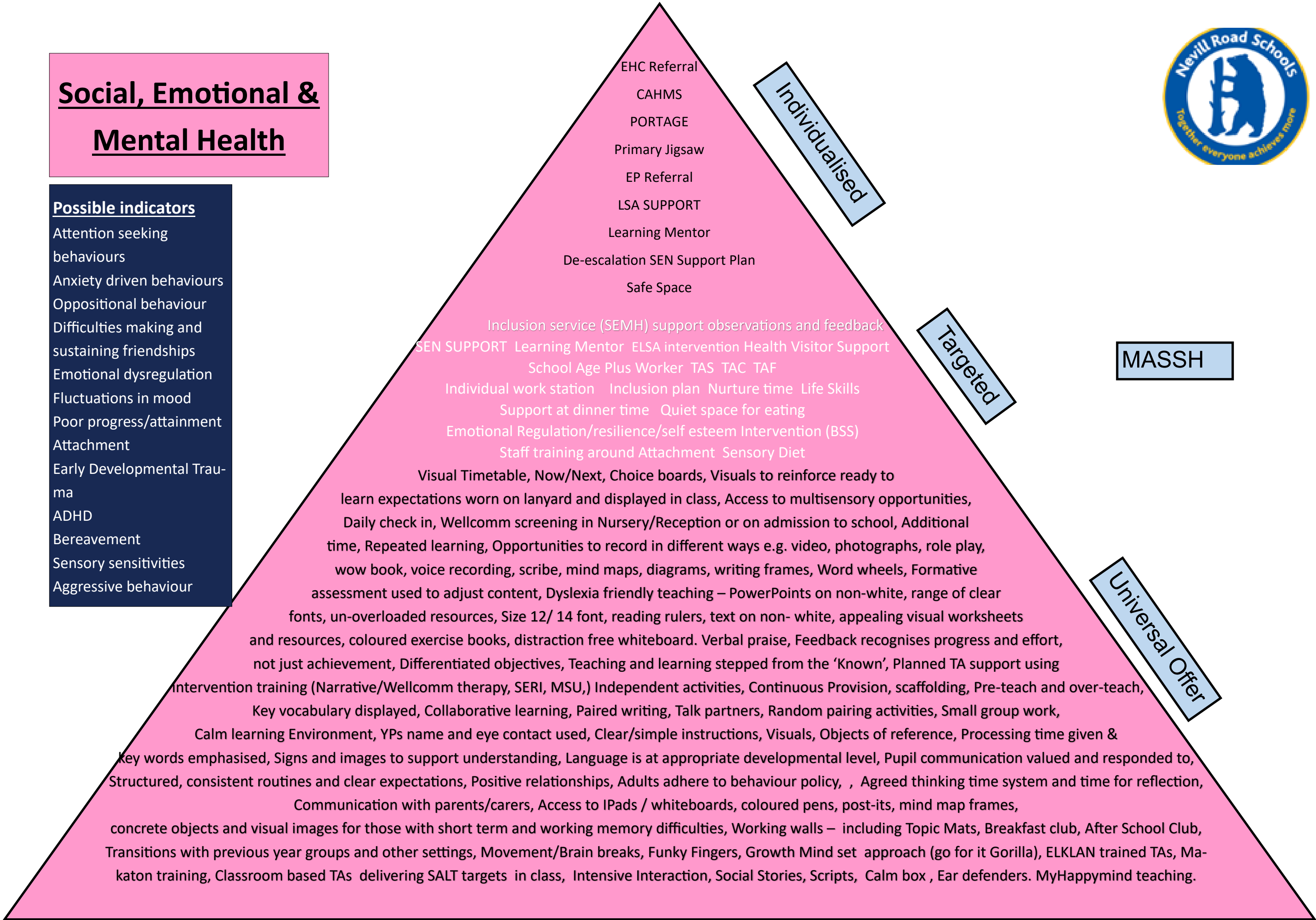


# Social, Emotional & Mental Health

- Possible indicators**
- Attention seeking behaviours
  - Anxiety driven behaviours
  - Oppositional behaviour
  - Difficulties making and sustaining friendships
  - Emotional dysregulation
  - Fluctuations in mood
  - Poor progress/attainment
  - Attachment
  - Early Developmental Trauma
  - ADHD
  - Bereavement
  - Sensory sensitivities
  - Aggressive behaviour



## Communication & Interaction



### Possible indicators

Speech Sound Difficulties  
Clarity of speech  
Attention and Listening  
Social Communication difficulties  
Sensory sensitivities  
Poor social skills  
Lack of eye contact  
Impaired verbal and non verbal communication  
Finds change difficult

EHC Plan  
SEN SUPPORT PLAN  
ASSISTIVE TECHNOLOGY  
ACE DEVICE  
SALT/CDU/CAHMS/MASSH REFERRAL  
INDIVIDUAL THERAPY PLANS

Individualised

SEN SUPPORT PLAN, Wellcomm Intervention,  
Buy Back SALT therapy/Individual action plans  
Group/Individual work with ELCAN trained TA  
Social Skills Group, Attention and Listening Narrative Intervention  
Expressive Language Narrative Intervention  
Phonological Awareness groups, Sports coaches supporting  
social skills through play, Phase 1/2 Speech sound work. Targets from Interventions  
shared with class teachers and worked on in whole class sessions and sent home for  
all targeted children . Bilingual support/EDS assessment

Targeted

MASSH

Visual Timetable, Now/Next, Choice boards, Visuals to reinforce ready to learn expectations worn  
on lanyard and displayed in class, Access to play and multisensory opportunities, Daily check in,  
Wellcomm screening in Nursery/speechlink Reception or on admission to school, Additional time,  
Repeated learning, Opportunities to record in different ways e.g. video, photographs, role play,  
wow book, voice recording, scribe, mind maps, diagrams, writing frames, Word wheels, 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  
and resources, 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

(Narrative/Wellcomm therapy, SERI, MSU,) Independent activities, Continuous Provision, Pre-teach and over-teach key vocabulary, Key vocabulary  
displayed, Collaborative learning, Paired writing, Talk partners, Random pairing activities, small group work, Calm learning Environment, YPs name and  
eye contact used, Clear/simple instructions, Visuals, Objects of reference, Processing time given & key words emphasised, Signs and images to  
support understanding, Language is at appropriate developmental level, Pupil communication valued and responded to, Structured, consistent  
routines and clear expectations, Positive relationships, Adults adhere to behaviour policy, Praise post cards, BSS support observations and feedback ,  
Agreed thinking time system, 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, Transitions with previous year groups and other settings, Sound field system, Movement/Brain breaks, Funky Fingers, Growth Mind set ap-  
proach (go for it gorilla) , ELKLAN trained TAs, Makaton training, Classroom based TAs delivering SALT targets in class,  
Intensive Interaction, Social Stories, Scripts

Universal Offer

## Cognition & Learning

### Possible indicators

Significantly behind peers  
Requires constant overlearning  
Failing to make progress despite intervention  
Difficulty retaining information

EHCP

SEN Support

SALT/CDU

referral

1-1 LSS support

Individualised

Inclusion service support observation and advice.

LSS support, Marvellous Maths, SERI,

Learning Mentor Support

Phonological Awareness, Reception Literacy programme

Focused Maths Intervention

Narrative Intervention Therapy, Buy Back SALT

Targeted

MASSH

Visual Timetable, Now/Next, Choice boards, Visuals to reinforce ready to

learn expectations worn on lanyard and displayed in class, Access to multisensory opportunities,

Daily check in, Wellcomm screening in Nursery/Speechlink Reception or on admission to school, Additional

time, Repeated learning, Opportunities to record in different ways e.g. video, photographs, role play,

wow book, voice recording, scribe, mind maps, diagrams, writing frames, Word wheels, 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

and resources, 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(Narrative/Wellcomm therapy, SERI, MSU,) Independent activities, Continuous Provision, Pre-teach and over-teach

key vocabulary, Key vocabulary displayed, Collaborative learning, Paired writing, Talk partners, Random pairing activities, small group work,

Calm learning Environment, YPs name and eye contact used, Clear/simple instructions, Visuals, Objects of reference, Processing time given &

key words emphasised, Signs and images to support understanding, Language is at appropriate developmental level, Pupil communication valued and

responded to, Structured, consistent routines and clear expectations, Positive relationships, Adults adhere to behaviour policy, Praise post cards, BSS

support observations and feedback , Agreed thinking time system, 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, Transitions with previous year groups and other settings, Sound field system, Movement/Brain

breaks, Chillax programme, Funky Fingers, Growth Mind set approach (Go for in Gorilla), MyHappy mind resilience, ELKLAN trained TAs, Makaton

training, Classroom based TAs delivering SALT targets in class, Intensive Interaction, Social Stories, Scripts

Universal Offer





# Sensory & Physical



## Possible indicators

Physical disability  
Fine and/or gross motor difficulties  
Balance/coordination and proprioception difficulties  
Dysregulation  
Stimming  
Constant movement or fidgeting  
Chewing  
Sensory/Physical impairment

