



SEN	TEACHER				RESOURCES		INTERVENTIONS				KEEP				EXTERNAL				
Area	TWEAKS										MONITORING				AGENCIES		Ш	Ц	
Of	Level 1: Uni	ivers	al en	titler	ment/ High Quality teaching						<mark>Autumn</mark>								
Need		Α	S	S			time-limited interventions	Α	S	S	Spring	Α	S	S		Α	1 5	S	S
		u	р	u	Level 3: Targeted pro	/ision/ Hig	thly tailored interventions	u	р	u	<u>Summer</u>	u	р	u		u	ı F	р	u
	Differentiated curriculum planning through outcomes and activities				3.3.2-SRWS 1 Use of alternative methods of recording as required, including		PiXL therapies				One page profile targets				3.3.2- SENCO 8 School2School				
	and activities				technological devices such as laptops &		TT Rockstars				INDES				SENCo assessments				
					voice memo		Number stacks programme				7Cs				3.3.2- SENCo 4 Educational Psychologist				
	SEN teacher toolkit guides				Coloured IWB screens		Number sense				Salford Reading assessment				3.3.2- SENCo 4 Advisory Learning Support Teacher				
B U	Working walls/ modelling				Appropriate font & sizing		Plus 1 Maths				Use of NAPs tracker				3.3.2- SENCo 6 Learning and Cognition				
Z.	In class support from TAs				Reading windows		Numicon				Single word spelling test				SRB outreach/ placement				
Learning	3.3.2-SoP 6 Small guided group & pair work				3.3.2-GS 2 Writing frames		3.3.2-SRWS 5 Precision teaching				High frequency word screener				3.3.2- SENCo 7 Access Through technology				
and	Clear & explicit objectives				Barrington Stoke dictionaries		Booster groups in all year groups- Literacy/ Maths				Sandwell Numeracy assessment				3.3.2- SENCo 6 Dyslexia outreach				
					3.3.2-GS 2 Talking tins		Spelling shed				Observations								
Cognition					3.3.2-SM 2 Visual aids		3.3.2-SRWS 5 Small Read, Write Inc groups in Years 3 & 4				PiXL assessments								
SOS					3.3.2-GS 2 Word mats		3.3.2-SRWS 5 Fresh start RWI in Years 5 & 6				Book look								
					3.3.2-SoP 3 Task planners		3.3.2-SRWS 5 SNIP/ HFW spelling programme				Pupil voice								
					Dyscalculia friendly tools/ use of concrete		3.3.2-SM 3 Pre-teach sessions of core skills										L		
					materials: -Dene blocks -number lines		Early reading/ Essex phonological awareness activities										L	\downarrow	
					- multiplication grids		1:1 reading Small group adapted Reading										+	+	\dashv
							masters Working memory small group activities												





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Area Of	Level 1: Universal entitlement/ High Quality teaching										Autumn			AGEITOIES			
Need		A u	S p				nal and time-limited interventions sion/ Highly tailored interventions		S p	S u	Spring Summer	A u			A u	_	
	3.1.2-1 Using appropriate levels of language – simplifying when needed.				3.2.222 Instructions set out clearly with the use of prompts and reminders to support learners e.g. first/ next		3.2.210 Social stories & comic strip conversations				One page profile targets			3.2.2- SENCO 7 School 2 school			
	3.1.2- 2 Use of paraphrasing and reframing by adults and pupils				3.1.2-10 3.2.218 Visual & kinaesthetic cues		3.1.2- SENCO 2 Junior language link intervention				7Cs			3.1.2- SENCO 5 1:1 Speech and language therapy			
uo	SEN teacher toolkit guides				3.1.2- 14 Word mats/ talking mats/flashcards/ key vocabulary prompts		3.1.2- SENCO 7 Individual programme based on targets set by Speech and Language therapists				3.1.2- SENCO 1 Language Link screener/ progress measures			3.1.2- SENCO 9 Speech, Language & communication SRB outreach/ placement			
Interacti	3.1.2-4 Regular check-ins				3.2.222 Clear timetabling including use of visual timetable		3.2.223 Daily/ weekly sessions around key vocabulary and language (e.g. use of BLANKs/ word aware)				3.1.2- SENCO 1 Speech sound screener			3.2.2- SENCO 2 ASD Team			
Communication and Interaction	3.1.2-9 Opportunities to talk/ verbalise thinking				3.2.219 Voice recording devices such as talking tins, voice memo		3.1.2-12 Pre teaching of key vocabulary				SENCo assessments (e.g. BPVS)			3.2.2- SENCO 2 Educational Psychologists			
ommunica	3.1.2-8 Discussion, role play and modelling prior to writing.				3.2.220 Laptops/ chrome books		Colourful semantics				Blanks half termly screener			Advisory Learning Support teacher			
ŏ	3.1.2- 11 Focus on key vocabulary for topic						3.2.2- SENCO 6 Building blocks for communication				Use of NAPs tracker			3.1.2- SENCO 4 Access Through technology			
							3.2.2- SENCO 6 Socially speaking				PiXL assessments			Neurodevelopmental Service			
											Book look						
											Pupil voice						
											Observations						\square
											INDES						





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Of	Level 1: Univ	ersa	len	title	ment/ High Quality teaching				Autumn					
Need		A u				nal and time-limited interventions on/ Highly tailored interventions	A u	S u		A u	S p	S u	A u	
	3.4.3-E 1 Reminders of School weekly values				Behaviour rewards & Individual reward systems	Individual meet and greet and handover with parents / guardians			INDES			3.4.3- SENCO 9 School 2 School		
	House points				Tokens	3.4.3- SENCO 2 THRIVE			One page profile targets			3.4.3- SENCO 6 Supporting smiles (Point 1)		
	Class learning forum				Emotional thermometers	3.4.3- SENCO 2 Access to pastoral workers (1:1/ small group/ check ins)			7Cs			3.4.3- SENCO 2 Paddy Venner, Life Coach		
mental health	Class collective worship				Non-verbal signals e.g. coloured cards	Additional transition work e.g. moving on/ TITAN Primary			3.4.3- SENCO 3 Strengths & difficulties Questionnaire			CAHMs		
nental	Restorative approaches				Worry box/monster	Social stories and comic strip conversations			Me and my feelings tracker			3.4.3- SENCO 6 Nelson's Journey		
and r	Growth mind-set classroom approach				Use of a transitional item	Support Intervention Plans			3.4.3- SENCO 3 Boxall			Young Carers		
emotional	Meet and greet at the beginning/ end of each day				Calming tools such as breathing cues and stress balls	Feelings and wishes work			Feelings and wishes			3.4.3- SENCO 2 Transforming lives for good		
emc	Soft start				Fidget tools	Building blocks for communication.			Pupil voice			ASD team		
Social,	SEN teacher toolkit guides				Golden tickets	One page profiles and targets			Observations			TITAN		
Š					3.4.3-E 5 Allocated cool down space	Quiet 'open classrooms' at lunch times						Neurodevelopmental Service		
						3.4.3- RC 2 Check ins with identified key staff						3.4.3- SENCO 4 Inclusion Team		
						Mindfulness & brain calmer activities								
						Zones of regulation								
						Socially Speaking/ TALKABOUT								





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Necu		A u	S u			nal and time-limited interventions sion/ Highly tailored interventions	A u	S S p u		u	Su		A u	S p	S
	3.5.2-SENCO 3 Up to date Medical awareness and training for children with short and long term health conditions.			3.3.2- SMS 5 Access to specialist equipment such as:		3.5.2-SENCO 4 Individual care plans			Individual support plan targets			Advice and input from Sensory support			
	Reduction of contrast on whiteboards to support pupils with visual stress.			-writing slopes,		3.3.2- SMS 11 Speed up! Handwriting programme for individuals.			7Cs			Support from the school nursing team			
sensory	3.5.2-1 Staff awareness of hearing and visual impairments			-pencil grips,		3.3.2- SMS 11 Write from the start			INDES			Occupational Therapy/ Physiotherapist			
and	3.5.2-6 Seating arrangements			-coloured overlays,		3.5.2-SENCO 9 Individual programmes set by occupational therapists, physiotherapists and other health care professionals, such as Fizzy or hand gym activities			Pupil voice			Healthcare professionals e.g. Epilepsy			
Physical	SEN teacher toolkit guide/ Sensory diet reference sheet			-fidget toys,		1:1 Hearing/ Visual sensory support sessions			Observations			3.5.2-SENCO 11 Access through technology			
ᇫ				-wobble cushions		South Warwickshire motor skills small group programme			Movement Battery ABC			-			
				-Thera putty		Individual support plan targets			Occupational Therapy Pre referral screener						
				-resistance bands		Sensory Audit									
				-Adapted P.E equipment											
				3.3.2- SMS 10 Use of laptop/ touch typing programme from Access Through Technology											