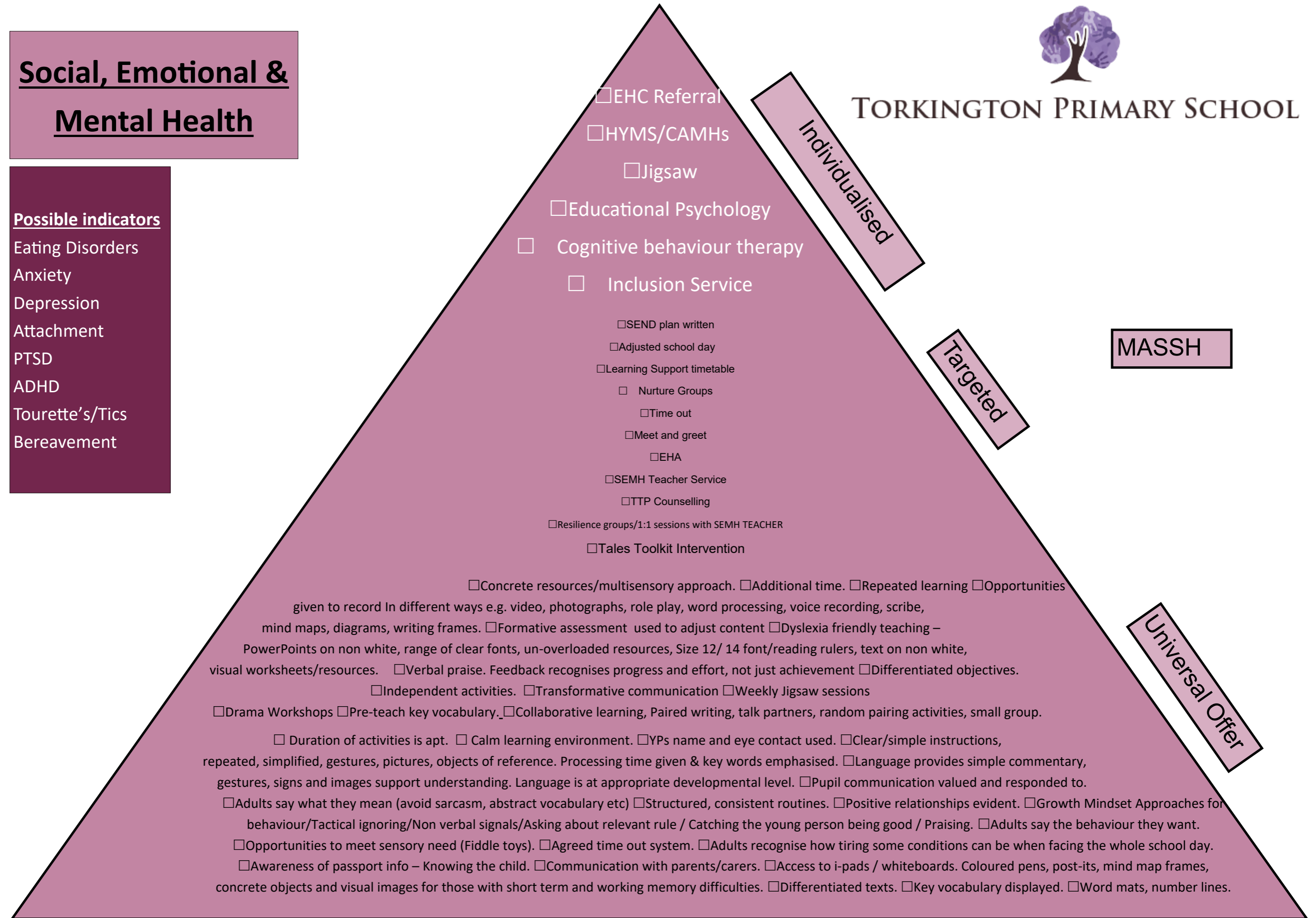




Social, Emotional & Mental Health

Possible indicators

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



MASSH



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
- Time out
- ADOS Referral
- Tales Toolkit
- 1:1 emotional support/check ins
 - TTP
 - Jigsaw support
- Half termly child led reviews
 - Nurture groups
- ELKLAN and Speech Link Interventions
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- WELLCOMM assessments and intervention

- 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.
- Transformative communication language reflections peer– marking/feedback

Individualised

Targeted

MASSH

Universal Offer



Cognition & Learning

Individualised

Laptop/i-pad.

1:1 COGNITION AND LEARNING support.

Numeracy Intervention

Literacy Intervention

COGNITION AND LEARNING referral

SEND Plan written

Phonics intervention

Targeted

MASSH

Universal Offer

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Outdoor learning Active maths and English pre teach Child Led learning walls Boosters 1:1 readers Adult modelling WAGOLLS Interactive support such as TTRS

Possible indicators

Significantly behind peers

Requires constant overlearning

Failing to make progress despite intervention

Difficulty retaining information



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

Movement breaks

Sensory Support Service referral

ADHD referral

SEND plan written

Motor Skills United(2 terms of evidence)

Art therapy

Fiddle Toys

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Active Maths and English Gymnastics Music Extra curricular clubs

Individualised

Targeted

MASSH

Universal Offer