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

EHC Referral CAHMS PORTAGE Primary Jigsaw EP Referral LSA SUPPORT Learning Mentor De-escalation SEN Support Plan Safe Space

Individualised

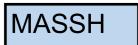
Targeted

Inclusion service (SEMH) support observations and feedback SEN SUPPORT Learning Mentor ELSA intervention Health Visitor Support School Age Plus Worker TAS TAC TAF Individual work station Inclusion plan Nurture time Life Skills Support at dinner time Quiet space for eating Emotional Regulation/resilience/self esteem Intervention (BSS) Staff training around Attachment Sensory Diet

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/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 Universal Offer Aggressive behaviour 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 ntervention training (Narrative/Wellcomm therapy, SERI, MSU,) Independent activities, Continuous Provision, scaffolding, Pre-teach and over-teach, 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 & tey 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, , Agreed thinking time system and time for reflection, 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, Movement/Brain breaks, Funky Fingers, Growth Mind set approach (go for it Gorilla), ELKLAN trained TAs, Makaton training, Classroom based TAs delivering SALT targets in class, Intensive Interaction, Social Stories, Scripts, Calm box, Ear defenders. MyHappymind teaching.





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

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 hared with class teachers and worked on in whole class sessions and sent home for all targeted children . Bilingual support/EDS assessment

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 approach (go for it gorilla), ELKLAN trained TAs, Makaton training, Classroom based TAs delivering SALT targets in class, Intensive Interaction, Social Stories, Scripts



MASSH

Universal Offer

Cognition & Learning

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

SEN Support SALT/CDU

Individualised

EHCP

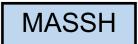
referral

1-1 LSS support

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

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 Universal Offer 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 learningEnvironment, 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 wallsincluding 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), MyHappymind resilience, ELKLAN trained TAs, Makaton training, Classroom based TAs delivering SALT targets in class, Intensive Interaction, Social Stories, Scripts





largeted

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

referral **OT** Referral Individualised ED PSYCH referral **CAMHS** referral SENSORY SUPPORT Referra **SPECIALIST EQUIPMENT PHYSIOTHERAPY SEN Support Plan Toileting plan** ACCESS PLAN MEDICAL SUPPORT CALM SPACE 1;1 SUPPORT

MSU Sensory Diet Calm/sensory box, essential oils pots Heavy Lifting, Deep pressure activities Sit and Move Cushion Weighted blanket/ lap pad Fidget/chew toys Targeted Bean bags Specialist chairs / Footrests Planned high intensity outdoor activities e.g. climbing frame/ running on the track Vertical writing planes Sloped writing Boards Ear defenders Wobble cushion Sand timers Messy Play and food activities Intervention Pencil grips Magnifier Individual visual timetable Proactive conversations with parents to ensure consistency of approach at home School Nurse Position in class Health Visitor Regular snack breaks Emotional Regulation Intervention

Sensory box in each class Movement/Brain breaks Funky Fingers Access to calm space 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 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/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 friend 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 approach (go for it gorilla), MyHappymind programme, ELKLAN trained TAs, Makaton training, Classroom based TAs delivering SALT targets in class, Intensive Interaction, Social Stories, Scripts



MASSH

- Universal Offer