

Social, Emotional
&
Mental Health

Possible indicators

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

St Simon's RC Primary School



Individualised

Identified staff for meet and greet, adjusted school day,

Inclusion Service -SEMH Teacher, CAMHs, Jigsaw, SEND support plan, ELSA Sessions, My Plan, IBP, school counsellor, EP involvement, EHCP Referral

Targeted

Adjusted school day, ADHD referral, School age plus , Learning mentor, SEMH teacher referral, attendance officer, health visitor support, TAS, TAC, EHA, Food bank vouchers additional dinner time support, Mosaic, Additional SALT, adapted reward system

MASSH

Universal Offer

CPOMS, Team teach de-escalation skills, concrete resources/multisensory approach. Additional time. Repeated learning Opportunities given to record In different ways e.g. video, photographs, role play, word processing, voice recording, scribe, 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. Visual timetables or now - next boards, emotion scaling, verbal praise.

Written praise via Dojo or house points. Feedback recognises progress and effort, not just achievement. Differentiated objectives. Teaching and learning planned from the 'Known'. Independent activities.

Pre-teach key vocabulary. Collaborative learning, Paired writing, talk partners, random pairing activities, small group. Duration of activities . Calm learning environment. YPs 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, wobble cushions,) Agreed time out system. Adults recognise how tiring some conditions can be when facing the whole school day. Awareness of key info – Knowing the child. Communication with parents/carers. Access to i-pads / whiteboards. Coloured pens, post-its, concrete objects and visual images for those with short term and working memory difficulties. Differentiated texts. Key vocabulary displayed. Word mats, number lines.

Communication & Interaction

Possible indicators

Struggle with change to routine
 Reacts to loud/sudden noise
 Lack of social skills
 Eye contact
 Impaired verbal and non verbal communication
 Speech difficult to understand
 Receptive language— may appear to not understand
 Limited progress with language interventions

St Simon's RC Primary School



Individualised

SALT referral, and 1:1 sessions
 Inclusion Team, CAMHs referral, ASD Team, ADAPT meetings, SALT 1:1 sessions
 SEND support plan, EHCP referral, EP involvement

Targeted

SALT referral, In-school language-WELLCOMM , Language Link assessments and intervention.
 SALT/language resources sent home. Tales Toolkit.
 EDS referral, bilingual assistance support, meet and greet, individual target system,

MASSH

Universal Offer

Concrete resources/multisensory approach. 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., Tales Toolkit. Formative assessment used to adjust content, Dyslexia friendly teaching – Presentation of information 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.
 Calm learning environment. Pupils 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, resistance bands on chairs). Agreed time out system.
 Adults recognise how tiring some conditions can be when facing the whole school day.
 One page profile – 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. Planned TA support, using intervention training
 Adults consistently use the behaviour policy, transitions with previous year group and other settings.

Cognition & Learning

Possible indicators

Significantly behind peers
Requires constant overlearning
Failing to make progress despite intervention
Difficulty retaining Information
Dyslexic/ Dyscalculia tendencies

1-1 TA Support,
1:1 interventions for maths, reading and phonics,
Inclusion Service
SEND support plan,
EHCP referral, EP involvement

Reading, writing, phonic and maths Interventions,
Cognition and learning teacher referral, coloured paper, reading overlays.
Teacher and TA/LSA Support

Concrete resources/multisensory approach. 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 . Calm learning environment. YPs 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.
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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.
Outdoor learning , active maths and english, pre teach, child led learning walls , boosters , 1:1 readers , adult modelling, WAGOLLS , interactive support such as TTRS, Reading Eggs

Individualised



Targeted

MASSH

Universal Offer

Sensory & Physical

Possible indicators

Fine and/or gross motor difficulties
 Difficulty in the classroom environment
 Constant movement or fidgeting
 Chewing, Physical impairment
 Clumsy—falling over, bumping into things
 Possible difficulties with phonics— hearing



Individualised

ICT
 Sensory support referral
 Hearing Aid,
 Visual Impairment Team,
 OT referrals,
 SEND support plan
 EP involvement,
 EHCP referral

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Targeted

Wobble cushion, movement breaks, weighted lap cushions, specialist chairs, heavy lifting activities, coloured paper, coloured overlays. Planned high intensity outdoor activities e.g. climbing frame/running, vertical writing planes, sloped writing frame, fiddle toys, ear defenders, wobble cushion, sand timers. Support selecting dinners, support trying new foods, pen grips, Sensory Support Service referral, Individual visual timetable, Proactive conversations with parents to ensure consistency of approach at home. Advise/use of SENCO/TA to support targets,

Universal Offer

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