



SEN Area Of Need	TEACHER TWEAKS	RESOURCES	INTERVENTIONS	KEEP MONITORING	EXTERNAL AGENCIES
	Wave 1: Universal entitlement/ High Quality teaching			Autumn Spring Summer	
		Wave 2: Specific, additional and time-limited interventions Wave 3: Targeted provision/ Highly tailored interventions			
Cognition and Learning	<ul style="list-style-type: none"> Differentiated curriculum planning through outcomes and activities SEN teacher toolkit guides Working walls/ modelling In class support from TAs Small guided group & pair work Clear & explicit objectives 	<p>Dyslexia friendly tools:</p> <ul style="list-style-type: none"> Use of alternative methods of recording as required, including technological devices such as laptops & voice memo coloured IWB screens appropriate font & sizing reading windows writing frames Barrington Stoke dictionaries Talking tins Visual aids Word mats Task planners <p>Dyscalculia friendly tools/ use of concrete materials:</p> <ul style="list-style-type: none"> Denes Blocks number lines multiplication grids 	<ul style="list-style-type: none"> PiXL therapies TT Rockstars Number stacks programme Number sense Plus 1 Maths Numicon Precision teaching Booster groups in all year groups- Literacy/ Maths Spelling shed Small Read, Write Inc groups in Years 3 & 4 Fresh start RWI in Years 5 & 6 SNIP/ HFW spelling programme Pre-teach sessions of core skills Early reading/ Essex phonological awareness activities 1:1 reading Small group adapted Reading masters Working memory small group activities 	<ul style="list-style-type: none"> One page profile targets 7Cs Salford Reading assessment Single word spelling test High frequency word screener Sandwell Numeracy assessment Use of NAPs tracker PiXL assessments Books Pupil voice Observations INDES - 	<p>School2School</p> <p>SENCo assessments</p> <p>Educational Psychologist</p> <p>Advisory Learning Support Teacher</p> <p>Learning and Cognition SRB outreach/ placement</p> <p>Dyslexia outreach</p> <p>Access Through technology</p>



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Communication and interaction	<ul style="list-style-type: none"> Using appropriate levels of language – simplifying when needed. Use of paraphrasing and reframing by adults and pupils Discussion, role play and modelling prior to writing. Regular check-ins Opportunities to talk/ verbalise thinking SEN teacher toolkit guides Focus on key vocabulary for topic 	<ul style="list-style-type: none"> Instructions set out clearly with the use of prompts and reminders to support learners e.g. first/ next Visual & kinaesthetic cues Word mats/ talking mats/flashcards/ key vocabulary prompts Clear timetabling including use of visual timetable Voice recording devices such as talking tins, voice memo Laptops/ chrome books 	<ul style="list-style-type: none"> Social stories & comic strip conversations Junior language link intervention Individual programme based on targets set by Speech and Language therapists Daily sessions around key vocabulary and language (e.g. use of BLANKs/ word aware) Pre teaching of key vocabulary Colourful semantics Building blocks for communication Socially speaking 	<ul style="list-style-type: none"> One page profile targets 7Cs Language Link screener/ progress measures Speech sound screener PiXL assessments Books Pupil voice Observations Blanks half termly screener SENCo assessments (e.g. BPVS) INDES 	<p>School 2 school targets</p> <p>1:1 Speech and language therapy</p> <p>Speech, Language & communication SRB outreach/ placement</p> <p>ASD Team</p> <p>Educational Psychologists</p> <p>Advisory Learning Support teacher</p> <p>Access Through technology</p>



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Social, Emotional and Mental Health	<ul style="list-style-type: none"> Reminders of School weekly values House points Class learning forum Class collective worship Restorative approaches Growth mind-set classroom approach Meet and greet at the beginning/ end of each day Soft start SEN teacher toolkit guides 	<ul style="list-style-type: none"> Behaviour rewards & Individual reward systems Tokens Emotional thermometers Non-verbal signals e.g. coloured cards Worry box/monster Calming tools such as breathing cues and stress balls Use of a transitional item Fidget tools Golden tickets 	<ul style="list-style-type: none"> Individual meet and greet and handover with parents / guardians THRIVE Access to pastoral workers (1:1/ small group/ check ins) Additional transition work e.g. moving on/ TITAN Primary Social stories and comic strip conversations Support Intervention Plans Feelings and wishes work Building blocks for communication. One page profiles and targets Quiet 'open classrooms' at lunch times Check ins with identified key staff Mindfulness & brain calmer activities Zones of regulation Socially speaking 	<ul style="list-style-type: none"> INDES One page profile targets 7Cs Strengths & difficulties Questionnaire Me and my feelings tracker Boxall Feelings and wishes Pupil voice Observations 	School 2 School Point 1 Paddy Venner, Life Coach CAHMs Nelson's Journey Young Carers Transforming lives for good ASD team TITAN



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Physical and Sensory	<ul style="list-style-type: none"> Up to date Medical awareness and training for children with short and long term health conditions. Reduction of contrast on whiteboards to support pupils with visual stress. Staff awareness of hearing and visual impairments Seating arrangements SEN teacher toolkit guide/ Sensory diet reference sheet 	<ul style="list-style-type: none"> Access to specialist equipment such as: <ul style="list-style-type: none"> writing slopes, pencil grips, coloured overlays, fidget toys, wobble cushions Thera putty resistance bands Adapted P.E equipment Use of laptop/ touch typing programme from Access Through Technology 	<ul style="list-style-type: none"> Individual care plans Speed up! Handwriting programme for individuals. Write from the start Individual programmes set by occupational therapists, physiotherapists and other health care professionals, such as Fizzy or hand gym activities 1:1 Hearing/ Visual sensory support sessions South Warwickshire motor skills small group programme Individual support plan targets Sensory Audit 	<ul style="list-style-type: none"> Individual support plan targets 7Cs INDES Pupil voice Observations Movement Battery ABC Occupational Therapy Pre-referral screener 	<p>Advice and input from Sensory support</p> <p>Support from the school nursing team</p> <p>Occupational Therapy/ Physiotherapist</p> <p>Healthcare professionals e.g. Epilepsy</p> <p>Access through technology</p>