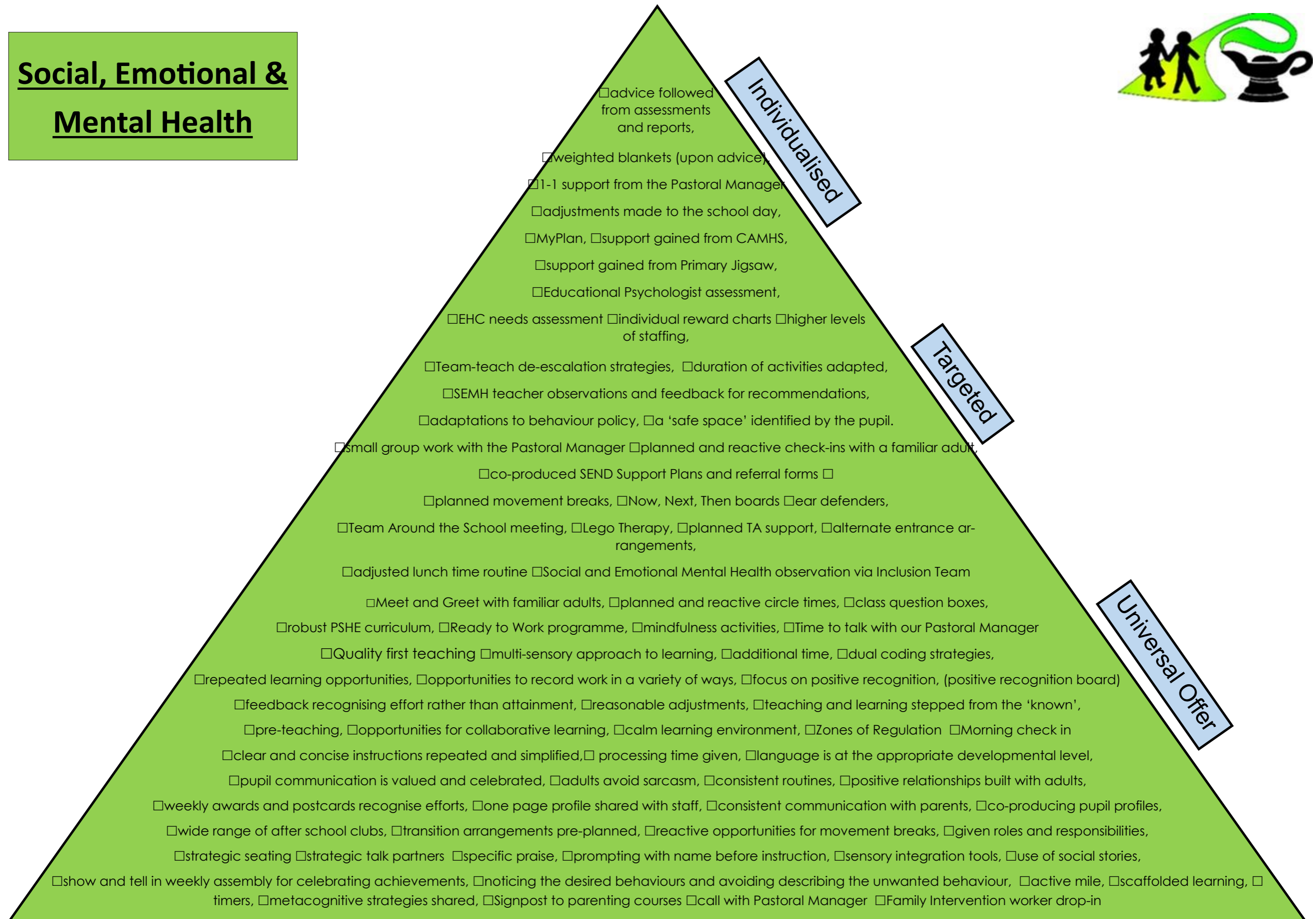
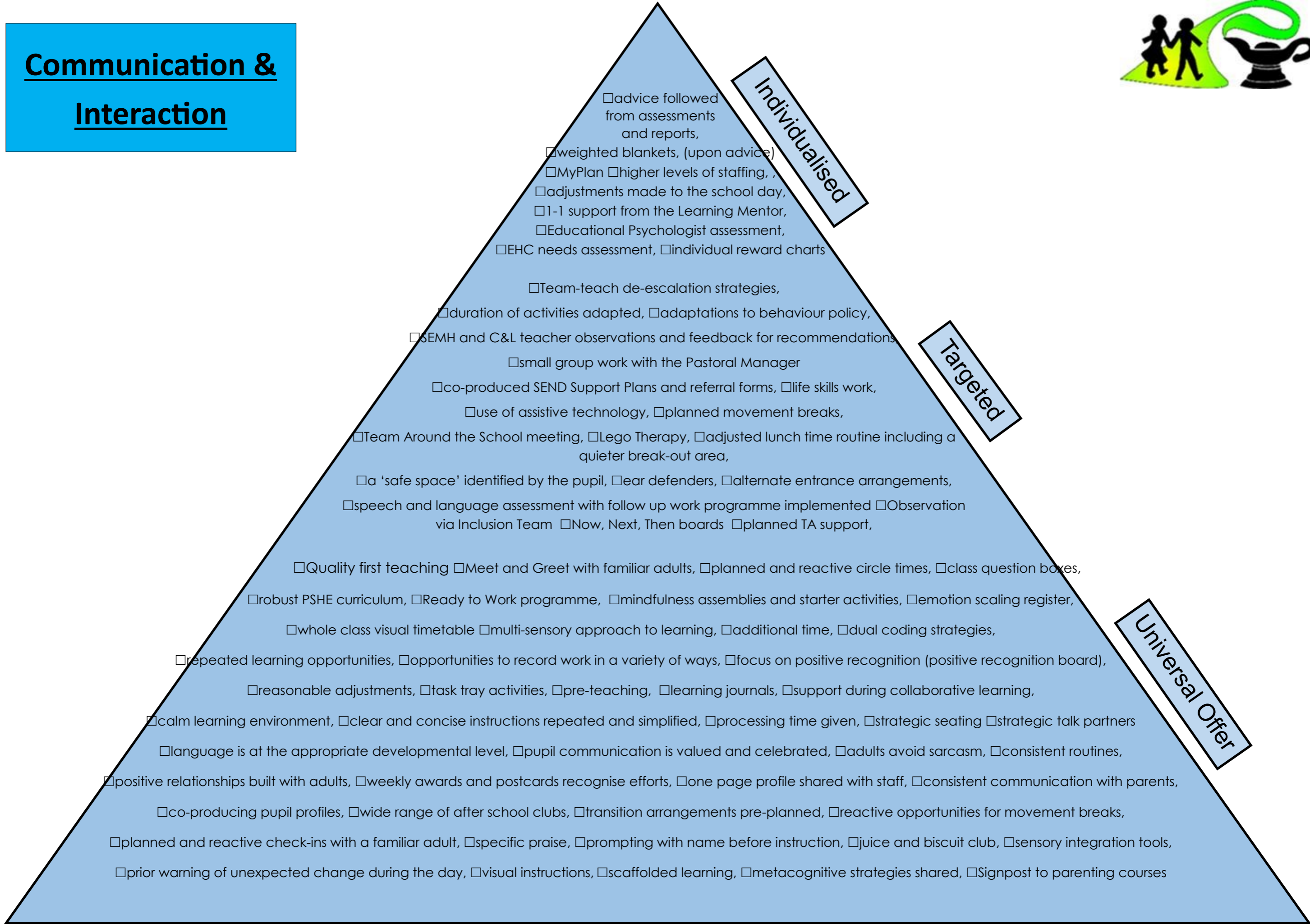


Social, Emotional & Mental Health



Communication & Interaction



Cognition & Learning



Individualised

- advice followed from assessments and reports,
- EHC needs assessment,
- Educational Psychologist involvement
- adjustments made to the school day,
- 1:1 specialist teaching and follow up work programme implemented. higher levels of staffing,

Targeted

- Duration of activities adapted,
- C&L teacher observations and feedback for recommendations,
- co-produced SEND Support Plans and referral forms, use of assistive technology,
- planned movement breaks, Motor Skills United,
- life skills work, speech and language assessment with follow up work programme implemented,
- standards tracker used to monitor progress and identify gaps in learning and next steps,
- phonics intervention,
- Memory Magic interventions, reading interventions, times table interventions,
- EAL service support, scribe, talking tin, alternative pens/pencils, overlays, Cognition and Learning observation via Inclusion Team Reader Pen sensory integration tools, Now, Next, Then boards

MASSH

Universal Offer

- Quality first teaching Ready to Work programme, use of visual time table and instructions, multi-sensory approach to learning, additional time
- dual coding strategies, repeated learning opportunities, opportunities to record work in a variety of ways, focus on positive recognition,
- feedback recognising effort rather than attainment, reasonable adjustments, teaching and learning stepped from the 'known',
- planned TA support, pre-teaching, opportunities for collaborative learning, calm learning environment, steps to success
- clear and concise instructions repeated and simplified, processing time given, language is at the appropriate developmental level,
- pupil communication is valued and celebrated, consistent routines, positive relationships built with adults, weekly awards and postcards recognise efforts,
- one page profile shared with staff, consistent communication with parents, co-producing pupil profiles, reactive opportunities for whole class movement breaks, specific praise,
- prompting with name before instruction, show and tell in weekly assembly for celebrating achievements, timers
- noticing the desired behaviours and avoiding describing the unwanted behaviour, visual instructions, metacognitive strategies shared, Dyslexia-friendly teaching,
- key vocabulary displayed, listened to reading distraction-free learning environment, seating positions considered, scaffolded learning, active mile
- strategic talk partners scaffolded learning, active mile signpost to parenting course strategic seating

Sensory & Physical

