

Communication and Interaction

High Needs Support – Few Children

Individual SEND plan in place with regular parent/ teacher review meetings
Interventions personalised and planned around needs
Personalised visual timetable
Now, next and then boards
PECs
Individual Speech and Language target intervention
Individual work station to support focus if necessary
1:1 TA Support where required
Involvement of SALT if appropriate
Collaboration with parents between annual reviews

Relating to difficulties with: **Attention and Interaction Skills**

May struggle to ignore distractions
May need reminders to stay focused
Interactions may not always be appropriate
May have difficulties building and sustaining peer relationships
May have difficulties initiating or sustaining a conversation.

Speech and Expressive Language

May have limited vocabulary
May be difficult to understand / follow their conversation
Some immaturities in the speech/sound system.
Phonological awareness may be weak which may mean their literacy is affected.

Understanding/ Receptive Language

May need visuals to support spoken language
May frequently misunderstand communication
May require additional processing time
May struggle to follow instructions

SEN Support –Some Children

SEND Support plan in place
Time to Talk language intervention
Speech and Language screening
Speech and Language Therapist discussion
Word mats to support vocabulary
Speech and Language intervention work e.g., Wellcomm

Quality First Teaching— All Children

Visual timetables and pre-warning
Teacher awareness and understanding of learning needs of pupils
Well trained staff who are proactive in identifying and assessing additional needs
Weekly vocabulary lessons that feed in reading texts and lessons
Visual supports and manipulatives to support new concepts
Colourful Semantics to support reading and writing
All staff have access to a range of CPD opportunities to increase their knowledge and skills to various barriers in learning
A culture of high expectations



Cognition and Learning

High Needs Support – Few Children

Individual SEND plan in place with regular parent/teacher review meetings
Interventions personalised and planned around needs
Individual work station to support focus if necessary
1:1 TA Support where required
Involvement of a range of agencies, e.g. SALT, EP, CAMHS, Paediatrician, OT if appropriate
Collaboration with parents between annual reviews

SEN Support – Some Children

SEND Support plan in place
Daily 1:1 reading with an adult
Phonics intervention
Reading intervention e.g., fluency, speed, inference
Maths intervention
Colourful Semantics writing intervention
Pre and / or post teaching
Attention Autism intervention

Quality First Teaching – All Children

High quality teaching
A culture of high expectations
A warm and welcoming classroom where resilience is encouraged and students are able to develop their own strengths
Teacher awareness and understanding of learning needs of all pupils
A broad, balance and engaging curriculum
Differentiated learning tasks to meet the needs of all
Opportunities for practical learning, using clear visuals and manipulatives
A range of technology to support and aid quality teaching Opportunities for guided and independent work
Dyslexic friendly fonts and colour combinations used in all lessons.

Relating to difficulties with:

Children may have difficulties with the skills for effective learning such as:

Working memory
Visual perception
Problem solving
Sequencing
Organisational skills
Decision making
Processing information

Children may also have a specific learning difficulty such as:

Dyslexia
Dyscalculia
Dysgraphia
Dyspraxia



Social, Emotional and Mental Health

High Needs Support – Few Pupils

Individual SEND plan in place with regular parent/teacher review meetings
Interventions personalised and planned around needs
1:1 TA Support where required
Involvement of a range of agencies, e.g, SALT, EP, CAMHS, Paediatrician, OT if appropriate
Collaboration with parents between annual reviews
Calm space
Incredible 5 point scale
Therapeutic interventions

SEN Support –Some Pupils

ELSA interventions
Social stories
Comic strip conversations
Social skill interventions e.g We are Thinkers
Circle of friends intervention
Learning breaks to regulate
Behaviour logs and ABC charts to look for triggers.
Zones of Regulation intervention
Early help assessment and action plan
Referral to families plus if appropriate

Quality First Teaching—All Pupils

Jigsaw PSHE taught weekly
Curriculum linked with assemblies
Teacher awareness and understanding of learning needs of all students
A broad, balanced and engaging curriculum
Using high quality stories and books to develop key values e.g empathy
Relationship based approach to behaviour management
Positive recognition for rewards

Relating to difficulties with:

Social and emotional development difficulties may lead to:

Social isolation
Negative social interactions
Poor emotional regulation
Anxiety
Depression
Low self-esteem
Poor impulse control
Issues with self-image and self-esteem
Violent or aggressive outbursts



Sensory and / or Physical

High Needs Support – Few Pupils

Individual SEND plan in place with regular parent/
teacher review meetings
Interventions personalised and planned around needs
1:1 TA Support where required
Involvement of a range of agencies, e.g, SALT, EP,
CAMHS, Paediatrician, OT if appropriate
Collaboration with parents between annual reviews
Personal evacuation plans Personal risk assessments if
required
Individual sensory plan
Specific technology to support visual and hearing im-
pairments

SEN Support –Some Pupils

Learning breaks to regulate
SMART moves
Handwriting intervention
Fine motor skills exercises
Writing slope
Pencil grips
Support for toileting as necessary Support to cut up
food
Sensory questionnaire completed by school and home
Sensory breaks
Access to inclusive sports

Quality First Teaching— All Pupils

Teacher awareness and understanding of learning needs of all students
Regular differentiated P.E sessions
Explicit handwriting lessons
Audit of environment to consider adaptations required
Accessibility plan regularly reviewed and updated
Teacher awareness and understanding of learning needs of all
students
A broad, balanced and engaging curriculum
Learning breaks between lessons

Relating to difficulties with:

Motor skills

Handwriting
Using cutlery and other tools e.g
scissors
Motor planning
Balance
Gross motor movements

Sensory processing

Hypersensitive sensory needs
Hypo sensitive sensory needs
Pica

Physical needs

Toileting and self-care
Mobility

Sensory impairment

Hearing impairment
Visual impairment