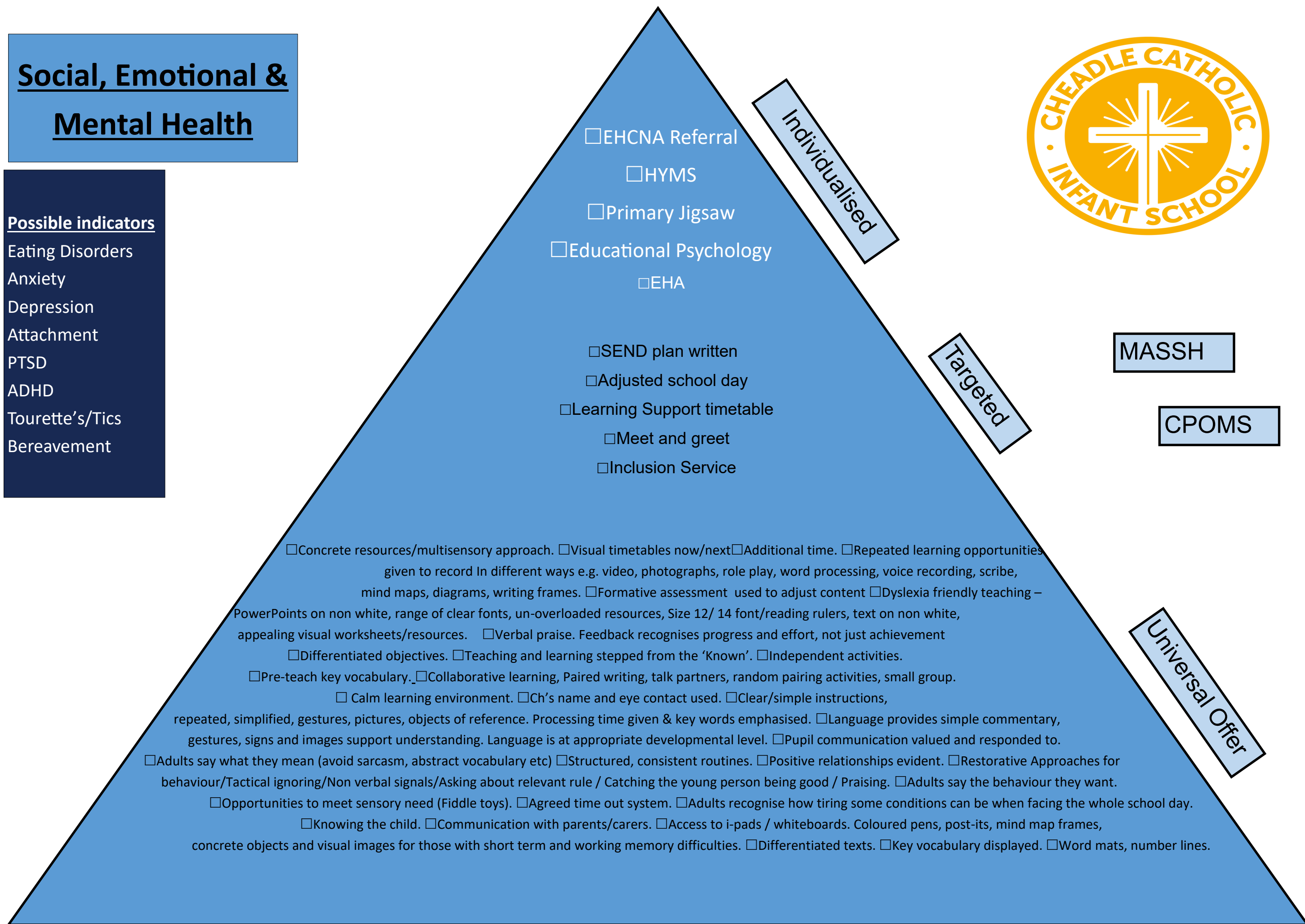
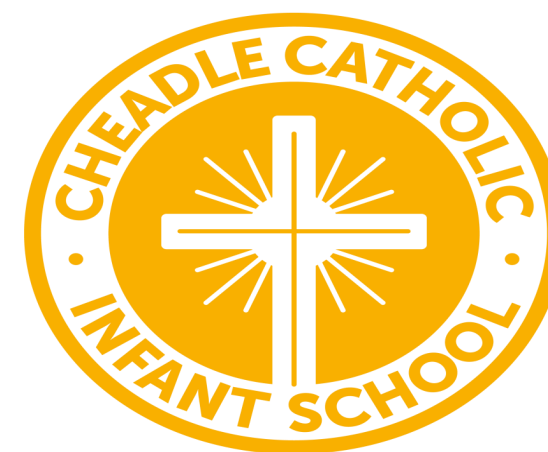


# Social, Emotional & Mental Health

## Possible indicators

Eating Disorders  
Anxiety  
Depression  
Attachment  
PTSD  
ADHD  
Tourette's/Tics  
Bereavement



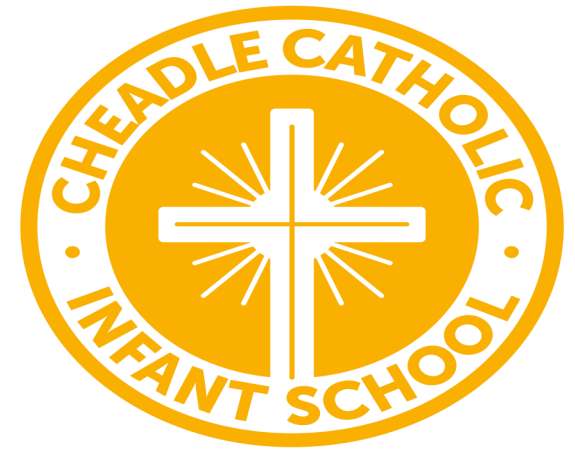
MASSH

CPOMS

## Communication & Interaction

### Possible indicators

Struggle with change to routine  
Reacts to loud/sudden noise  
Lack of social skills  
Eye contact



MASSH

- ☐ EHCNA Referral
- ☐ 1-1 ASD Team
- ☐ Complex Lead Inclusion Referral
- ☐ Assistive technology

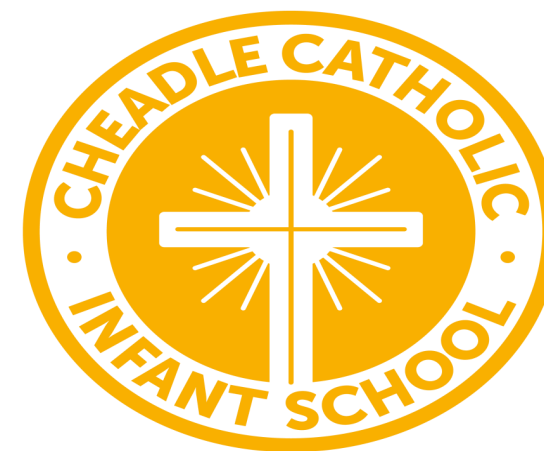
Individualised

- ☐ ASD Referral
- ☐ SEND plan written
- ☐ Meet and greet
- ☐ SALT referrals
- ☐ Inclusion Service
- ☐ Assistive Technology

Targeted

- ☐ Concrete resources/multisensory approach. ☐ Visual timetables now/next ☐ Additional time. ☐ Repeated learning ☐ Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. ☐ Formative assessment used to adjust content ☐ Dyslexia friendly teaching – PowerPoints on non white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non white, appealing visual worksheets/resources. ☐ Verbal praise. Feedback recognises progress and effort, not just achievement ☐ Differentiated objectives. ☐ Teaching and learning stepped from the 'Known'. ☐ Independent activities. ☐ Pre-teach key vocabulary. ☐ Collaborative learning, Paired writing, talk partners, random pairing activities, small group.
- ☐ Duration of activities clear ☐ Movement breaks ☐ Calm learning environment. ☐ Child's name and eye contact used. ☐ Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. ☐ Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. ☐ Pupil communication valued and responded to.
- ☐ Adults say what they mean (avoid sarcasm, abstract vocabulary etc) ☐ Structured, consistent routines. ☐ Positive relationships evident. ☐ Restorative Approaches for behaviour/Tactical ignoring/Non verbal signals/Asking about relevant rule / Catching the young person being good / Praising. ☐ Adults say the behaviour they want.
- ☐ Opportunities to meet sensory need (Fiddle toys). ☐ Agreed time out system. ☐ Adults recognise how tiring some conditions can be when facing the whole school day. ☐ Knowing the child. ☐ Communication with parents/carers. ☐ Access to i-pads / whiteboards. Coloured pens, post-its, mind map frames, concrete objects and visual images for those with short term and working memory difficulties. ☐ Differentiated texts. ☐ Key vocabulary displayed. ☐ Word mats, number lines.

Universal Offer



## Cognition & Learning

### Possible indicators

Significantly behind peers  
Requires constant overlearning  
Failing to make progress despite intervention  
Difficulty retaining information

Individualised

- ☐ EHCNA referral / EHCP
- ☐ Laptop/i-pad (individual).
- ☐ Assistive technology

Targeted

- ☐ Maths/English/Phonics Intervention
- Teacher/TA small group work
- ☐ Inclusion Service referral
- ☐ Homework Book
- ☐ SEND Plan written
- ☐ Assistive technology

MASSH

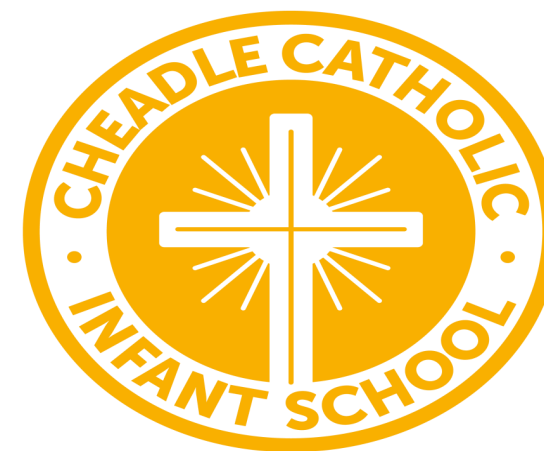
Universal Offer

- ☐ Concrete resources/multisensory approach. ☐ Visual timetables now/next ☐ Additional time. ☐ Repeated learning
- ☐ RWI 1:1 tutorials ☐ Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. ☐ Formative assessment used to adjust content ☐ Dyslexia friendly teaching – PowerPoints on non white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non white, appealing visual worksheets/resources. ☐ Verbal praise. Feedback recognises progress and effort, not just achievement
- ☐ Differentiated objectives. ☐ Teaching and learning stepped from the 'Known'. ☐ Independent activities.
- ☐ Pre-teach key vocabulary. ☐ Collaborative learning, Paired writing, talk partners, random pairing activities, small group.
- ☐ Duration of activities concise ☐ Calm learning environment. ☐ Child's name and eye contact used. ☐ Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. ☐ Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. ☐ Pupil communication valued and responded to.
- ☐ Adults say what they mean (avoid sarcasm, abstract vocabulary etc) ☐ Structured, consistent routines. ☐ Positive relationships evident. ☐ Restorative Approaches for behaviour/Tactical ignoring/Non verbal signals/Asking about relevant rule / Catching the young person being good / Praising. ☐ Adults say the behaviour they want.
- ☐ Opportunities to meet sensory need (Fiddle toys). ☐ Agreed time out system. ☐ Adults recognise how tiring some conditions can be when facing the whole school day.
- ☐ Knowing the child. ☐ Communication with parents/carers. ☐ Access to i-pads / whiteboards. Coloured pens, post-its, mind map frames, concrete objects and visual images for those with short term and working memory difficulties. ☐ Differentiated texts. ☐ Key vocabulary displayed. ☐ Word mats, number lines.

## Sensory & Physical

### Possible indicators

Fine and/or gross motor difficulties  
Difficulty in the classroom environment  
Constant movement or fidgeting



MASSH

Individualised

Targeted

Universal Offer

☐ OT referral.

☐ Hearing and Vision Specialist service

☐ Coloured paper.

☐ Laptop/i-pad (individual).

☐ Hearing and Vision Specialist service

☐ Coloured paper ☐ Sloping board

☐ Laptop/i-pad (individual).

☐ Wobble cushion ☐ Movement breaks

☐ ADHD referral

☐ SEND plan written

☐ Concrete resources/multisensory approach. ☐ Visual timetables now/next ☐ Additional time. ☐ Repeated learning ☐ Opportunities

given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe,

mind maps, diagrams, writing frames. ☐ Formative assessment used to adjust content ☐ Dyslexia friendly teaching –

PowerPoints on non white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non white,

appealing visual worksheets/resources. ☐ Verbal praise. ☐ Pencil Grips. Feedback recognises progress and effort, not just achievement

☐ Differentiated objectives. ☐ Teaching and learning stepped from the 'Known'. ☐ Independent activities.

☐ Pre-teach key vocabulary. ☐ Collaborative learning, Paired writing, talk partners, random pairing activities, small group.

☐ Duration of activities is concise ☐ Calm learning environment. ☐ Child's name and eye contact used. ☐ Clear/simple instructions,

repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. ☐ Language provides simple commentary,

gestures, signs and images support understanding. Language is at appropriate developmental level. ☐ Pupil communication valued and responded to.

☐ Adults say what they mean (avoid sarcasm, abstract vocabulary etc) ☐ Structured, consistent routines. ☐ Positive relationships evident. ☐ Restorative Approaches for

behaviour/Tactical ignoring/Non verbal signals/Asking about relevant rule / Catching the young person being good / Praising. ☐ Adults say the behaviour they want.

☐ Opportunities to meet sensory need (Sensory box with Fiddle toys), fine motor activities ☐ Agreed time out system. ☐ Adults recognise how tiring some conditions can be when facing the whole school day.

☐ Knowing the child. ☐ Communication with parents/carers. ☐ Access to i-pads / whiteboards. Coloured pens, post-its, mind map frames,

concrete objects and visual images for those with short term and working memory difficulties. ☐ Differentiated texts. ☐ Key vocabulary displayed. ☐ Word mats, number lines.