

Communication and Interaction

<u>Quality first teaching</u>	<u>Targeted support (group/ 1:1)</u>	<u>Specialist support (1:1)</u>
<ul style="list-style-type: none"> • Seating in class in well-planned • Clear structures and routines. • Use of Talk Partners. • Visual Displays to support learning (VCOP) • Constant use of visual aids and prompts • Talking postcards and talking tins • Colourful Semantics activities • Staff use communication keyrings • Labelled resources • Teachers model standard English and extended vocabulary • Hierarchy of questions – open questions then re-framed with alternatives • Thinking time for processing information • Simple verbal instructions • Clarification of instructions • Symbols to support spoken language and text • School council • Personalised homework • Opportunity to rehearse sentences before speaking • Emotion card • Explicitly modelled examples of speaking and listening 	<ul style="list-style-type: none"> • Pre-teaching key vocabulary • Time with supportive adult to talk through difficult situations • Now and Next board • Personalised timetable • Additional support from learning mentor • Home school diary • Specific Ipad APPs related to COM & IN • Use of Social stories • Speechlink assessment/follow up work. • Non-verbal communication intervention (PECS) • Use of comic strip conversations • Enhanced language support <p><u>Specific group/ (1:1)interventions:</u></p> <ul style="list-style-type: none"> • Lunchtime/social time NEST • Social skills (social stories, games, activities, conversational skills) • Colourful Semantics • SALT therapy plan • LEGO Therapy 	<p><u>Support, guidance and target setting from outside agencies:</u></p> <ul style="list-style-type: none"> • Speech and Language Therapist • Educational/ Clinical Psychologist • Outreach Services • Paediatrician • ASD team <p><u>Specific 1:1's Interventions:</u></p> <ul style="list-style-type: none"> • Speech and language therapy • Colourful semantics • Intensive interaction • PECS

Cognition and learning		
<u>Quality first teaching</u>	<u>Targeted support (group/ 1:1)</u>	<u>Specialist support (1:1)</u>
<p>High quality questioning Word mats /Sound mats Reading buddies Visual resources Topic related role-play. Use of different S and L techniques. Small group adult led and independent learning Scaffolded work /Sentence openers Clear differentiated tasks Practical/Concrete resources Explicitly modelled examples Longer response time Visual success criteria Daily reading /Daily arithmetic/Daily phonics Visual resources Word mat/ Sound mats Reading buddies Write checklists on the board Frequent brain breaks Pre teaching of specific vocabulary Timers Individual targets/group targets Vocabulary notebooks Maths practical guides Personalised home learning</p>	<p>Personalised workstation Pre/ Post teaching – Maths/English Nessy Coloured overlays Timer/ Task management Differentiated/Scaffolded work /Sentence openers Learning tasks broken into smaller chunks</p> <p><u>Specific Group Interventions and explicit teaching of:</u></p> <p>Literacy:</p> <ul style="list-style-type: none"> • Literacy (Reading, comprehension, spelling) • Precision Teaching • Phonics <p>Numeracy:</p> <ul style="list-style-type: none"> • Numbers Count • Number identification • Oral Counting • Value/ computation • Object Counting • Language 	<p>Personalised curriculum</p> <p>Specific I-Pads/laptop related to C and L Specific 1:1 interventions/ targeted work</p> <p>Adaptions for children with ADHD – fiddle toy, timer, panned reward system, shortened task</p> <p>Adaptions for children with Dyslexia – large print, clear font, scaffolded writing frames, chunk instructions, alternative methods for recording.</p> <p>Adaptions for children with dyspraxia or motor coordination difficulties – box under seat, specialist equipment, writing slope, larger lined paper, special pencils or grips.</p> <p><u>External support:</u></p> <ul style="list-style-type: none"> • EP support & guidance • Health team • Dyslexia screening • Community Paediatrician referral • Support from advisory teachers – VI for e.g. SALT support

Social Emotional Mental Health		
<u>Quality first teaching</u>	<u>Targeted support (group/ 1:1)</u>	<u>Specialist support (1:1)</u>
<p>Clear modelling of expectations Positive reward systems/ Class dojo/ Behaviour charts/Celebration assemblies Teaching of calming strategies and mindfulness – using chimes/music Trust PHSE scheme Opportunities for team building Time spent nurturing good relationships Displays show strategies for resilience and growth mindset – link to PHSE Adaptions to class layout Emotions cards Visual timetables/ Structured class routines Class/Well-being ambassadors. Worry box Specific behaviour skills taught Strategies for independent working taught and modelled Buddy system Opportunities to share concerns or worries Postcards to parents Build relationships with parents/carers. Item linked to home/school</p>	<p>Personalised work station or equipment Behaviour plan Home school diary Lunchtime support Agreed visual symbol when pupil distressed or not coping</p> <p>Agreed areas for timeout/break out area Low key tasks given with increased structure and predictability when needed Incredible 5-point scale Time to talk /Arranged times to speak to key adults Zones of regulation</p> <p><u>Specific group/ (1:1) interventions:</u></p> <ul style="list-style-type: none"> • Social skills (social stories, games, activities, Turn taking, comic conversational strips) • Lego therapy • Zones of regulation • Starving the Anxiety Gremlin • Starving the Anger Gremlin • Think Good Feel Good • Volcano in my tummy 	<p>Boxall profile Family support/ TAF Risk assessment, care or support plan Specific IPad APPs related to SEMH</p> <p><u>Specific 1:1 Interventions:</u></p> <ul style="list-style-type: none"> • Mentoring • Lego therapy • Social skills (social stories, games, activities) • Speech bubbles • Emotional Literacy • Anger • Anxiety • Emotional Awareness/Managing Emotions • Bereavement • Self Esteem <p><u>Support, guidance, referral and target setting from outside agencies:</u></p> <ul style="list-style-type: none"> • Healthy Young Minds • Educational Psychologist • SEMH team • CAHMS • Building sound minds • School nurse • SPOA referral

Sensory and/or Physical		
<u>Quality first teaching</u>	<u>Targeted support (group/ 1:1)</u>	<u>Specialist support (1:1)</u>
<p>Flexible teaching arrangement/environmental changes Resources matching needs Equipment suitable for individual children. Suitable room displays.</p> <p>Differentiated, practical, Multi-Sensory approach to teaching. Create a calm and comfortable environment and minimise distractions Classroom set up facilities where all can see and hear the teacher. Appropriate seating</p>	<p>Support for intimate care/toilet plan Access to Sensory area/resources - Fidget cube/stress balls/chair bands/wobble cushions Visual resources Ear defenders Writing slopes Pencil grips</p> <p><u>Specific 1:1/Group Interventions:</u> Motor Skills</p> <ul style="list-style-type: none"> • Fine motor activities – Active hands • Handwriting practice sessions • Physical literacy <p>Sensory</p> <ul style="list-style-type: none"> • Sensory diet and/or sessions to support a student’s sensory needs • 	<p>Specific technology Support for intimate care/toilet plan– visuals and routine</p> <p>Adaptions for visual impairment – pre-teaching, enlarged print/larger books, specific technology and equipment</p> <p>Microphone- hearing impairment support</p> <p><u>Specific 1:1 Interventions:</u></p> <ul style="list-style-type: none"> • Fine motor activities - Active hands • Gross motor activities • Specific Ipad APPs related to SEND & PHY • Sensory breaks and sensory circuits <p><u>Support, guidance, referral and target setting from outside agencies:</u></p> <ul style="list-style-type: none"> • Occupational Therapist • SALT • Physiotherapy • Community nurse

Additional provision		
<u>Quality first teaching</u>	<u>Targeted support (group/ 1:1)</u>	<u>Specialist support (1:1)</u>
<ul style="list-style-type: none"> • Use of Non-negotiables identified in the Harmony Trust SEND Guidance. • Extended play time to develop play skills • Extended lunch time with class teacher support within the dining hall • After school clubs • Frequent feedback to parents • Parents evening • First hand experiences, trips and visitors • Family Group Time. • Access to breakfast club • Displays are clutter free with simple visuals. 	<ul style="list-style-type: none"> • Intervention Groups • Parental involvement regarding area of need • Access to SEND toolkit for area of need • Advice from SENCo • SEND Lead involvement, support and advice • Personal centred review meetings • Group meet and greet in the mornings 	<ul style="list-style-type: none"> • 1:1 SEN support time is clearly timetabled with relevant TA support. • Strategies to promote independence • SMART IP targets using outside agency involvement (where relevant) with clear time identified on timetable. • Accessing assessment continuum to support curriculum • Parental involvement regarding area of need • Access to SEND toolkit for area of need • 1:1 intervention • Regular review meetings with parents during parents evening • Personalised curriculum • Additional support at lunchtime and playtimes • Enhanced SEND Lead involvement, support and advice • EHCP outcomes • Enhanced SEND teacher involvement • Key children clearly named on plans. • Planned structured transition • Parent Voice • Person centred review meetings • Annual review meetings • Individual meet and greet in the mornings • PEEP in place for emergency evacuations