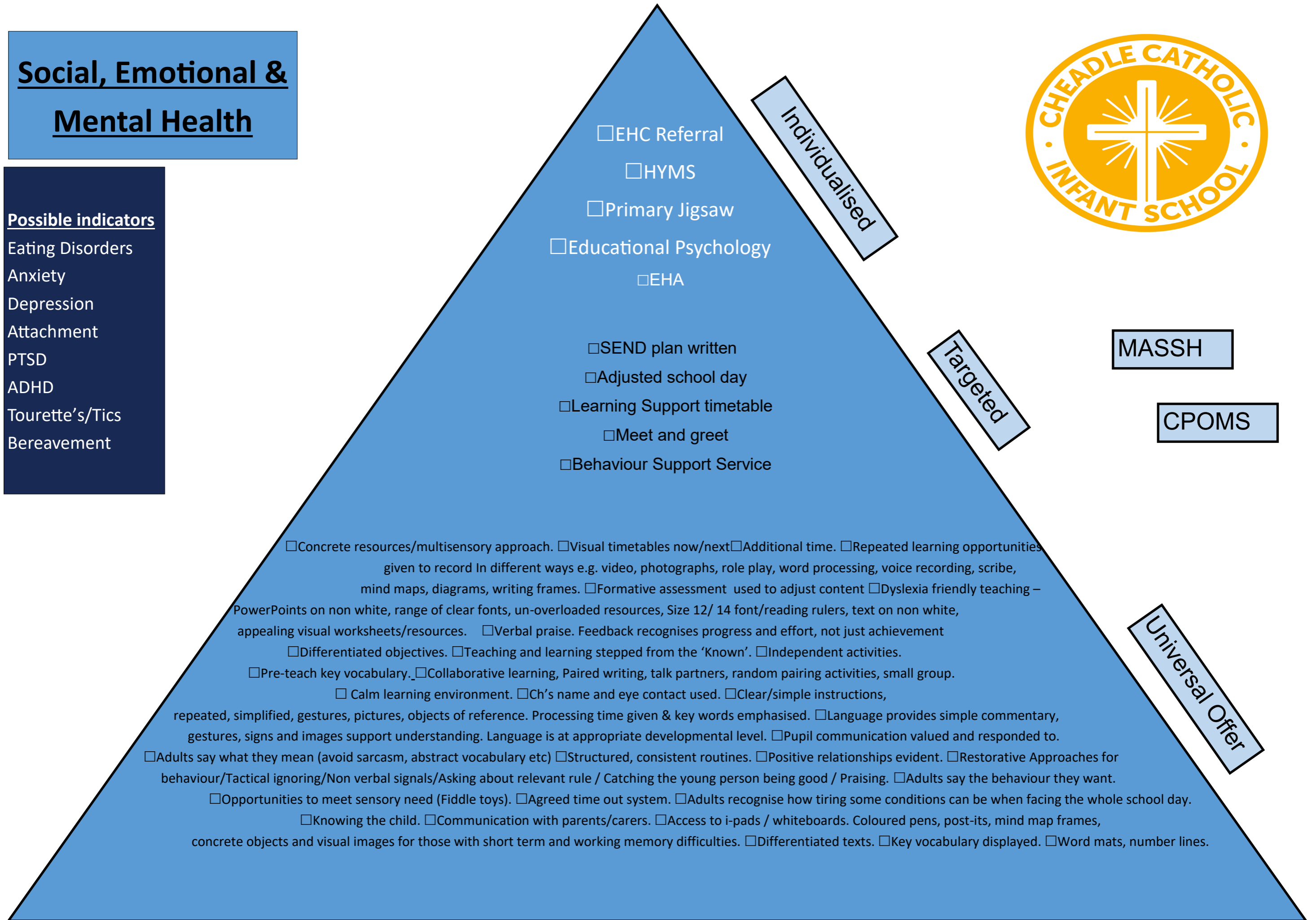
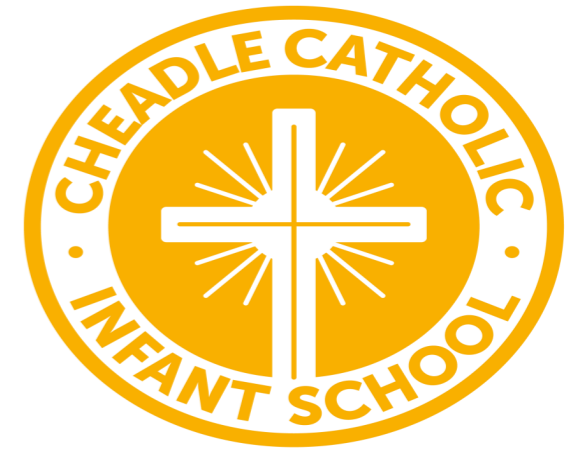


Social, Emotional & Mental Health

Possible indicators

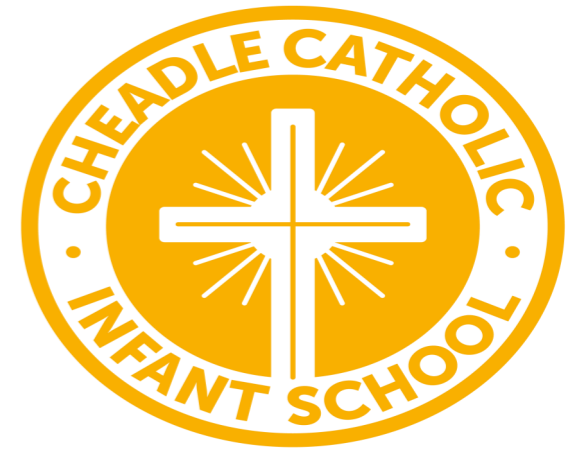
Eating Disorders
Anxiety
Depression
Attachment
PTSD
ADHD
Tourette's/Tics
Bereavement



Communication & Interaction

Possible indicators

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



MASSH

- EHC Referral
- Inclusion Team
- 1-1 ASD Team

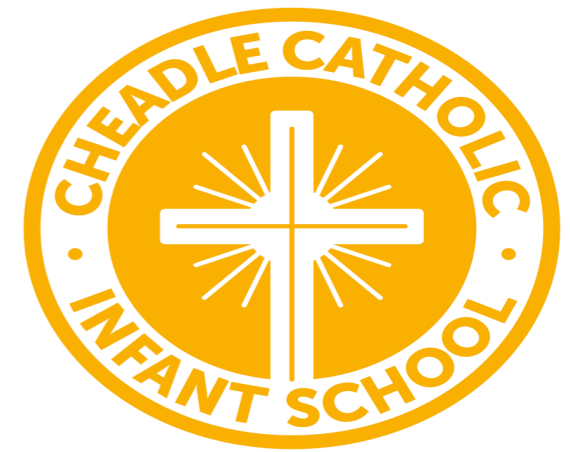
Individualised

- ADOS Referral
- SEND plan written
- Meet and greet
- SALT referrals

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

- Laptop/i-pad.
- 1-1 LSS support.
- 1-1 tutoring

- Maths/English/Phonics Intervention Teacher/TA small group work
- LSS referral
- Homework Book
- SEND Plan written

Targeted

MASSH

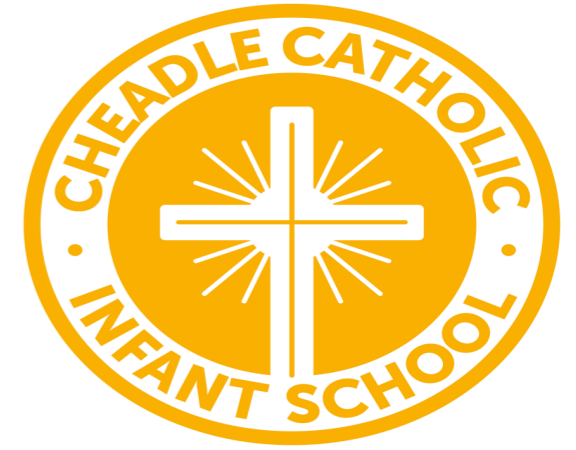
Universal Offer

- 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, numberlines.

Sensory & Physical

Possible indicators

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



MASSH

Individualised

- OT referrals.
- Coloured paper.
- Laptop/i-pad (individual).
- Sensory support referral

Targeted

- Wobble cushion Movement breaks
- Sensory Support Service referral ADHD referral
- SEND plan written
- MSU (2 terms of evidence)

Universal Offer

- 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.