

<ul style="list-style-type: none"> <li>Occupational Therapist referral</li> <li>Physio Therapy</li> <li>Sensory Support Service</li> <li>Paediatric services</li> <li>Specialised physical handling</li> <li>Tutoring</li> <li>Additional adults</li> <li>Education Psychologist</li> <li>Inclusion Team</li> <li>Adapt team</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Targeted: Personalised Programmes</b></p> <ul style="list-style-type: none"> <li>Letter formation and fine motor skills activities</li> <li>Grip development activities</li> <li>Increased gross motor activities and opportunities e.g ball games, large play equipment</li> <li>ICT training to increase independent access. E.g. voice activated technology, Google docs</li> <li>TA Support</li> <li>Motor Skills United intervention supported by school staff</li> <li>Access arrangements</li> <li>AIT (Achievement Intervention Team)</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Targeted: Personalised Programmes</b></p> <p><b>FOR PHYSICAL NEEDS SUPPORT</b></p> <ul style="list-style-type: none"> <li>Pre-writing and warm up activities</li> <li>Chairs, feet on the floor / step on floor to place feet on/ carefully chosen position for pupil to sit with back supported, eg against a wall, at floor sitting times</li> <li>Extra time for dressing for PE, toileting, eating</li> <li>Pre-prepared work with date/LO etc.</li> <li>Electronic copies of work</li> <li>Developing note taking skills</li> <li>Modified resources (e.g. large print)</li> <li>Well organised classrooms with clear route ways</li> <li>Careful consideration of timetabling and location of rooms</li> <li>Alternative methods of recording</li> </ul> <p><b>FOR SENSORY NEEDS SUPPORT</b></p> <ul style="list-style-type: none"> <li>Reduce background noise e.g Ear defenders, seating plan</li> <li>Extra time for dressing for PE, toileting, eating</li> <li>Breaking down tasks into manageable chunks</li> <li>Playing spatial games and puzzles</li> <li>Preferential seating</li> <li>Uncluttered and well organised learning environment</li> <li>Specialist vocabulary available at the beginning of each topic</li> <li>Spelling support</li> <li>Summarise key points at start and end of lesson</li> <li>Lined paper and margins to give visual clues for writing</li> <li>Visual Stress aids, e.g. colorveil</li> <li>Increased opportunities for active learning</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Universal: QFT STRATEGIES</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Sensory &amp; Physical</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cognition &amp; Learning</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Universal: QFT STRATEGIES</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>SEND SUPPORT</b></p> <ul style="list-style-type: none"> <li>Consistent use of positive language</li> <li>Clear and simple instructions, breaking down longer instructions into smaller chunks</li> <li>Visual cues / prompts</li> <li>Visual timetable</li> <li>Visual/ sound timers are used so that the pupil can pace their effort</li> <li>Targeted/ guided sessions to develop a range of working memory strategies</li> <li>Collaborative working opportunities</li> <li>Regular, targeted time is provided for pre-teaching of vocabulary or new concepts</li> <li>Processing time given</li> <li>Alternate methods of recording/accessing work e.g. mind mapping, role play, video or audio recording, posters, dictation to peer/adult, use of ICT</li> <li>Use of behaviour support techniques used to ensure the pupil is relaxed and ready to learn before learning begins</li> <li>Built in 'brain breaks' ensure demand is appropriate and cognitive overload is avoided</li> <li>Use of coloured IWB backgrounds (ColorVeil), overlays etc</li> <li>Paired reading</li> <li>Visually supportive learning environments e.g. working walls, word mats</li> <li>Repetition and reinforcement of skills</li> <li>Consistent use of positive language</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Targeted: Personalised Programmes</b></p> <ul style="list-style-type: none"> <li>Targeted group for maths / literacy</li> <li>Reinforcement and practice input</li> <li>Multi-sensory practice groups for reading and spelling and grammar</li> <li>Develop a range of working memory strategies through targeted support</li> <li>Pastoral groups to build self-esteem and resilience</li> <li>Supported social and emotional development</li> <li>Access arrangements</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Individualised: Specialist Provision</b></p> <ul style="list-style-type: none"> <li>Tutoring</li> <li>Additional adults</li> <li>Education Psychologist</li> <li>Inclusion Team</li> <li>Adapt team</li> </ul>
<ul style="list-style-type: none"> <li>MASSH team</li> <li>HYMs</li> <li>Additional adults</li> <li>Education Psychologist</li> <li>Inclusion Team</li> <li>Adapt team</li> <li>School Nursing team</li> <li>Individual Behaviour Plans</li> <li>Specialist relevant agencies</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Targeted: Personalised Programmes</b></p> <ul style="list-style-type: none"> <li>Emphasis on social emotional learning</li> <li>Art therapy</li> <li>Consequence coaching intervention</li> <li>Supported social and emotional development, e.g. HART</li> <li>Early Help Assessment</li> <li>Pastoral Support Teams</li> <li>Young Carers</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Targeted: Personalised Programmes</b></p> <ul style="list-style-type: none"> <li>Relationships development and effective resolution of conflict</li> <li>Consistent use of rewards and sanctions linked to the school behaviour policy</li> <li>A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time, check ins</li> <li>Reinforcement of rules – visual prompts to support if needed</li> <li>Use of mediation / coaching/ restorative approaches strategies</li> <li>Social seating and close proximity to teacher</li> <li>Flexible approaches to a range of different behaviours</li> <li>Empowering pupils to use the language of choice, schedules and consistency</li> <li>Structured routines and clear guidelines</li> <li>Clear communication with parent/carers</li> <li>Work chunking</li> <li>SMART (specific, measurable, achievable, realistic and time-related) targets</li> <li>Supporting wellbeing to meet personal needs</li> <li>Collaborative approaches to co construction of the curriculum</li> <li>Modelling appropriate language</li> <li>Resilience development</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Universal: QFT STRATEGIES</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Social, Emotional &amp; Mental Health</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Communication &amp; Interaction</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Universal: QFT STRATEGIES</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>SEND SUPPORT</b></p> <p><b>FOR SOCIAL COMMUNICATION SUPPORT</b></p> <ul style="list-style-type: none"> <li>Say what you mean (explain double meanings, avoid sarcasm etc.)</li> <li>Preparation for change of activity or lesson</li> <li>Visual prompting and cues of timetable, instructions, demarcating areas</li> <li>Systematic organisation of independent learning tasks and activities</li> <li>Emotional literacy lessons in class</li> <li>Clear rewards and sanctions – including motivators</li> <li>Overt expectations made explicit</li> <li>Calm learning environment</li> <li>Regular, short sensory breaks</li> <li>Personalised Social Stories</li> <li>Individual workstation</li> <li>Comic Strip Conversations or Social Stories</li> <li>Multi sensory approach to learning</li> <li>Differentiated use of questions</li> <li>Opportunity to develop oracy skills</li> </ul> <p><b>FOR LANGUAGE/SPEECH SUPPORT</b></p> <ul style="list-style-type: none"> <li>Modelling, prompting and reinforcing pupil language</li> <li>Increased visual support across the curriculum e.g Makaton, pictures/ symbols</li> <li>Clear and simple explanations</li> <li>Extra time to process what has been said</li> <li>Talk partner opportunities</li> <li>Pre-teaching of subject vocabulary</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Targeted: Personalised Programmes</b></p> <p><b>FOR SOCIAL COMMUNICATION SUPPORT</b></p> <ul style="list-style-type: none"> <li>Social communication group</li> <li>Therapeutic approaches</li> <li>Non verbal communication cues</li> <li>De Escalation strategies</li> </ul> <p><b>FOR LANGUAGE/SPEECH SUPPORT</b></p> <ul style="list-style-type: none"> <li>Individualised SALT programme</li> <li>Guided reading for decoding and comprehension – especially inference</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Individualised: Specialist Provision</b></p> <ul style="list-style-type: none"> <li>SALT Referral</li> <li>Red flags: A</li> <li>Primary Inclusion</li> <li>Early Help Assessment</li> <li>Additional adults</li> <li>Education Psychologist</li> <li>Inclusion Team</li> <li>Adapt team</li> <li>Technological Assistant</li> <li>MASSH team</li> </ul>