

## TYPES OF SEN AND SUPPORT

Type of Need: <b>Communication and Interaction</b>	<b>Whole School Response Universal Quality First Teaching</b>	<b>Targeted Support for Individuals or Small Groups Short/Medium Term</b>	<b>Specialised Individual Support Medium/Longer Term</b>
<b>Learning/Curriculum</b>	Clear language with obvious meaning, content of instructions limited. Differentiated lesson content. Differentiation by outcome. Termly tracking for reading, writing and maths. Home / School reading records.	<u>Interventions for Speech and Language</u> <ul style="list-style-type: none"> <li>• TalkBoost</li> <li>• Sounds Great</li> </ul> <u>Interventions for Communication Difficulties</u> <ul style="list-style-type: none"> <li>• Materials provided by LIST</li> </ul>	<u>Referral to Specialist Services for Evidence Based Intervention Programmes</u> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Speech and Language Therapists</li> <li>• Communication Support Service</li> <li>• Children and Young Peoples Service (CYPS)</li> </ul>
<b>Support</b>	Class Teacher Timetabled Teaching Assistant	Higher Level Teaching Assistant Class Teacher carries out interventions on some occasions. Home tasks to carry out with parents/carers	Assessment by Specialist who sets learning targets for pupil. Support and advice for parents, actions and targets for home. Attendance at Review Meetings. Advice for school staff.
<b>Teaching Approaches</b>	Checking understanding, explaining in stages, literal interpretation. Adaptations to learning styles - Visual, Auditory, Kinaesthetic. Modelling good language, repeating phrases. Visual timetables and social stories. Good learning posters.	One to one within class. Small group work. One to one withdrawal in Small Group room. Individual visual timetables. Work stations.	One to one for short term, with directions given to Teacher and Teaching Assistant for programme to continue in class. Monitoring meetings. Review meeting and further planning Support for transition to meet with receiving school.
<b>Physical and Emotional</b>	Feelings line. Time to Think area Achievement Assembly Star of the Week Star Player/Most Valuable Player	Reward system for completing tasks Individual attention Physical triggers identified and accommodations made within classroom	Programmes of therapy and exercises
<b>Well Being</b>	Monitoring relationships Positive Playtimes resources	Nurture Group. Social Stories for managing behaviour.	

	SEAL materials	Work stations	
<b>Type of Need:</b>	<b>Whole School Response</b>	<b>Targeted Support for Individuals or Small Groups</b>	<b>Specialised Individual Support</b>
<b>Cognition and Learning</b>	<b>Universal Quality First Teaching</b>	<b>Short/Medium Term</b>	<b>Medium/Longer Term</b>
<b>Learning/Curriculum</b>	Grouping by ability for literacy and maths. Differentiated lesson content. Differentiation by outcome. Termly tracking for reading, writing and maths. School Library resources for books at age appropriate interest levels. Home / School reading records.	<u>Interventions for Reading, Writing and Maths</u> Literacy Box Numeracy Box Read, Write Inc. Precision Teaching Early Literacy Support Tools Word Shark programme Phonografix™	<u>Referral to Specialist Services for Evidence Based Intervention Programmes</u> <ul style="list-style-type: none"> <li>• LIST Literacy Support</li> <li>• Educational Psychologist</li> </ul>
<b>Support</b>	Class Teacher Timetabled Teaching Assistant	Higher Level Teaching Assistant Class Teacher carries out interventions on some occasions. Home tasks to carry out with parents/carers	Assessment by Specialist and development of targets.  Advice and training for school staff
<b>Teaching Approaches</b>	Adaptations to learning styles: Visual, Auditory, Kinaesthetic Visual timetables. Good learning posters. Copying worksheets onto coloured paper.	One to one within class. Small group working. One to one withdrawal in Small Group room.	One to one for short term, with directions given to Teacher and Teaching Assistant for programme to continue in class. Monitoring meetings Review meeting and further planning Support for transition to meet with receiving school.
<b>Physical and Emotional</b>	Access to appropriate pencils, scissors Feelings line Time to Think area Achievement Assembly Star of the Week Star Player/Most Valuable Player	Reward system for completing tasks Individual attention.	Referral to GP for Occupational Therapist assessment Adaptations to teaching environment – coloured overlay for reading
<b>Well Being</b>	Golden rules with rewards and sanctions Positive Playtimes resources SEAL materials	Reward charts and systems tailored to child's need and personality.	

Type of Need: <b>Social, Emotional and Mental Health Difficulties</b>	<b>Whole School Response Universal Quality First Teaching</b>	<b>Targeted Support for Individuals or Small Groups Short/Medium Term</b>	<b>Specialised Individual Support Medium/Longer Term</b>
<b>Learning/Curriculum</b>	Differentiated lesson content. Differentiation by outcome. Termly tracking for reading, writing and maths. Home / School reading records.	<u>Interventions for Anger Management</u>  Behaviour targets  Nurture Group sessions	<u>Referral to Specialist Services for Evidence Based Intervention Programmes</u>  <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Children and Young Peoples' Service CYPS</li> <li>• Referral to GP or School Nurse</li> </ul>
<b>Support</b>	Class Teacher Timetabled Teaching Assistant	Higher Level Teaching Assistant Class Teacher carries out interventions on some occasions. Home tasks to carry out with parents/carers	Assessment by Specialist and development of targets
<b>Teaching Approaches</b>	Adaptations to learning styles: Visual, Auditory, Kinaesthetic. Visual timetables. Good learning posters. Social stories.	One to one within class. One to one withdrawal in Small Group room.	One to one for short term, with directions given to Teacher and Teaching Assistant for programme to continue in class. Monitoring meetings Review meeting and further planning Support for transition to meet with receiving school.
<b>Physical and Emotional</b>	Feelings line Time to Think area Traffic light warning system Star Player/Most Valuable Player	Reward system for completing tasks Individual attention	Prescribed course of medication given to control behaviours by GP or Paediatrician.
<b>Well Being</b>	Golden rules with rewards and sanctions Positive Playtimes resources Place of safety/refuge identified	Alternative activities to enable pupils to work indoors over midday playtime.	

Type of Need: <b>Sensory and/or physical needs</b>	<b>Whole School Response Universal Quality First Teaching</b>	<b>Targeted Support for Individuals or Small Groups Short/Medium Term</b>	<b>Specialised Individual Support Medium/Longer Term</b>
<b>Learning/Curriculum</b>  Vision Impairment Hearing Impairment Multi Sensory Impairment Physical Difficulty	Seating specific to need, location known to child and adult. Differentiated lesson content. Differentiation by outcome. Termly tracking for reading, writing and maths. Home / School reading records.	<u>Intervention Programmes</u> <ul style="list-style-type: none"> <li>Occupational Therapy Assessment Toolkit</li> <li>Madeline Portwood materials</li> </ul>	<u>Referral to Specialist Services for Evidence Based Intervention Programmes</u> <ul style="list-style-type: none"> <li>Vision Impaired Service</li> <li>Hearing Impaired Service</li> </ul> Referral to Occupational Therapist. Advice from medical specialists such as Occupational Therapist.
<b>Support</b>	Class Teacher Timetabled Teaching Assistant	Higher Level Teaching Assistant Class Teacher carries out interventions on some occasions. Home tasks to carry out with parents/carers Specialist PE Teacher.	Assessment by Specialist and development of targets
<b>Teaching Approaches</b>	Adaptations to learning styles: Visual, Auditory, Kinaesthetic Visual timetables Good learning posters. Copying onto coloured paper. Altered font size when working on computer.	One to one within class. One to one withdrawal in Small Group in Small Group room or Main Hall.	One to one for short term, with directions given to Teacher and Teaching Assistant for programme to continue in class. Monitoring meetings Review meeting and further planning Support for transition to meet with receiving school.
<b>Physical and Emotional</b>	Access to appropriate pencils, scissors Feelings line Time to Think area Achievement Assembly Star of the Week Star Player/Most Valuable Player Range of PE equipment to encourage success with physical skills.	Exercise programme Specialist equipment – balance boards, Skateboard,	Physical adaptations to premises. Resources provided by Occupational; Therapist.
<b>Well Being</b>	Golden rules with rewards and sanctions Positive Playtimes resources		

Type of Need:	Whole School Response	Targeted Support for Individuals or Small Groups	Specialised Individual Support
Medical Needs	Universal Quality First Teaching	Short/Medium Term	Medium/Longer Term
<b>Learning/Curriculum</b>	<p>Grouping by ability for literacy and maths. Differentiated lesson content in all subjects if appropriate.</p> <p>Differentiation by outcome.</p> <p>Termly tracking for reading, writing and maths.</p> <p>School Library resources for books at age appropriate interest levels, including equalities issues.</p> <p>Home / School reading records.</p>	<p><u>Interventions for Reading, Writing and Maths</u></p> <p>Literacy Box</p> <p>Numeracy Box</p> <p>Read, Write Inc.</p> <p>Precision Teaching</p> <p>Early Literacy Support Tools</p> <p>Nurture Group</p>	<p><u>Referral to Specialist Services for Evidence Based Intervention Programmes</u></p> <ul style="list-style-type: none"> <li>• LIST Literacy Support</li> <li>• Educational Psychologist</li> </ul>
<b>Support</b>	<p>Class Teacher</p> <p>Timetabled Teaching Assistant</p> <p>Support identified for areas of school life where medical needs are relevant, eg. Lunchtime, PE, taking medication at regular times.</p> <p>Dietary needs catered for by School Meals service.</p>	<p>Higher Level Teaching Assistant</p> <p>Class Teacher carries out interventions on some occasions.</p> <p>Home tasks to carry out with parents/carers</p>	<p>Advice from Consultants, Paediatricians, Specialist Nurses and School Health Service.</p> <p>Assessment by Specialist and development of targets</p> <p>LIST Behaviour Support and Inclusion Workers</p>
<b>Teaching Approaches</b>	<p>Adaptations to learning styles: Visual, Auditory, Kinaesthetic</p> <p>Visual timetables</p> <p>Good learning posters</p> <p>Adapted techniques in PE</p>	<p>One to one within class.</p> <p>One to one withdrawal in Small Group room.</p>	<p>One to one for short term, with directions given to Teacher and Teaching Assistant for programme to continue in class.</p> <p>Monitoring meetings</p> <p>Review meeting and further planning</p> <p>Support for transition to meet with receiving school.</p>
<b>Physical and Emotional</b>	<p>Access to appropriate pencils, scissors</p> <p>Feelings line</p> <p>Time to Think area</p> <p>Achievement Assembly</p> <p>Star of the Week</p> <p>Star Player/Most Valuable Player</p>	<p>Reward system for completing tasks</p> <p>Individual attention</p>	
<b>Well Being</b>	<p>Golden rules with rewards and sanctions</p> <p>Positive Playtimes resources</p>		

