



# 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  
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

## 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

### Relating to difficulties with:

#### **Attention & 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 sustaining a conversation

#### **Speech & 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



# 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

### 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

## 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.



# 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 Therapeutic interventions

## Relating to difficulties with: *Social and emotional development*

### *difficulties may lead to:*

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

## 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

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



# 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  
 Specific technology to support visual and hearing Impairments

## 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:**  
 Hand writing  
 Using cutlery and other tools e.g. scissors  
 Motor planning  
 Balance  
 Gross motor movements

**Sensory processing:**  
 Hypersensitive sensory needs  
 Hyposensitive sensory needs  
 Pica

**Physical needs:**  
 Toileting and self-care  
 Mobility

**Sensory impairment:**  
 Hearing impairment  
 Visual impairment