



# Long Lane Primary School

## Special Educational Needs & Disability (SEND) Policy

Date	Description
Reviewed November 2025	Agreed by Full Governing Board

Review Schedule	2 Years
Next Review	November 2027

### Aims

## STATUTORY

At Long Lane Primary School we are committed, in line with our vision statement, to offering an inclusive curriculum. This ensures the best possible progress for all of our pupils whatever their needs or abilities and regardless of their race or gender. Pupils have a special educational need if:

‘...they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

...he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.’ Special Educational Needs: Code of Practice. (DfE, 2015 p.15)

‘ special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools’

Special Educational Needs: Code of Practice. (DfE, 2015 p.16)

## Responsibility

### The Governing Board will:

- have a legal responsibility for ensuring provision for children with SEND and are kept informed by the Special Needs Governor. They need to:
- determine the school's policy and approach towards provision for pupils with SEND.
- monitor and review the SEND policy (SEND Information Report).
- establish appropriate staffing and funding arrangements to support pupils with SEND.
- ensure that there is a qualified teacher designated as SENDCo for the school.

### The Headteacher will:

- have overall responsibility for the day-to-day management of the provision for children with SEND.
- inform the Governing Board of how the funding allocated to support Special Educational Needs has been deployed.
- liaise with the SENDCo ~~and SLT~~ to ensure all staff have a clear understanding of SEND provision at Long Lane.
- liaise with external agencies when necessary.
- track and monitor the progress of children with SEND in conjunction with the SENDCo and class teachers.

### The Special Needs Co-ordinator will:

- have day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- oversee the day-to-day operation of the school's SEND policy
- co-ordinate provision for children with SEND
- advise on the graduated approach to providing SEND support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- ensure that the school keeps the records of all pupils with SEND up to date, including checking SIMS to ensure that the SEND codes are correct

**The Class Teacher will:**

- be primarily responsible for the SEND children in their classes. Where a pupil is identified as having SEND, teachers should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle known as the graduated approach 'assess, plan, do and review'
- complete a 'Graduated Approach' form (GAP) when they have identified a learning need, or a concern is raised by a parent
- use advice and support materials from outside professionals
- write and maintain a Support and Achievement Plan (SAP) or Annual Support and Provision Plan (ASaPP), according to need. This will be reviewed with the parents at least 3 times a year
- record on CPOMS in good time, copies of SEND documents (SAPs, ASaPPs, GAPs, reports etc) and communication with parents
- remain responsible for working with the child. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil
- make sure that parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps
- work with the SENDCo, revising the support considering the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil
- liaise with the SENDCo to implement and review EHC plans

**The Pupil will:**

- be involved at all stages of the Special Needs process ensuring their views have been taken into account. They may be involved in planning and reviewing their progress and setting targets when possible

**The Teaching Assistants will:**

- provide support to the class teacher in delivering some aspects of individual SAPs
- be included in reviews of SAPs and annual reviews and give feedback from their work with the children (where appropriate)

## **Policy Statement**

The specific objectives of our SEND policy are as follows:

1. to identify pupils with special educational needs and disabilities and ensure that their needs are met
2. to ensure that children with special educational needs and disabilities have access to a broad and balanced curriculum
3. to ensure that all learners make the best possible progress
4. to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
5. to ensure that learners express their views and are fully involved in decisions which affect their education wherever possible
6. to promote effective partnership and involve outside agencies where necessary
7. to ensure accurate record keeping for all children with SEND

The named SEND coordinator (SENDCo) for the school is Miss Kerry Penn. The Governing Board as a whole is responsible for making provision for pupils with special educational needs and assign a designated SEND Governor.

## **Guidance and Procedures**

All staff and associated stakeholders should familiarise themselves with the accompanying document entitled 'SEND Guidance and Procedures'.

## SEND Procedures and Guidelines

### Admission Arrangements

The Governing Board has agreed with the LA **admissions criteria** which does not discriminate against pupils with special education needs or disabilities and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

### Identification and Assessment

It is recognised that early identification of a child displaying difficulties in their learning is vital.

1. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help.
2. The class teacher completes a 'Graduated Approach' form (GAP) for the child detailing what the concerns are and the measures that are being used within the classroom to address these concerns.
3. Following a cycle of intervention, the class teacher reviews the GAP and if limited progress is made, the SENDCo is consulted and further intervention undertaken. In consultation with the class teacher, the SENDCo places the child on the "cause for concern" register. The aim at this stage is to use effective assessment to identify the specific area of learning need.
4. The class teacher, child and parents, plan an appropriate programme of intervention and support. The SENDCo is informed and involved where necessary.

In accordance with the revised Code of Practice the school uses a **Graduated Approach** to respond to children's Special Educational Needs: -

#### **Graduated Approach – following class teacher assessment**

The class teacher completes a form highlighting the concerns they have about a child. They detail what specific action they will take to boost their progress. This short-term support is carefully monitored. The child may join the "cause for concern" register.

#### **Cause for Concern - after 2 cycles of GAP support and very little progress being made.**

The class teacher and SENDCo will liaise on devising a new strategy, which may involve seeking advice from external agencies. The child may now be placed on the SEND register and parents informed.

### SEND support

If it is found that the child has a significantly greater difficulty in learning than most others of the same age or has a disability which is a barrier to them from making use of the school's ordinarily available provision, the child will be placed on the SEND register. The class teacher will write a Support and Achievement Plan (SAP) and carefully monitor a child's progress. The teacher and SENDCo may be supported by outside agencies. *(These may include Educational Psychologists, the Cognition and Learning Team, Autism Advisory Team, Speech and Language Therapists and others).*

### Education, Health and Care Plan (EHCP)

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If a child needs a significant level of support to access learning in school, they may qualify for an Education, Health and Care Needs Assessment. The school or parents complete a multi-professional assessment form detailing their concerns and including the reports of professionals involved with the child. A request for an EHCP is only completed following evidence of significant and persistent difficulties during a longer-term period despite planned, targeted intervention. The LA considers the need for an EHCP and may order multi-disciplinary assessment.

Once a child has an EHCP, a statutory annual review of the plan is organised by the SENDCo. Involvement from parents, child and all professionals involved will be sought.

### **Record Keeping**

A clear common system of record keeping and communication is established within the school, co-ordinated by the SENDCo. The SENDCo updates OneDrive with SEN records, meeting reports and documents, ensuring this is communicated to teachers and parents/carers. Class teachers record communication with parents and other professionals, interventions, SAPs and all other concerns on CPOMS.

### **Access to the Curriculum**

Quality First Teaching is the most effective strategy used to improve outcomes of children with SEND. If children are withdrawn to work in one-to-one sessions, this is carefully planned so it is done without detriment to any other subject in the school curriculum.

The SAP is drafted by the class teacher, in consultation with the SENDCo, parents, child and TA.

The SAP will set targets for the pupil and will detail:

- the strengths and interests of the child
- the barriers to learning
- the short-term measurable targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place (daily classroom based and interventions)
- when the plan is to be reviewed
- success criteria

### **Partnership with parents**

At all stages of the Special Needs process, the school keeps parents fully informed and involved by:

- encouraging parents to make an active contribution to their child's education
- having regular meetings to share the progress of special needs children with their parents.
- informing the parents of any outside intervention
- providing information about the parent partnership service (an independent organisation where parents can receive support and advice)

**Procedures for Complaint**

The school's complaint procedures are set out in the school prospectus. In the first instance discussion should be with the class teacher and/or SENDCo. If the query is unresolved it should then be referred to the Headteacher and SEND governor.

If the issue cannot be resolved by the usual school procedures an independent disagreement resolution can be sought. Information about this process is available on request.

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### **Outside Agencies**

If a child makes little or no progress despite our intervention fresh advice and ideas are sought from other agencies. Other agencies may include, but is not limited to:

Educational Psychology Service  
Educational Welfare Officer  
Cognition and Learning Team  
Therapeutic Thinking Team  
Autism Advisory Team  
iCollege Outreach  
Early years Development and Inclusion Team  
Pre-School Teacher Counselling Service  
Berkshire Sensory Consortium Service  
Language and Literacy Centres  
School Nursing Team  
Specialist Inclusion Support Service  
Speech and Language Therapist  
Occupational Therapist  
Emotional Health Academy  
Child and Adolescent Mental Health Service

### **Policy Review and Implementation**

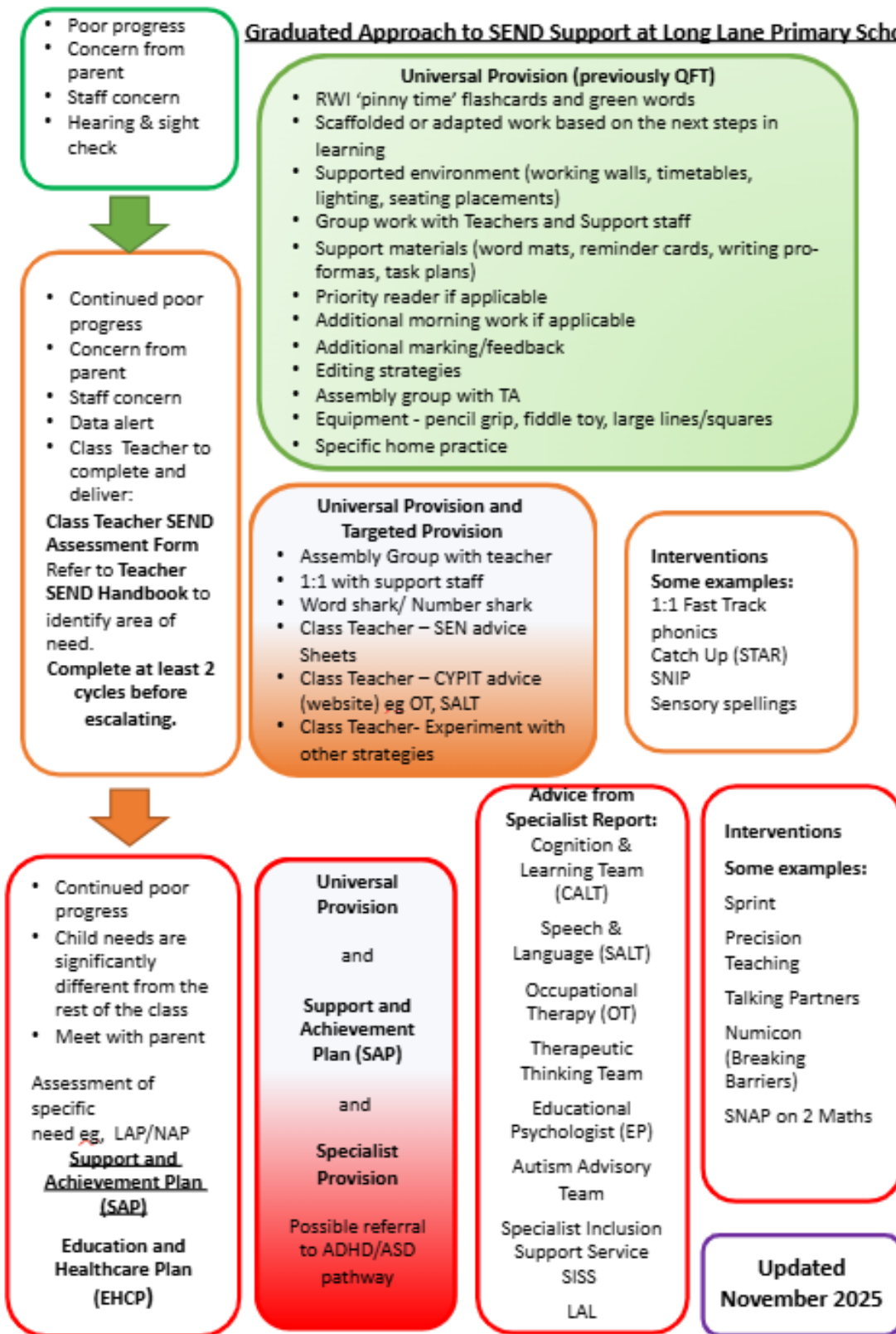
To determine whether the aims have been met evaluation will include:

- Monitoring of children and movement of children within the Graduated Approach.
- Regular assessment and tracking of progress with the use of Language Screen, RWI phonics assessments, SEN Literacy and Numeracy Assessment Packs, Salford Reading, Hodder Spelling, Non Verbal and Verbal Reasoning, PIRA (reading), PUMA (maths) and Star Reading assessments.
- Review of evidence for indications that strategies and approaches are effective.
- Reviewing of SAPs and their effectiveness in meeting the child's needs.
- Reviewing of availability and appropriateness of resources and staffing levels through discussion/feedback/recording
- Reviewing and monitoring SENDCo role through appraisals and target setting.

### **Glossary**

SAP	- Support and Achievement Plan
ASaPP	- Annual Support and Provision Plan
GAP	- Graduated Approach Plan
TA	- Teaching assistant
SAT	- Standardised Assessment Test
SEND	- Special Educational Needs & Disability
SENDCo	- Special Educational Needs & Disabilities Co-ordinator
EAL	- English as an Additional Language
LA	- Local Authority
EHCP	- Education, Health and Care Plan

**Graduated Approach to SEND Support at Long Lane Primary School**



- Poor progress
- Concern from parent
- Staff concern
- Hearing & sight test




- Continued poor progress
  - Concern from parent
  - Staff concern
  - Data alert
- Class Teacher to complete and deliver:  
**Class Teacher SEND Assessment Form**  
Refer to **Teacher SEND Handbook** to identify area of need.  
**Complete at least 2 cycles before escalating.**




- Continued lack of progress
  - Child needs are significantly different from the rest of the class
  - SENCO assessment pack
- Support and Achievement Plan (SAP)**
- Education and Healthcare Plan (EHCP)**

## Recording Stages of SEND Support




Record all adult concerns on CPOMS  
Copy the text of a parent email  
Scan and save any relevant documents on CPOMS and the OneDrive (LLPS, SEND)  
Alert SENCO on CPOMS




The SENCO will update the pupil status as Cause for Concern on SIMS if the next step is started.




Teacher to create Graduated Approach (GAP) form on word and save a local copy on the OneDrive



Record further adult concerns on CPOMS  
Copy the Assessment form and any interventions or strategies used onto CPOMS




Alert SENCO on CPOMS  
(Repeat for at least two cycles of 6 weeks)



At any stage, the SENCO may add the child to the SEN register, inform parents and update the pupil status as School Support .




Create Support and Achievement Plan (SAP) and save on the OneDrive.




Upload SAP/EHCP to CPOMS

Upload all Specialist Advice and reports; continue to upload all parental emails and conversations



Alert SENCO on CPOMS



The SENCO will update the pupil status to EHCP when it has been agreed.



**Strategies for Quality First Teaching support (universal provision)**

Area of Learning / Development	Strategies for QFT	Targeted Support/ Intervention
<p>Communication</p> <p>Outside Agency: Speech and Language Service NHS</p> <p>EP</p>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>➤ Visual support for key words/instructions and sequences</li> <li>➤ Display vocabulary with visual representations</li> <li>➤ Explain and rehearse key learning vocab, revisit and quiz for understanding</li> <li>➤ Pictorial and kinaesthetic representation on display</li> <li>➤ Sufficient light into room/limit noise and visual distractions</li> <li>➤ Displays useful but not busy, consider use of prompt cards rather than displaying everything</li> <li>➤ Symbols used to support routines including visual timetables</li> <li>➤ Talking tins – on display for listening to language</li> <li>➤ Private and quiet spaces are available</li> <li>➤ Think carefully about the placement of specific children ie. Sitting near the front or back, sitting near good role models, sitting near to an adult.</li> <li>➤ Communication friendly spaces – areas for a small group to converse</li> <li>➤ Target questioning to develop language</li> <li>➤ Modelling new language using gesture and visual prompts or with action and in context</li> <li>➤ Match +1 (repeat their language and add to this with new language or fill in grammar)</li> <li>➤ Repeating or rephrasing with correct grammar</li> <li>➤ Use of gesture and action when talking, particularly with instructions</li> <li>➤ Commentating – describe the actions of pupils whilst they are playing to model language and introduce new language</li> </ul> <p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>➤ Careful grouping – could be mixed, near to front or adult, specific children</li> <li>➤ Gain attention of child before giving instruction</li> <li>➤ Give instructions step by step and in order</li> <li>➤ Provide processing time of up to 10 seconds before rephrasing or repeating – teacher pauses regularly to encourage turn-taking within conversation – pre-warn that you will be coming to them and give them the question.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Nuffield Early Language Intervention</li> <li>✓ Language for Thinking</li> <li>✓ Talking Partners</li> <li>✓ Pre-teaching vocabulary</li> <li>✓ 1:1 therapy plans – speech therapy</li> <li>✓ Small group communication packs</li> <li>✓ Lego Therapy (Building Blocks)</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Breakdown language into fewer key words/slower pace of conversation</li> <li>➤ Targeted questions at receptive level – use Blank Level questioning</li> <li>➤ Rehearsing role play.</li> <li>➤ Use of orally practiced sentence stems to support with answering questions.</li> <li>➤ Keep to routines as much as possible</li> <li>➤ Provide children with choices to support poor expressive language</li> <li>➤ Use talk partners (think, pair, share) – this provides the processing time and allows confidence in responding</li> <li>➤ Use talk time such as role play or hot seating to help prepare.</li> <li>➤ Ask children to listen and respond with what their talk partner said to them</li> <li>➤ ‘No hands-up’ policy to ensure all are involved</li> <li>➤ Explicit teaching of attention and listening skills – opportunities for specific praise and reward for ‘good listening’/‘good speaking’/‘using new vocabulary. Teach expectations in small groups to start. Have consistent expectations.</li> <li>➤ Explain new vocabulary and challenge children to explain what new vocabulary means</li> <li>➤ Ask to repeat instruction/task for clarity</li> <li>➤ Useful jobs involving communication</li> </ul>	
<b>Area of Learning</b>	<b>Strategies for QFT</b>	<b>Targeted Support/ Intervention</b>
<p><b>Cognition and Learning</b></p> <p>Outside Agency: Cognition and Learning Team</p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>➤ Focused lesson structure with clear objectives identified according to needs of all pupils presented orally and visually</li> <li>➤ Appropriate use of questioning, modelling and explaining to support memory.</li> <li>➤ An emphasis on learning through talk and discussion, with regular opportunities for pupils to talk both individually and in different groups.</li> <li>➤ Expectation of pupils accepting responsibility for their own learning and working independently.</li> <li>➤ Teachers effectively deploy additional adult support towards improving learning and increasing independence.</li> <li>➤ Regular use of encouragement and authentic praise which is specific and named.</li> <li>➤ Instructions given in small chunks with visual clues</li> <li>➤ Checking understanding by asking children or young people to explain what they must do</li> </ul> <p><b>Environment</b></p>	

	<ul style="list-style-type: none"> <li>➤ Use of ICT for clear visual explanation (teacher and pupil)</li> <li>➤ Use of visualiser</li> <li>➤ Use mind maps/flow charts to aid memory (teacher and pupil)</li> <li>➤ Displays showing worked examples</li> <li>➤ Accessible resources for independent use</li> <li>➤ Opportunities for decision making</li> <li>➤ Opportunities for working independently, independent creative work</li> </ul>	
<p>English – phonics and spelling</p>	<ul style="list-style-type: none"> <li>➤ Repetition and overlearning through systematic phonics programme (RWI)</li> <li>➤ Termly assessment and regrouping</li> <li>➤ Oral blending</li> <li>➤ Encourage (when spelling) to count sounds (Fred Fingers) and syllables</li> <li>➤ Active and kinaesthetic tasks for overlearning</li> <li>➤ Multi-sensory approach- foam letters, rough letters, using phrases etc. to learn phonemes</li> <li>➤ Use Speed Sounds poster or sound mats</li> <li>➤ Repetition and overlearning through systematic spelling programme (RWI)</li> <li>➤ End of unit spelling tests to identify gaps for extra practise</li> <li>➤ Use spelling posters to find alternative strategies to remembering spelling patterns and words</li> <li>➤ Use Ace dictionary (recorded in spelling logs) to find and edit spellings</li> <li>➤ Break tasks into smaller chunks with movement breaks</li> <li>➤ Give clear instruction and break down instructions and information into small chunks/chronological order and limit to key words</li> <li>➤ Non-verbal signals to encourage to move to the next chunk of task</li> </ul>	<ul style="list-style-type: none"> <li>➤ Targeted spellings for home learning</li> <li>➤ Precision teaching</li> <li>➤ Additional phonics – Fast Track</li> <li>➤ Individual or Group spelling programme</li> <li>➤ Sensory spellings</li> <li>➤ SNIP</li> <li>➤ Toe by Toe</li> </ul>
<p>Reading</p>	<ul style="list-style-type: none"> <li>➤ Use of cream backgrounds or coloured overlays for visual clarity</li> <li>➤ Use of dyslexia friendly font for displays and powerpoints</li> <li>➤ Allow extra time to process reading</li> <li>➤ Extra time for assessments</li> </ul>	<ul style="list-style-type: none"> <li>➤ SPRINT</li> <li>➤ Structured Approach to Reading</li> <li>➤ Precision teaching</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Abridged texts for class work</li> <li>➤ Allow extra time to see shapes in words and patterns</li> <li>➤ Dots and dashes to support decoding</li> <li>➤ Use a reading window to focus on text, phonic segmenter and chant, tap each phoneme to read word</li> <li>➤ Break tasks into smaller chunks with movement breaks</li> <li>➤ Give clear instruction and break down instructions and information into small chunks/chronological order and limit to key words</li> <li>➤ Non-verbal signals to encourage to move to the next chunk of task</li> <li>➤ Reading buddies- pairing children up to read to each other.</li> </ul>	
<p>Writing</p>	<ul style="list-style-type: none"> <li>➤ Ways of planning the content of writing before starting – planning frame; box criteria</li> <li>➤ Teacher model and exposition, use of working wall or visualiser</li> <li>➤ Pair/share tasks/talk for writing</li> <li>➤ Presenting compositions in other ways (drama, ICT, presentation, art)</li> <li>➤ Sentence starters, spelling aids, frames</li> <li>➤ Adult scribe or allow for emergent writing, encourage writing for different purposes – shopping list, etc</li> <li>➤ Use recording devices to support writing each sentence or recording ideas or reading back work</li> <li>➤ Use a computer device to touch type writing or a scribe if appropriate</li> <li>➤ Use a focus word mat and wow word mat</li> <li>➤ Task plans/visual stimulus</li> <li>➤ Use power point, word and presentation with computers to communicate understanding of concept and knowledge</li> <li>➤ Use Clicker to support sentence writing and spelling</li> <li>➤ Peer coaching for writing, supporting through a success criteria</li> <li>➤ Use differentiated success criteria</li> <li>➤ Allow extra time for writing letters and joining</li> <li>➤ Draw on back or in air to confirm letter shapes for writing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write From the Start</li> <li>➤ Speed Up Handwriting</li> <li>➤ Write Dance</li> <li>➤ Dough Disco</li> <li>➤ Structured approach to writing</li> <li>➤ Colourful Semantics</li> <li>➤ Fine &amp; gross motor activities</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Pre-learn vocabulary for topics or maths/literacy for better contribution to class discussion/task (target word sheet)</li> <li>➤ Break tasks into smaller chunks with movement breaks</li> <li>➤ Give clear instruction and break down instructions and information into small chunks/chronological order and limit to key words</li> <li>➤ Non-verbal signals to encourage to move to the next chunk of task</li> </ul>	
<p>Fine Motor Skills</p>	<ul style="list-style-type: none"> <li>➤ Use pencil grip, writing slope.</li> <li>➤ Visual prompts on forming letters correctly</li> <li>➤ Pre-writing activities in FS and Y1</li> <li>➤ Use a highlighter <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 50px; height: 15px;"></span> to help write on the line</li> <li>➤ Give a page with boxes so that each word goes in its own box</li> <li>➤ Draw spots on the page to show where to start and where to finish, break up the page into sections, use a writing frame, use larger sheets of paper or pages with larger lines/squares.</li> <li>➤ Complete gross motor and finger exercises before writing.</li> <li>➤ Use posture cue cards to support with sitting correctly- feet flat on the floor, chair pulled in, back straight etc.</li> <li>➤ Choice of pen/pencil</li> </ul>	<ul style="list-style-type: none"> <li>✓ Write from the Start</li> <li>✓ Finger Gym - doing up buttons, weaving, tweezers, screwing on bottle lids, Lego, playdough, cutting activities, colouring activities, sharpening pencils etc.</li> <li>✓ Pre-writing skills group</li> <li>✓ Speed up Handwriting</li> </ul>
<p>Maths – Number/ reasoning</p>	<ul style="list-style-type: none"> <li>➤ Give clear instruction and break down instructions and information into small chunks/chronological order</li> <li>➤ Limit explanations to key words – focus on specific vocabulary</li> <li>➤ Provide a working wall displaying worked examples</li> <li>➤ Scaffold tasks – gradually reducing support</li> </ul>	<ul style="list-style-type: none"> <li>✓ Snap on 2 Maths</li> <li>✓ Numicon Breaking Barriers</li> <li>✓ Precision Teaching</li> <li>✓ Mastering Number</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Teach jotting skills to support with completing mental calculations</li> <li>➤ Non-verbal signals to encourage to move to the next chunk of task</li> <li>➤ Teach use of concrete resources- Dienes, Numicon, place value counters, clocks, ten frames etc.</li> <li>➤ Provide calculation with answer and ask children to represent with concrete resources</li> <li>➤ Careful grouping- have children share a whiteboard to support with reasoning skills.</li> <li>➤ Overlearning</li> <li>➤ Visual resources, number lines, 100 squares etc.</li> <li>➤ Use of role play to introduce new concepts using real maths learning – for a purpose, using same skill in different contexts</li> <li>➤ Use visual aids and concrete materials to work out calculations</li> <li>➤ Pre-teach vocabulary, rehearse MTYT and recap regularly</li> <li>➤ Use practised sentence stems to support with answering questions</li> <li>➤ Active, visual and kinaesthetic tasks to learn facts (ie, Active Maths, dancing, music, rhythm), practise rapid recall of facts</li> <li>➤ Adapt activities and class input to include visual and kinaesthetic approaches, allow extra time to process – questions/tasks</li> <li>➤ Break tasks into smaller chunks with movement breaks</li> <li>➤ Direct verbal feedback during lesson to support understanding of concept</li> </ul>	
<p><b>Area of development</b></p>	<p><b>Strategies for QFT</b></p>	<p><b>Targeted Support/ Intervention</b></p>
<p><b>Social and Emotional</b></p> <p>Outside Agency: Therapeutic Thinking Team</p>	<p><b>Engagement</b></p> <p>‘Legitimise’ use of strategies to encourage children to self-regulate.</p> <ul style="list-style-type: none"> <li>➤ Visual timetable</li> <li>➤ Wobble cushion, theraband on chair</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use of ‘now’ and ‘next’</li> <li>✓ 5 point scale or zones of regulation</li> <li>✓ Talking partners</li> </ul>

<p>Emotional Health Academy</p> <p>Autism Team</p> <p>EP</p> <p>CAAS</p>	<ul style="list-style-type: none"> <li>➤ Proprioceptive movement breaks before carpet input and during activities- large and small</li> <li>➤ Expect sitting for short periods of time</li> <li>➤ Concentration tool- tangle toy/ chewy necklace etc.</li> <li>➤ Use tape etc. to give child a visual representation of their space/ use a square of carpet</li> <li>➤ Use websites such as Go Noodle for movement breaks, mindfulness breaks, stretching etc.</li> <li>➤ Positioning in a less stimulating area of the room ie. Reduced distraction</li> <li>➤ Using a calm and quiet voice</li> <li>➤ Specific praise</li> <li>➤ Chunk instructions and support with visual cues</li> <li>➤ Set time for a task, use of timers</li> <li>➤ Task strips</li> <li>➤ Encourage engagement with talk partners, use of mini-whiteboards</li> <li>➤ Giving warning of when a targeted question will be asked</li> <li>➤ Looking for key information during an input ie. Ticking off pictures/key word related to the learning objective</li> <li>➤ Using proximity praise- praise a child around who are doing the right thing and ignore low level behaviours</li> <li>➤ Pre-warning of changes and transitions</li> <li>➤ Referring to the visual timetable</li> <li>➤ Use of 'now' and 'next'</li> <li>➤ Give notice 5-10 minutes before the end of a task</li> </ul> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>➤ Using a buddy system in the classroom</li> <li>➤ Having pictures of children to work/play with</li> <li>➤ Using friendship area on the playground</li> <li>➤ Use talk partners with a positive role model- Think, pair, share</li> <li>➤ Speaking and listening activities- barrier games, board games, 'If I were king for a day...', snowballing, jigsawing, speed dating, hot seating, conscience alley</li> <li>➤ Paired work- allowing to choose partner during lessons</li> <li>➤ Weekly Jigsaw lessons/circle time</li> </ul>	<ul style="list-style-type: none"> <li>✓ Friendship groups</li> <li>✓ Small group social skills programmes</li> <li>✓ Specific social clubs</li> <li>✓ ELSA</li> <li>✓ Sensory Circuits</li> <li>✓ Use TT Plan</li> <li>✓ Small Garden approach</li> <li>✓ FSW</li> <li>✓ Wellbeing activities</li> <li>✓ Art Club</li> <li>✓ Lego Club</li> <li>✓ Self Esteem groups (Girls and Boys)</li> <li>✓ Homunculi</li> <li>✓ Anxiety mapping</li> </ul>
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	<ul style="list-style-type: none"> <li>➤ Reflection time ie. Comic strip conversations, draw and talk, feeling charts and tools to support positive self-image and perception of others, play scripts</li> <li>➤ Adults to give specific praise and modelling around social interaction</li> <li>➤ Use role play and sentence stems to help initiate conversations</li> </ul> <p><b>Behaviour Management</b></p> <ul style="list-style-type: none"> <li>➤ Consistently following guidance from behavior policy- using reflection and reconciliation time (restorative practice)</li> <li>➤ Recording behaviours to look for triggers- using this to reduce the triggers</li> <li>➤ Saying something positive about the child when they are in hearing distance</li> <li>➤ Giving limited choices</li> <li>➤ Keep instructions short</li> <li>➤ Teach routines for calm transitions – have consistently high expectations for this</li> <li>➤ Noticing small changes and giving specific praise for this- no matter how small!</li> <li>➤ Look at the mood and not the behaviours</li> <li>➤ Praise self-regulation strategies</li> <li>➤ Acknowledge the feelings and empathise rather than dismiss</li> <li>➤ Using calming strategies- deep breathing, book breathing, having a movement break, calming music, crossing the midline exercise, having a quiet corner</li> <li>➤ Using weighted blankets, snakes etc.</li> <li>➤ Using relief activities- running, carrying heavy things etc.</li> <li>➤ Use distraction to de-escalate</li> </ul> <p><b>Anxiety</b></p> <ul style="list-style-type: none"> <li>➤ Minimise anxiety by finding the trigger</li> <li>➤ Using calming strategies- deep breathing, book breathing, having a movement break, calming music, crossing the midline exercise, having a quiet corner</li> <li>➤ Having visual prompts and routines</li> <li>➤ Positioning- sitting on the edge of the carpet, in a quieter area of the room etc.</li> </ul>	
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STATUTORY

	<ul style="list-style-type: none"> <li>➤ Adapt questioning style ie- give extra warning/ do not directly question/only question in small groups or individual/ use practiced sentence stems for responding etc.</li> <li>➤ Use of calming background music in the classroom</li> <li>➤ Regular check-ins – could be non-verbal eg. thumbs up, smile</li> </ul>	
<p><b>Learning Behaviours</b></p> <p>Resourcefulness Independence Resilience Curiosity</p>	<ul style="list-style-type: none"> <li>➤ Expectation that children distribute and tidy resources</li> <li>➤ Resources and tools are easily accessible</li> <li>➤ Children are explicitly taught to use resources and tools before application</li> <li>➤ Opportunities for independent work and play</li> <li>➤ Opportunities for exploration and creativity</li> <li>➤ Jigsaw PSHE lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ Secrets of Success</li> <li>✓ Growth mindset</li> <li>✓ Target review</li> <li>✓ Jigsaw Resilience programme</li> </ul>