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| Cognition and Learning | **What might we see?**Pupils Needs  | **What might we do?**Interventions/ Resources/ Strategies | **What if it still doesn’t work?** |
| Level 1* Low levels of attainment and progress
* difficulty acquiring basic skills
* avoidance strategies
* poor phonological awareness
* short-term memory difficulties
* low self-esteem
* episodes of disengagement
* difficulties retaining and retrieving information
* challenging or withdrawn behaviour
* slow processing speed
* low cognitive ability
* memory difficulties
* processing difficulties
* dyslexic tendencies
* dyscalculia
 | Quality First Teaching | Currently in Use | Further Strategies | Assessments/screeners/checklists | External Support |
| * Differentiated curriculum planning, activities, and outcomes based on pupils’ needs and interests
* flexible mixed ability groupings
* visual timetables
* range of teaching and learning styles
* structured school and class routines
* working walls
* visual cues and prompts
* thinking/processing time given
* tasks simplified or extended
* variety of recording methods
* use of coloured backgrounds/paper
* multi-sensory approach
* Writing frames
* coloured overlays/reading rulers
* number lines/practical maths equipment
 | * *memory aids*
* *talking tins*
* *Pupil’s name/eye contact before giving instructions*
* *broken down/chunked instructions*
* *pre-teach and display vocabulary and key concepts*
* *jot down key points/instructions*
* *Timer*
* *Reading buddies*
* *Additional mathletics (All Years)*
* *Working memory intervention*
* *Handwriting intervention*
* *Fine Motor Skills*
* *Touch Typing*
* *Athematic skills*
* *Sentence Level Work*
* *Phonics and word level work*
* *Reading comprehension*
 | * Read Write Inc
* Letters and Sounds
 | * Primary School Dyslexia Checklist
* The Dyscalculia Assessment
* One minute reading test
* Target Tracker
* Salford Sentence Reading Test
* Helen Arkell Spelling Test
* Working Memory Checklist
 | * Hearing Impairment
* Visual Impairment
* CAHMS
* Occupational Therapy
* Educational Psychologist
* Invictus
* Noah’s Ark
* External Tuition
 |
| SEN SupportSignificant difficulty in retaining or applying learning | ***In addition to the above:**** *Catch Up Interventions*
* Personalised Provision Map
* IEP
* small group or one to one support
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| Social and Emotional  | **What might we see?**Pupils Needs  | **What might we do?**Interventions/ Resources/ Strategies | **What if it still doesn’t work?** |
| Level 1* Difficulty remaining on task
* Seeking frequent adult support
* Low level disruptions or attention seeking behaviours
* Showing signs of frustration and earl indications of disaffection or illusion
* Difficulty in making and maintaining healthy relationships with peers
* Presenting as withdrawn on tearful
* Increased disturbances during lessons
* fluctuating moods
* increased unpredictability over attitudes to learning tasks
* increasing inability to follow instructions and routines
* presenting as significantly unhappy or stressed
* non-attendance
* anxiety
 | Quality First Teaching | Currently in Use | Further Strategies | Assessments/screeners/checklists | External Support |
| * Whole school Behaviour Policy
* consistent use of rewards and sanctions
* careful monitoring of attitudes/behaviours
* SMART targets
 | * *Circle time*
* *Individual reward systems*
* *Restorative practice*
* *Personalised routines*
* *All about me booklet*
* *Social Skills Group*
* *Friendship groups*
* *1:1 Nurture work*

 | * *Personalised behaviour charts*
* Worry Box buddy systems
* visual prompts to reinforce expectations
* social seating
* time out systems within the classroom
* structured routines and guidelines
* calming strategies
* anger management support
* peer support
* develop emotional awareness
* SEAL
 | * SEAL Tracker
* Attachment Guidelines (CAMHS)
* The Wellbeing Toolkit
* ADHD – A guide for teachers
* SDQ
 | * Early Years Support Team
* Angie Hook
* Educational Psychologist
* Mental Health Team
* CAMHS
* Play Therapy
 |
| SEN Support* Uncooperative or defiant
* frequent episodes of aggression towards peers or adults
 | ***In addition to the above:**** *care plan*
* *Social Circles*
* *identified key adult*
* *Drawing and Talking Therapy*
* *Nurture group*
* *personal support plan*
* personalised timetable
* regularly reviewed behaviour targets
* programmes for managing and controlling behaviour
* Think Good Feel Good
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| Sensory and Physical  | **What might we see?**Pupils Needs  | **What might we do?**Interventions/ Resources/ Strategies | **What if it still doesn’t work?** |
| Level 1* Listening difficulties
* Missing spoken information
* Poor phonological awareness
* Slow processing of unfamiliar language
* Fluctuating hearing loss
* Slight visual impairment
* Handwriting/fine motor control difficulties
* Moderate gross motor difficulties
* Proprioception difficulties – knowing where they are within space
 | Quality First Teaching | Currently in Use | Further Strategies | Assessments/screeners/checklists | External Support |
| * Develop notetaking skills
* Good lighting
* Allow thinking time
* Good quality print and photocopying
* High colour contrast materials, including on whiteboard
* Range of pencils and grips
* Correct position for sitting
* correct position of paper
* Positioning of teacher
* Uncluttered and well organised learning environment
* Specialist vocabulary available at the beginning of each topic
* Summarise key points at start and end of lesson
 | * *Angled boards*
* *Touch Typing*
* *Theraputty*
* *Fine motor activities – stencils, mazes, dot to dots*
* *Cushions on chairs*
* *Fidget toys*

 | * Reduce background noise to improve acoustic environment
* Preferential seating
* Pre-writing/warm up activities
* Letter formation activities
* Fine motor skills games
* Grip development
* Visual aids and prompts
* Speed Up Handwriting
* Teach Mind mapping
 | * Characteristics of children with Developmental Coordination Disorder (OT)
 | * OT
* William Henry Smith School
* Educational Psychologist
* Hearing Impaired Service
* Visual Impairment team
* Habilitation team
 |
| SEN Support* moderate/profound hearing impairment
* moderate/profound visual impairment
* very weak phonology
* severe fine motor control difficulties
* severe gross motor difficulties
 | ***In addition to the above:**** *Vocabulary cards*
* *posture cushions*
* *Radio Aid*
* *Physio exercises*
* Modified resources e.g. enlarged print
* Circle of Friends
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| Communication and interaction  | **What might we see?**Pupils Needs  | **What might we do?**Interventions/ Resources/ Strategies | **What if it still doesn’t work?** |
| Level 1* Difficulty knowing how to talk and listen to others
* Difficulty making and maintaining friendships
* Anxiety in busy, unpredictable environments
* speech that is sometimes difficult to understand
* poor decoding
* poor comprehension
* difficulty saying words or sentences
* difficulty understanding words or sentences
* difficulty processing/following instructions
* short attention span
* limited vocabulary
* doesn’t ask or answer questions
 | Quality First Teaching | Currently in Use | Further Strategies | Assessments/screeners/checklists | External Support |
| * Opportunities for quality speaking and listening
* Talk partners
* Problem-solving tasks and activities
* Visual timetable
* Use of modelling and visual aids
* Structured routines
* Clear and simple explanations and chunking instructions
* Processing time
* Model correct pronunciation/sentences/

grammar | * *Social stories*
* *Role-play scenarios*
* *Pre-teaching of subject vocabulary*
* *Circle time activities*
 | * Time out system
* Visual prompt cards
* Emotions cards and activities
* Phase 1 Letters and Sounds activities
* Buddy system
 | * Concept Ages & Stages Checklist
* The development of speech sounds
* Primary Milestones (Communication trust)
* Guidance for referrers – ASD assessment (CAMHS)
* Is this Person on the autism spectrum? (ED Psych)
 | * Educational Psychologist
* Calderdale Speech and Language Therapy
* CAMHS
* ASD Team
 |
| SEN Support* difficulties involving specific skills such as sequencing, word finding, ordering
* inability to read facial expressions of others
* inability to cope with unstructured social situations including transitions
* rigid thinking, including strict routines and rituals
* difficulty understanding the rules of social interaction
* speech very difficult to understand
* considerable difficulties with receptive and/or expressive language
 | ***In addition to the above:**** *Word Wizard*
* *Concept development programme*
* *Language for Thinking*
* *Let’s Talk*
* *Speech and Language support*
* Regular, short sensory breaks
* Personalised social stories
* Personalised learning station
* Circle of Friends
* Black Sheep Narrative
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