

# Social, Emotional & Mental Health



TORKINGTON PRIMARY SCHOOL

## Possible indicators

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

☐ EHC Referral

☐ HYMS/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

☐ TTP Counselling

☐ Tales Toolkit Intervention

☐ Think equal 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/learning walls on non white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non white, visual worksheets/resources. ☐ Verbal praise. Feedback recognises progress and effort, not just achievement ☐ Differentiated objectives. ☐ Independent activities. ☐ Weekly Jigsaw sessions

☐ Drama Workshops ☐ 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, concrete objects and visual images for those with short term and working memory difficulties. ☐ Differentiated texts. ☐ Key vocabulary displayed. ☐ Word mats, number lines.

☐ Mixed ability talk partners



TORKINGTON PRIMARY SCHOOL

Individualised

Targeted

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## 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
- ☐ SALT intervention ☐ Communication boards

- ☐ 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/learning walls 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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- ☐ 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 ☐ communication lanyards



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.

☐ 1-1 COGNITION AND LEARNING support.

Individualised

☐ Numeracy Intervention

☐ Literacy Intervention

☐ COGNITION AND LEARNING referral

☐ 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 white board/overlay

☐ Laptop/i-pad (individual)

☐ Sensory support referral

Individualised

Chair bands ☐

Movement breaks ☐

Sensory Support Service referral ☐

ADHD referral ☐

SEND plan written ☐

Mini motor skills (2 terms of evidence) ☐

Fiddle Toys ☐

Wobble cushion ☐

Targeted

MASSH

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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/learning walls 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,

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☐ Active Maths and English ☐ Gymnastics ☐ Music ☐ Extra curricular clubs ☐ Wake up/shake up

Universal Offer