

Social, Emotional & Mental Health

Possible indicators

Eating Disorders
Anxiety
Depression
Attachment
PTSD
ADHD
Tourette's/Tics
Bereavement

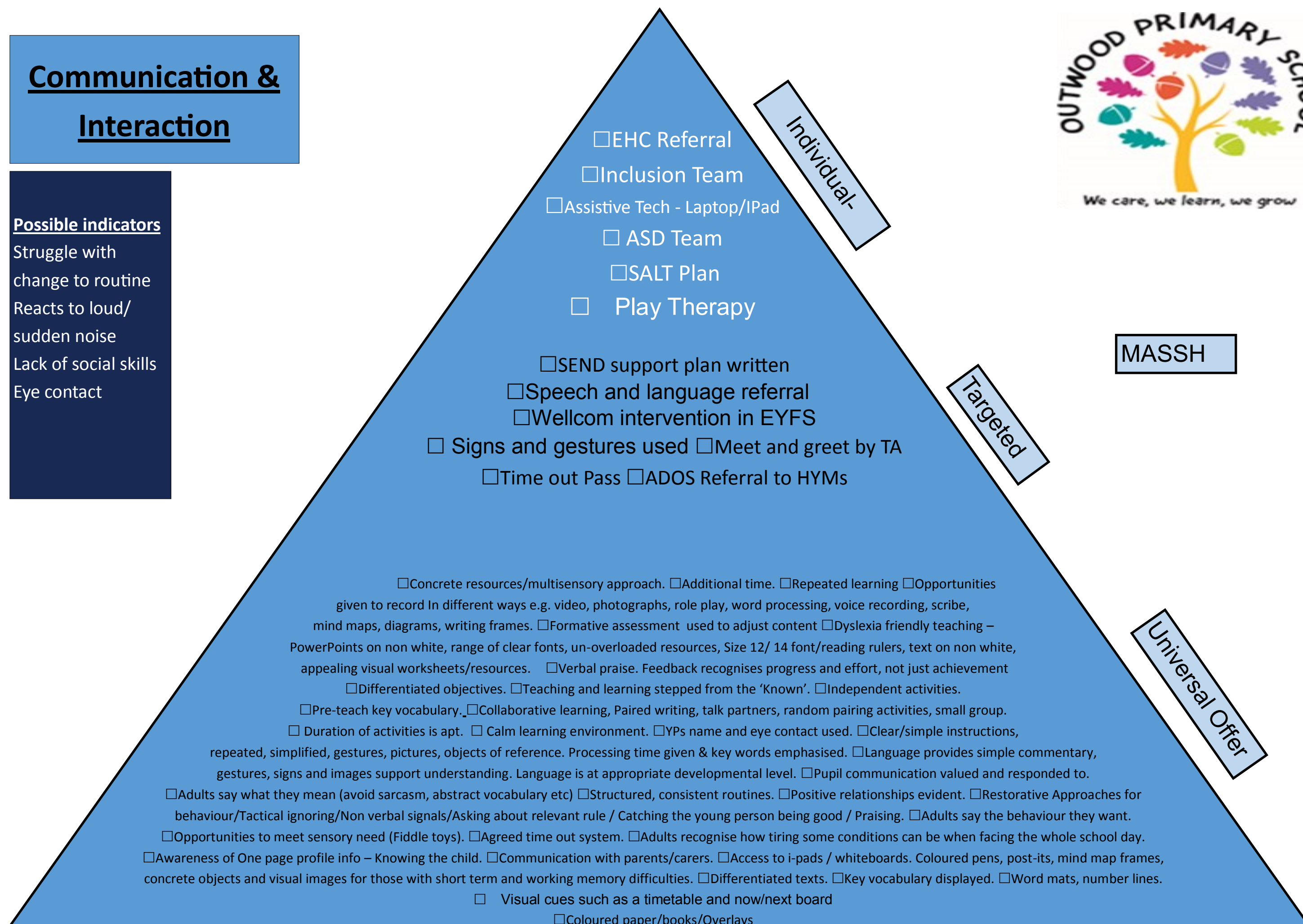


MASSH

Communication & Interaction

Possible indicators

Struggle with change to routine
 Reacts to loud/ sudden noise
 Lack of social skills
 Eye contact



MASSH

Cognition & Learning

Possible indicators

Significantly behind peers
Requires constant overlearning
Failing to make progress despite intervention
Difficulty retaining information



Individualised

- ☐ EHCP referral
- ☐ Educational Psychologist
- ☐ Laptop/i-pad.
- ☐ 1-1 LSS support.
- ☐ 1-1 support from Teacher/TA

Targeted

- ☐ Numeracy/literacy Intervention
- ☐ Targeted support ☐ LSS referral ☐ One page profile
- ☐ SEND Support Plan written ☐ Phonics intervention

MASSH

Universal Offer

- ☐ 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 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 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, 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. ☐ Positive relationships evident. ☐ Restorative 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 One page profile info – Knowing the child. ☐ Communication with parents/carers. ☐ Access to i-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 vocabulary displayed. ☐ Word mats, number lines.
- ☐ Visual cues such as a timetable and now/next board ☐ Coloured paper/books/Overlays

Sensory & Physical

Possible indicators

Fine and/or gross motor difficulties
Difficulty in the classroom environment
Constant movement or fidgeting

☐ OT referrals.

☐ Laptop/i-pad (individual).

☐ Sensory support referral

Individualised

Wobble cushion ☐

Planned Movement breaks ☐

Sensory Support Service referral ☐

ADHD referral to Hymys ☐

SEND Support plan written ☐

Motor Skills United (2 terms of evidence) ☐

Targeted

MASSH

Universal Offer

- ☐ 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 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 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, 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. ☐ Positive relationships evident. ☐ Restorative 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 One page profile info – Knowing the child. ☐ Communication with parents/carers. ☐ Access to i-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 vocabulary displayed. ☐ Word mats, number lines. ☐ Visual cues such as a timetable and now/next board ☐ Coloured paper/books/Overlays

