

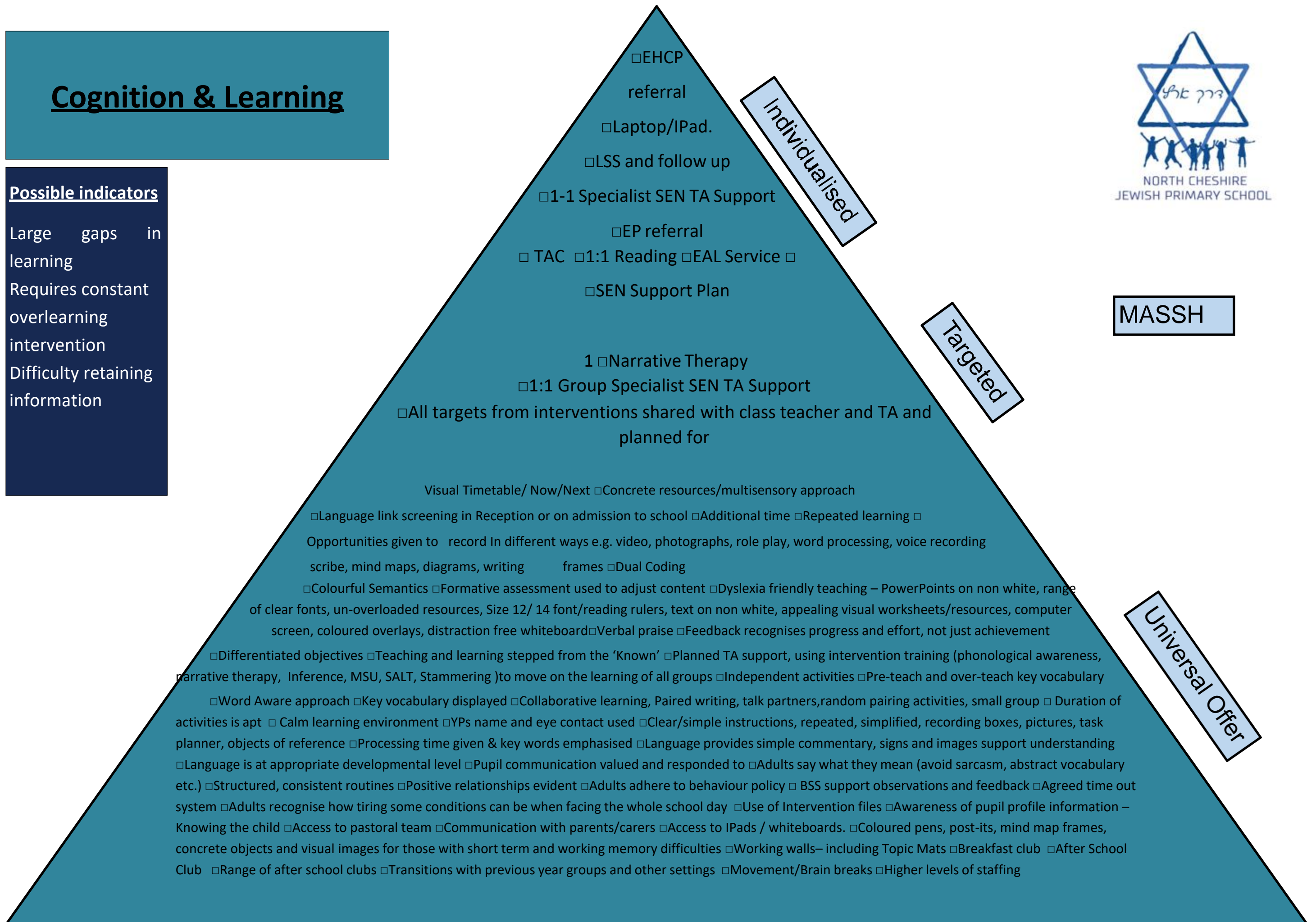
Cognition & Learning

Possible indicators

Large gaps in learning
Requires constant overlearning intervention
Difficulty retaining information



MASSH



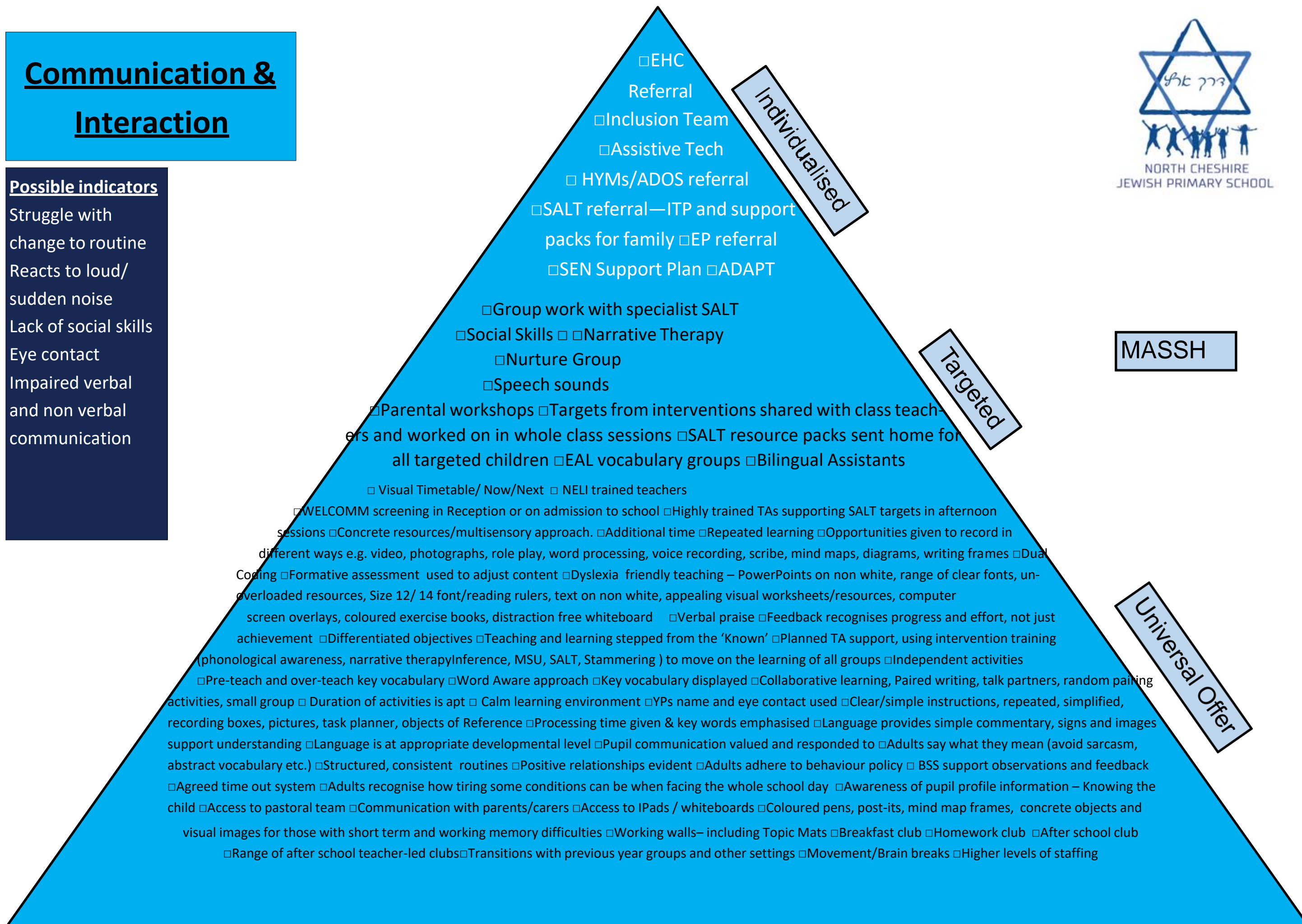
Communication & Interaction

Possible indicators

Struggle with change to routine
 Reacts to loud/ sudden noise
 Lack of social skills
 Eye contact
 Impaired verbal and non verbal communication



MASSH



Sensory & Physical

Possible indicators

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



MASSH

Individualised

Targeted

Universal Offer

- EHCP referral
- OT referral
- EP referral
- Magnifier □ Hearing Aid
- Laptop/iPad (individual)
- Sensory support referral
- Visual Impairment Team □ SEN Support Plan □ Toileting plan

- MSU Weighted belt/ jacket/ lap pad □ Chewlery
- Bean bags □ Specialist chairs □ Footrests □ □ Planned high intensity outdoor activities e.g. climbing frame/ running □ Sloped writing desks □ Fiddle toys □ Targeted work with sports coaches in free time □ Ear defenders □ Wobble cushion □ Distraction board □ Sand timers
- Support selecting dinners □ Support trying new foods
- Pen grips □ Individual visual timetable □ Proactive conversations with parents to ensure consistency of approach at home
- School Nurse □ Position in class

- OT boxes in class with targeted activities for all children □ Use of OT TA to support targets □ Movement/ Brain breaks Dough gym □ Highly proprioceptive PE activities– e.g. crawling, climbing, swinging
- Opportunities to write in different ways with high sensory feedback e.g. foam, sand, paint □ Support in toilet training □ School nurse drop ins □ Visual Timetable/ Now/Next □ 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 □ Left handed equipment □ Visualizer □ 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, computer screen overlays, coloured exercise books, distraction free whiteboard □ Verbal praise □ Feedback recognises progress and effort, not just achievement
- Differentiated objectives □ Teaching and learning stepped from the 'Known' □ Planned TA support, using intervention training (phonological awareness, narrative therapy, Inference, MSU, SALT, Stammering) to move on the learning of all groups □ Independent activities □ 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, recording boxes, pictures, task planner, objects of reference □ Processing time given & key words emphasised □ Language provides simple commentary, 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. □ Adults adhere to behaviour policy
- Agreed time out system □ Adults recognise how tiring some conditions can be when facing the whole school day □ Awareness of pupil profile information – Knowing the child
- Communication with parents/carers □ Access to iPads / whiteboards □ Coloured pens, post-its, mind map frames, concrete objects and visual images for those with short term and working memory difficulties □ Working walls– including Topic Mats □ Range of after school teacher-led clubs □ Transitions with previous year groups and other settings □ Breakfast Club □ Afterschool Club □ Higher levels of staffing

Social, Emotional & Mental Health

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

