Team-teach de-escalation strategies, duration of activities adapted,

SEMH teacher observations and feedback for recommendations,

adaptations to behaviour policy, a ‘safe space’ identified by the pupil.

small group work with the Pastoral Manager planned and reactive check-ins with a familiar adult,

co-produced SEND Support Plans and referral forms 

planned movement breaks, Now, Next, Then boards ear defenders,

Team Around the School meeting, Lego Therapy, planned TA support, alternate entrance arrangements,

adjusted lunch time routine Social and Emotional Mental Health observation via Inclusion Team

**Social, Emotional &**

**Mental Health**

Individualised

Targeted

Universal Offer

Targeted

**Communication & Interaction**

weighted blankets, (upon advice)

MyPlan higher levels of staffing, ,

adjustments made to the school day,

1-1 support from the Learning Mentor,

Educational Psychologist assessment,

EHC needs assessment, individual reward charts

Individualised

Team-teach de-escalation strategies,

duration of activities adapted, adaptations to behaviour policy,

SEMH and C&L teacher observations and feedback for recommendations,

small group work with the Pastoral Manager

co-produced SEND Support Plans and referral forms, life skills work,

use of assistive technology, planned movement breaks,

Team Around the School meeting, Lego Therapy, adjusted lunch time routine including a quieter break-out area,

a ‘safe space’ identified by the pupil, ear defenders, alternate entrance arrangements,

speech and language assessment with follow up work programme implemented Observation via Inclusion Team Now, Next, Then boards planned TA support,

Universal Offer

Targeted

**Cognition & Learning**

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,

Individualised

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

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

Universal Offer

Targeted

**Sensory & Physical**

weighted blankets (upon advice),

sound field system, OT support.

MyPlan, EHC needs assessment,

adjustments made to the school day,

disabled toilet, specialist chairs,

Individualised

Team-teach de-escalation strategies,

duration of activities adapted, adaptations to behaviour policy,

SEMH and C&L teacher observations and feedback for recommendations,

small group work or 1-1 support from the Learning Mentor,

co-produced SEND Support Plans and referral forms, use of assistive technology,

higher levels of staffing, planned movement breaks, Team Around the School meeting,

Lego Therapy, Motor Skills United, adjusted lunch time routine including a quieter break-out area,

a ‘safe space’ identified by the pupil, ear defenders, alternate entrance arrangements,

speech and language assessment with follow up work programme implemented, scribe, talking tin,

alternative pens/pencils, overlays, OT follow up programme implemented, chewellery, bracelets

sloped writing desk, wobble cushion, alternate lunch time arrangements advice sought from school nurse, adaptations to school uniform, advice sought from Sensory Support Service , subtitles on video ear defenders planned TA support,



Universal Offer

MASSH

Quality first teaching Meet and Greet with familiar adults, Ready to Work programme,

mindfulness assemblies and starter activities, use of visual time table and instructions,

multi-sensory approach to learning, additional time, dual coding strategies, strategic talk partners strategic seating

opportunities to record work in a variety of ways focus on positive recognition (positive recognition board) reasonable adjustments,

pre-teaching, opportunities for collaborative learning, calm learning environment,

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,

Signpost to parenting coursesone page profile shared with staff, consistent communication with parents,

wide range of after school clubs, transition arrangements pre-planned, whole class movement breaks

given roles and responsibilities, planned and reactive check-ins with a familiar adult, metacognitive strategies shared, School Nurse Open Clinic

specific praise, prompting with name before instruction, show and tell in weekly assembly for celebrating achievements,

sensory integration tools, noticing the desired behaviours and avoiding describing the unwanted behaviour, visual instructions, 

distraction-free learning environment, seating positions considered, highly proprioceptive PE activities, active mile.

Quality first teaching Meet and Greet with familiar adults, planned and reactive circle times, class question boxes,

robust PSHE curriculum, Ready to Work programme, mindfulness assemblies and starter activities, emotion scaling register,

whole class visual timetable 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 (positive recognition board),

reasonable adjustments, task tray activities, pre-teaching, learning journals, support during collaborative learning,

calm learning environment, clear and concise instructions repeated and simplified, processing time given, strategic seating strategic talk partners

language is at the appropriate developmental level, pupil communication is valued and celebrated, adults avoid sarcasm, 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, wide range of after school clubs, transition arrangements pre-planned, reactive opportunities for movement breaks,

planned and reactive check-ins with a familiar adult, specific praise, prompting with name before instruction, juice and biscuit club, sensory integration tools,

prior warning of unexpected change during the day, visual instructions, scaffolded learning, metacognitive strategies shared, Signpost to parenting courses

Meet and Greet with familiar adults, planned and reactive circle times, class question boxes,

robust PSHE curriculum, Ready to Work programme, mindfulness activities, Time to talk with our Pastoral Manager

Quality first teaching 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, (positive recognition board)

feedback recognising effort rather than attainment, reasonable adjustments, teaching and learning stepped from the ‘known’,

pre-teaching, opportunities for collaborative learning, calm learning environment, Zones of Regulation Morning check in

clear and concise instructions repeated and simplified, processing time given, language is at the appropriate developmental level,

pupil communication is valued and celebrated, adults avoid sarcasm, 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,

wide range of after school clubs, transition arrangements pre-planned, reactive opportunities for movement breaks, given roles and responsibilities,

strategic seating strategic talk partners specific praise, prompting with name before instruction, sensory integration tools, use of social stories,

show and tell in weekly assembly for celebrating achievements, noticing the desired behaviours and avoiding describing the unwanted behaviour, active mile, scaffolded learning, timers, metacognitive strategies shared, Signpost to parenting courses call with Pastoral Manager Family Intervention worker drop-in

weighted blankets (upon advice),

1-1 support from the Pastoral Manager

adjustments made to the school day,

MyPlan, support gained from CAMHS,

support gained from Primary Jigsaw,

Educational Psychologist assessment,

EHC needs assessment individual reward charts higher levels of staffing,

advice followed from assessments and reports,

advice followed from assessments and reports,

advice followed from assessments and reports,

advice followed from assessments and reports,