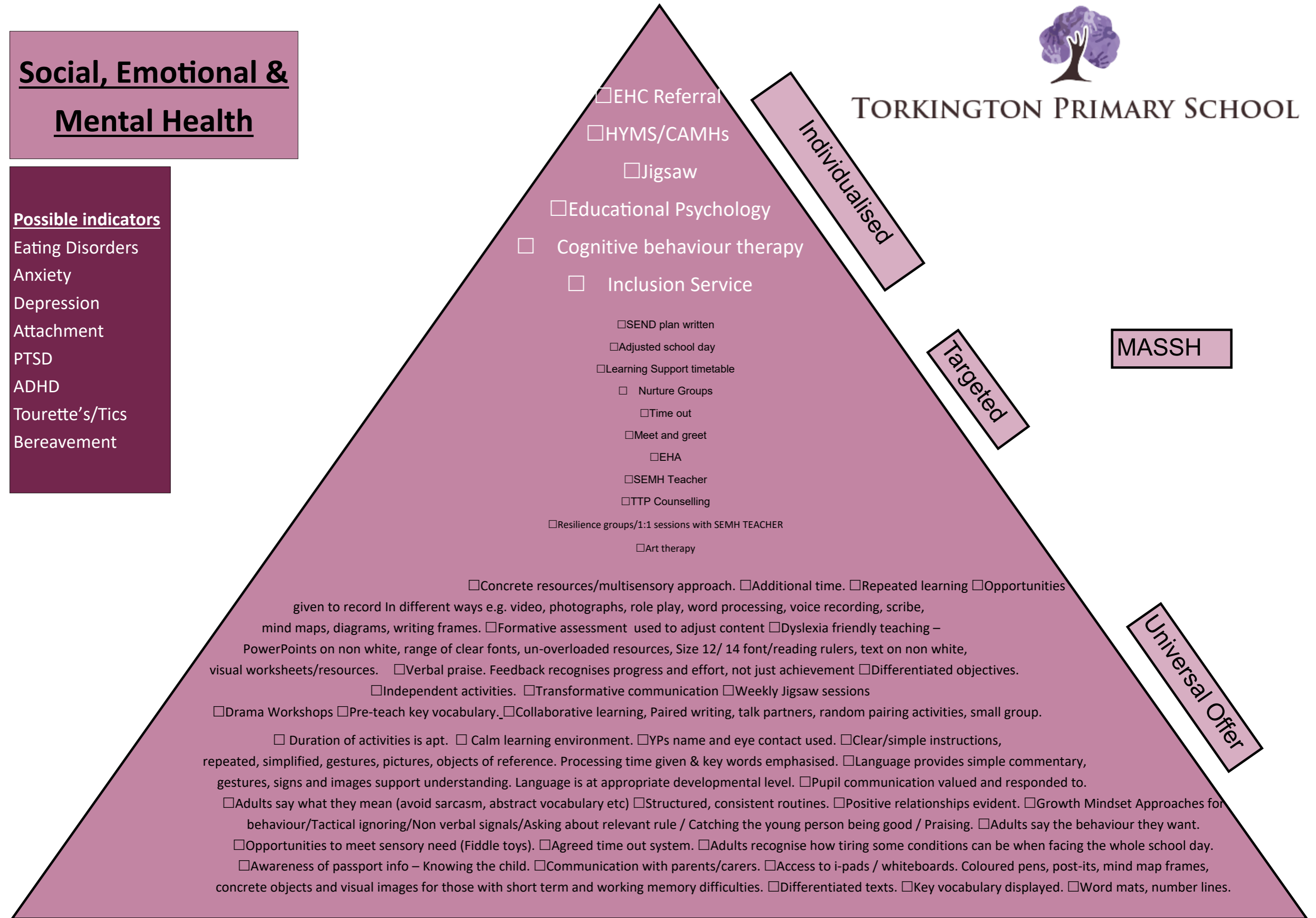




## Social, Emotional & Mental Health

### 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

Individualised

- SEND plan written
- Meet and greet
  - Time out
  - ADOS Referral
- 1:1 emotional support/check ins
  - TTP
  - Jigsaw support
- Half termly child led reviews
  - Nurture groups

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 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

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 COGNITION AND LEARNING  
TEACHER support.

Individualised

Numeracy Intervention

Literacy Intervention

COGNITION AND LEARNING TEACHER referral

SEND Plan written

Phonics intervention

Workshark

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  Boosters  1:1 readers  Adult modelling  WAGOLLS  Interactive support such as TTRS

Universal Offer



## Sensory & Physical

### Possible indicators

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

