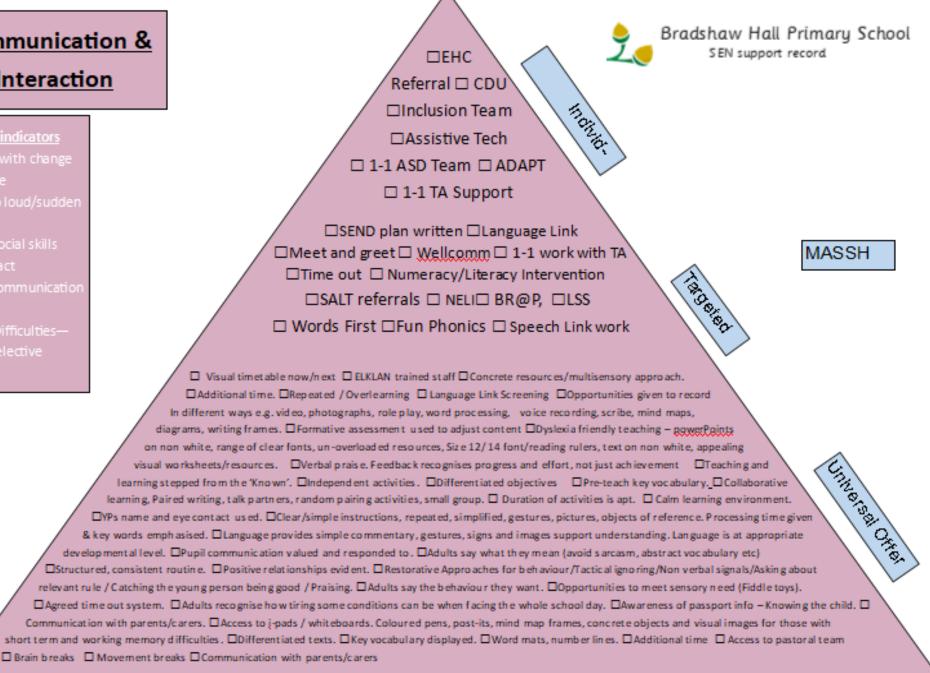
Communication & Interaction

Possible indicators



Cognition & Learning

Bradshaw Hall Primary School Individuellsed SEN support record Laptop/i-pad. □Numeracy/literacy Intervention Teacher □LSS referral □Homework Club □SEND Plan written □ Nessy intervention MASSH □1-1 LSS support □ Words First □Fun phonics ☐ BR@P ☐ NELI ☐ Wellcomm ☐ Bright Maths ☐ Metacognition ☐ Visual timetable now/next ☐ Memory Magic ☐ Language Link, NELI screen in reception □Concrete resources/multisensory approach. □ Additional time. □Repeated learning □Opportunities given to record In different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. □Formative assessment used to a djust content □ Dyslexia friendly teaching - PowerPoints on non white, range of clear fonts, un-overloaded resources, Size 12/14 font/reading rulers, text on non white, appealing □ Verbal praise. Feedback recognises progress and effort, not just achievement visual worksheets/resources. Universal Ottes □Teaching and learning stepped from the 'Known'. □Independent activities. □Differentiated objectives. □ Pre-teach key vocabulary. □ Collaborative learning, Paired writing, talk partners, random pairing activities, small group. □ Duration of activities is a pt. □ Calm learning environment. □YPs name and eye contact used. □Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. □Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. □Pupil communication valued and responded to. □Adults say what they mean (avoid sarcasm, abstract vocabulary etc) □ Structured, consistent routines. Dositive relationships evident. Destorative Approaches for behaviour/Tactical ignoring/Non verbal signals/Asking about relevant rule Catching the young person being good / Praising.

Adults say the behaviour they want.

Opportunities to meet sensory need (Fiddle toys). □ Agreed time out system. □ Adults recognise how tiring some conditions can be when facing the whole school day. □ Awareness of passport info -Knowing the child. Communication with parents/carers. Caccess to j-pads / whiteboards. Coloured pens, post-its, mind map frames, concrete objects and visual images for those with short term and working memory difficulties. □ Differentiated texts. □ Key voca bulary displayed. □ Word mats, number lines.

repeated, gestures,

Restor

conditions whiteboards. Colo

Sensory & Physica

Possible indicators
Fine and/or gross
motor difficulties
Difficulty in the
classroom environ-

ment or fidgeting Visual or Auditory Difficulties Sensory Processing

Constant move-

Coloured paper. Magnifier Toileting plan Laptop/i-pad (individual). Sens ory support referral Physio input MASSH Wobble cushion Movement breaks Sens ory Support Service referral ADHD referral SEND plan written MSU (2 terms of evidence) Tummy time Sloping board Sound field system Sens ory support Service referral ADHD referral SEND plan written MSU (2 terms of evidence) Tummy time Sloping board Sound field system Sens ory support Service referral Additional time. Repeated learning Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. Formative assessment used to a djust content Dyslexia friendly teaching FowerPoints on non white, range of clear fonts, un-overloaded resources, Size 12/14 font/reading rulers, text on non white, appealing visual worksheets/resources. Dverbal praise. Feedback recognises progress and effort, not just achievement Differentiated objectives. Drachaing and learning stepped from the 'Known'. Independent activities.	<u>ysical</u>	DEHCP referrals. Bradshaw Hall Primary School SEN support record	
Wobble cushion		☐ Magnifier ☐ Toileting plan	
□ Concrete resources/multisensory approach. □ Additional time. □ Repeated learning □ Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. □ Formative assessment used to a djust content □ Dyslexia friendly teaching − PowerPoints on non white, range of clear fonts, un-overloaded resources, Size 12/14 font/reading rulers, text on non white, appealing visual worksheets/resources. □ Verbal praise. Feedback recognises progress and effort, not just achievement □ Differentiated objectives. □ Teaching and learning stepped from the 'Known'. □ Independent activities. □ Pre-teach key vocabulary. □ Collaborative learning, Paired writing, talk partners, random pairing activities, small group. □ Duration of activities is apt. □ Calm learning environment. □ YPs name and eye contact used. □ Clear/simple instructions, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. □ Language provides simple commentary, signs and images support understanding. Language is at appropriate developmental level. □ Pupil communication valued and responded to. Idults say what they mean (avoid sarcasm, abstract vocabulary etc) □ Structured, consistent routines. □ Positive relationships evident. ative Approaches for behaviour/Tactical ignoring/Non verbal signals/Asking about relevant rule / Catching the young person being good / Praising. □ Adults say the behaviour they want. □ Opportunities to meet sensory need (Fiddle toys). □ Agreed time out system. □ Adults recognise how tiring some can be when facing the whole school day. □ Awareness of passport info – Knowing the child. □ Communication with parents/carers. □ Access to i-pads / ured pens, post-its, mind map frames, concrete objects and visual images for those with short term and working memory difficulties. □ Differentiated texts.		☐ Physio input MASSH	
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□Key vocabulary displayed □Word mats number lines □ Funky Fingers □ Dough gym	ative Approac □ Adults say th can be when f	es for behaviour/Tactical ignoring/Non verbal signals/Asking about relevant rule / Catching the young person being good / Praising. be haviour they want. Opportunities to meet sensory need (Fiddle toys). Agreed time out system. Adults recognise how tiring some cing the whole school day. Awareness of passport info – Knowing the child. Communication with parents/carers. Access to i-pads /	
Ency received y displayed. Environment, memory and a received and		□Key vocabulary displayed. □Word mats, number lines □ Funky Fingers . □ Dough gym	

Social, Emotional & **Mental Health**

Possible indicators

ial, Emotional	& Bradshaw Hall Primary School
iai, Linotionai	EHC Referra SEN support record
Mental Health	
	LHIMS \ \all_{\text{diff}}
	□ Educational Psychology
	1:1 TA support BSS
ole indicators	
Disorders	□ZEND plan written □Jigsaw □Adjusted school
ty	day □Mosaic □Learning Support timetable
ssion	□Time out opportunities □Meet and greet □EHA
ment	☐ Change of face & place ☐ School Age Plus worker MASSH
	Behaviour Support Service Referral DTASD Support at dinnertime
tha/a/Ties	☐ Open door informal meetings ☐ Concrete resources/multisensory
tte's/Tics	approach. □Additional time. □ Planned circle times □ Worry Monster □Mindfulness
vement	☐ Robust PSE and SEMH curriculum ☐ Team Teach De-escalation skills ☐ Emotion scaling
ges in attendance	☐ Use of visual timetable /now /next ☐ Repeated /overlearning ☐ Opportunities given to
У	record In different ways e.g. Video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. Formative assessment used to adjust content
	□Dyslexia friendly teaching —PowerPoints on non white, range of clear fonts, un-overloaded
	resources, Size 12/14 font/reading rulers, text on non white, appealing visual Colourful semantics
	worksheets/resources. Verbal praise. Feedback recognises progress and effort, not just achievement
	□Differentiated objectives. □Teaching and learning stepped from the 'Known'. □Independent activities.
/	Pre-teach key vocabularyCollaborative learning, Paired writing , talk partners, random pairing activities,
/	all group. Duration of activities is apt. Calm learning environment YPs name and eye contact used.
/	or/simple instructions, repeated, simplified, gestures, pictures, objects of reference. □Processing time given & ds emphasized □Language provides simple commentary, gestures, signs and images support understanding. □ Brain break
/	□ Differentiated objectives. □ Teaching and learning stepped from the 'Known'. □ Independent activities. □ Pre-teach key vocabulary. □ Collaborative learning, Paired writing, talk partners, random pairing activities, all group. □ Duration of activities is apt. □ Calm learning environment □ YPs name and eye contact use d. □ In Independent activities. □ Processing activities is apt. □ Calm learning environment □ YPs name and eye contact use d. □ In Independent activities. □ Processing activities. □ Processing time given & □ Brain break □ State and Independent activities. □ Pupil communication valued and responded to. □ Teaching and learning stepped from the
/	s say what they mean (avoid sarcasm, abstract vocabulary etc) Structured, consistent routines. Positive relationships evident.
/	oaches for behaviour/Tactical ignoring/Non verbal signals Asking about relevant rule Catching the young person being good / Praising.
☐ Adults say the behavi	iour they want. 🗆 Forest School 🗅 Opportunities to meet sensory need (Fiddle toys). 🗅 Agreed time out system. 🗅 BSS Observation/feedback
_	tiring some conditions can be when facing the whole school day Awareness of one page profile info – Knowing the child.
	rents/carers. Access to i-pads / white boards. Coloured pens, post-its, mind map frames, concrete objects and visual images
or those with short term and	working memory difficulties. □Differentiated texts. □Key vocabulary displayed. □Word mats, number lines. □Movement break