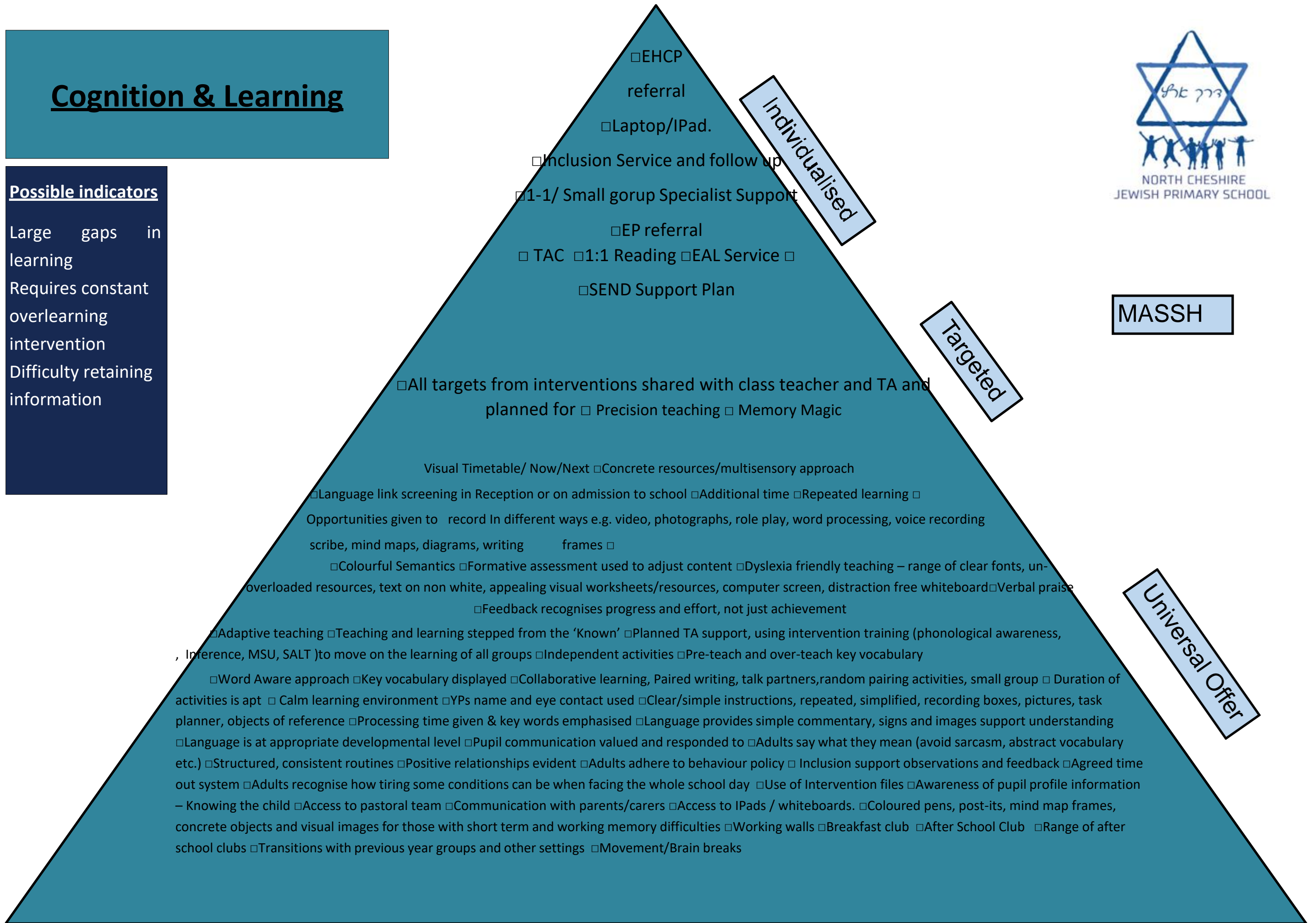


Cognition & Learning

Possible indicators

Large gaps in learning
 Requires constant overlearning intervention
 Difficulty retaining information

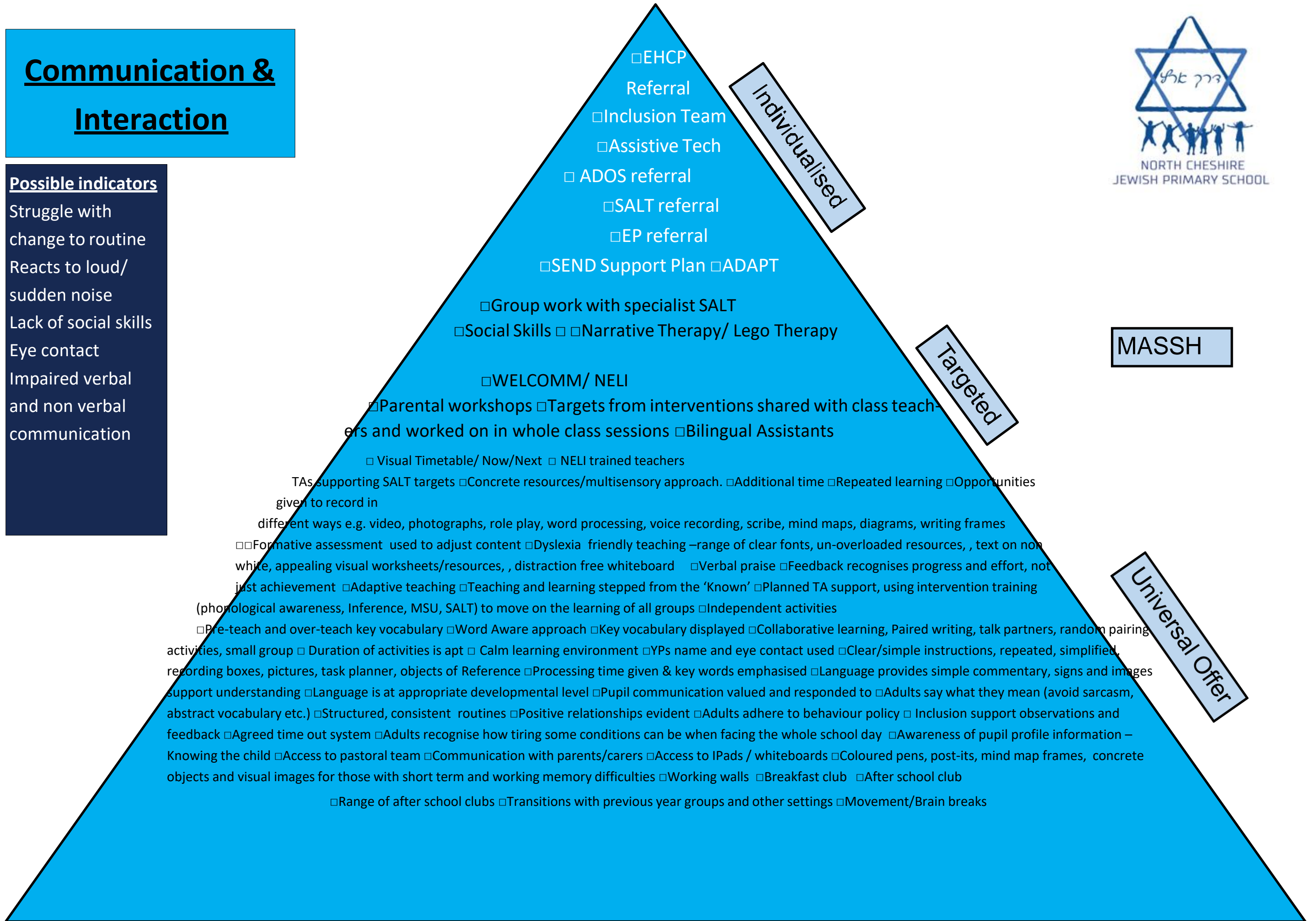


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Communication & Interaction

Possible indicators

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



- EHCP Referral
- Inclusion Team
- Assistive Tech
- ADOS referral
- SALT referral
- EP referral
- SEND Support Plan □ADAPT

- Group work with specialist SALT
- Social Skills □Narrative Therapy/ Lego Therapy
- WELCOMM/ NELI
- Parental workshops □Targets from interventions shared with class teachers and worked on in whole class sessions □Bilingual Assistants

- Visual Timetable/ Now/Next □ NELI trained teachers
- TAs supporting SALT targets □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 –range of clear fonts, un-overloaded resources, , text on non white, appealing visual worksheets/resources, , distraction free whiteboard □Verbal praise □Feedback recognises progress and effort, not just achievement □Adaptive teaching □Teaching and learning stepped from the 'Known' □Planned TA support, using intervention training (phonological awareness, Inference, MSU, SALT) 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 □Inclusion 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 □Working walls □Breakfast club □After school club
- Range of after school clubs □Transitions with previous year groups and other settings □Movement/Brain breaks

Individualised

Targeted

MASSH

Universal Offer

Sensory & Physical

Possible indicators

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



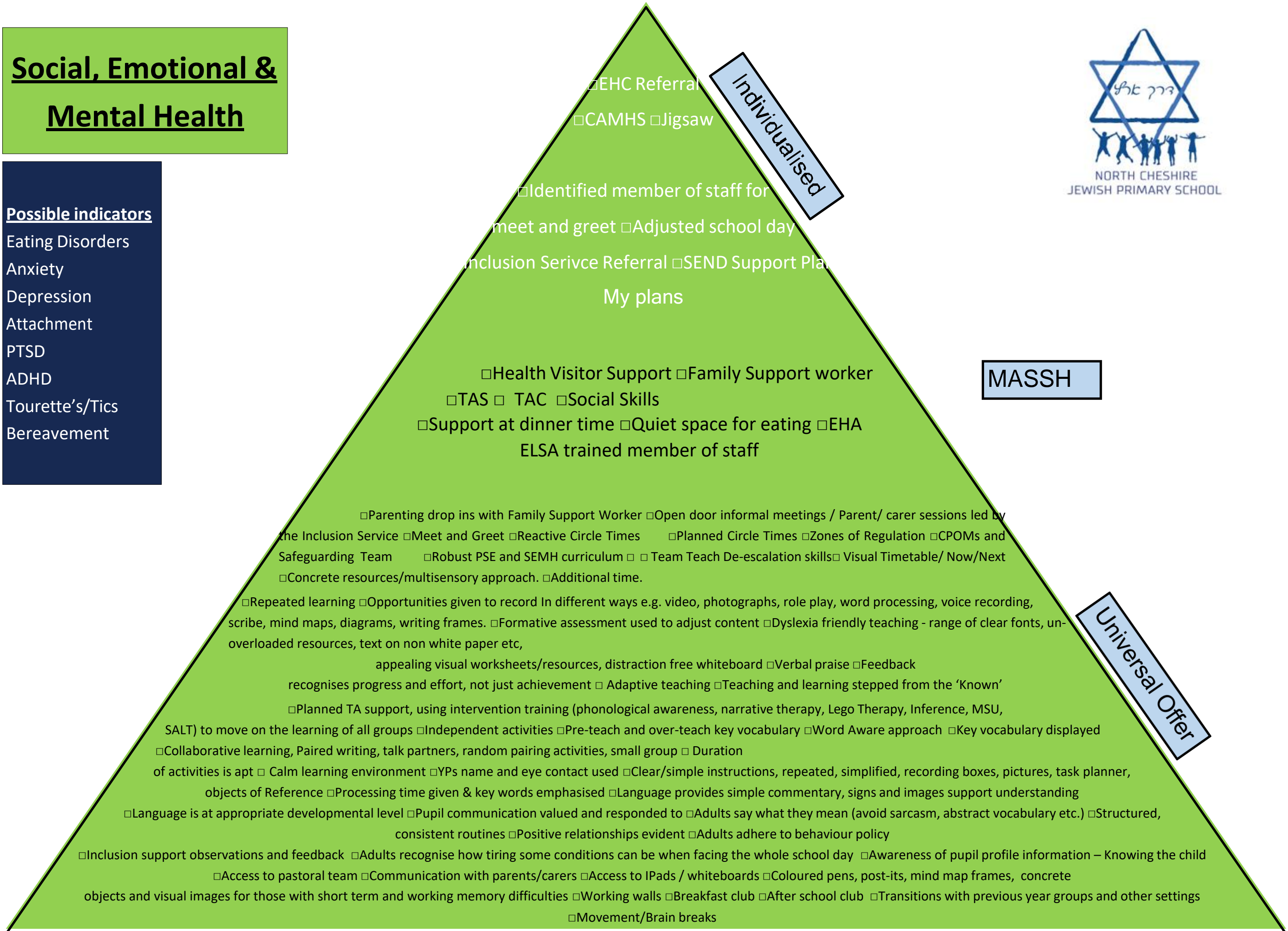
MASSH



Social, Emotional & Mental Health

Possible indicators

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



□EHC Referral
□CAMHS □Jigsaw

Individualised

□Identified member of staff for
□meet and greet □Adjusted school day
□Inclusion Service Referral □SEND Support Plan

My plans

□Health Visitor Support □Family Support worker
□TAS □ TAC □Social Skills
□Support at dinner time □Quiet space for eating □EHA
ELSA trained member of staff

MASSH

□Parenting drop ins with Family Support Worker □Open door informal meetings / Parent/ carer sessions led by
the Inclusion Service □Meet and Greet □Reactive Circle Times □Planned Circle Times □Zones of Regulation □CPOMs and
Safeguarding Team □Robust PSE and SEMH curriculum □ Team Teach De-escalation skills □ 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 □Dyslexia friendly teaching - range of clear fonts, un-
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Universal Offer