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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* low self-esteem * episodes of disengagement * difficulties retaining and retrieving information * challenging or withdrawn behaviour * slow processing speed * low cognitive ability * memory difficulties * processing difficulties * dyslexic tendencies * dyscalculia | Quality First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 Support  Significant 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 |