Cognition & Learning

Possible indicators

Large gaps in learning
Requires constant overlearning intervention
Difficulty retaining information

referral

Laptop/IPad.

LSS and follow up

1-1 Specialist SEN TA Support

EP referral

TAC 1:1 Reading DEAL Service D

SEN Support Plan



MASSH

1 □Narrative Therapy
□1:1 Group Specialist SEN TA Support
□All targets from interventions shared with class teacher and TA and

planned for

Visual Timetable/ Now/Next □Concrete resources/multisensory approach

□Language link screening in Reception or on admission to school □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 □Dual Coding

□Colourful Semantics □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, computer screen, coloured overlays, 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, arrative therapy, Inference, MSU, SALT, Stammering)to move on the learning of all groups □Independent activities □Pre-teach and over-teach key vocabulary

□Word Aware approach □Key vocabulary displayed □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 □ BSS support observations and feedback □Agreed time out system □Adults recognise how tiring some conditions can be when facing the whole school day □Use of Intervention files □Awareness of pupil profile information − Knowing the child □Access to pastoral team □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 □Breakfast club □After School Club □Range of after school clubs □Transitions with previous year groups and other settings □Movement/Brain breaks □Higher levels of staffing

<u>Communication &</u> <u>Interaction</u>

Possible indicators

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

□EHC Referral □Inclusion Team □Assistive Tech ☐ HYMs/ADOS referral □SALT referral—ITP and support packs for family □EP referral □SEN Support Plan □ADAPT □Group work with specialist SALT □Social Skills □ □Narrative Therapy MASSH □Nurture Group □Speech sounds Parental workshops
Targets from interventions shared with class teach s and worked on in whole class sessions $\square SALT$ resource packs sent home for all targeted children □EAL vocabulary groups □Bilingual Assistants □ Visual Timetable/ Now/Next □ NELI trained teachers /ELCOMM screening in Reception or on admission to school □Highly trained TAs supporting SALT targets in afternoon sions □Concrete resources/multisensory approach. □Additional time □Repeated learning □Opportunities given to record in erent ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames □Dua Coding 🗆 Formative assessment used to adjust content 🗆 Dyslexia friendly teaching — PowerPoints on non white, range of clear fonts, unverloaded 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 therapyInference, MSU, SALT, Stammering) to move on the learning of all groups \Box Independent activities □Pre-teach and over-teach key vocabulary □Word Aware approach □Key vocabulary displayed □Collaborative learning, Paired writing, talk partners, random pailing ctivities, 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 □ BSS support observations and feedback □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 \(Access to pastoral team \(Communication \) 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 \(\subseteq \text{Working walls-- including Topic Mats } \subseteq \text{Breakfast club } \subseteq \text{Homework club } \subseteq \text{After school club}. □Range of after school teacher-led clubs□Transitions with previous year groups and other settings □Movement/Brain breaks □Higher levels of staffing

Sensory & Physical

Possible indicators

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

Chewing

Physical

impairment

referra □OT referra ☐ 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

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□ 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

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□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

