

Categories	Overview: Cognition and Learning	Overview: Communication and Interaction	Overview: Social, Emotional and Mental Health	Overview: Sensory and/or Physical needs
High Quality First teaching	<ul style="list-style-type: none"> ● OT movement break – whole class ● Scaffolding ● Pre-teaching vocabulary ● Word banks ● Reading tracker ● Assistive technology ● Sentence stems ● Knowledge organiser ● Retrieval practice ● Visual aids ● Whole class visual timetable ● Recapping on prior learning ● Whole body listening ● Manipulatives in Maths 	<ul style="list-style-type: none"> ● Scaffolding ● Pre-teaching vocabulary ● Word banks ● Assistive technology ● Sentence stems ● Knowledge organiser ● Retrieval practice ● Visual aids ● Whole class visual timetable ● Recapping on prior learning ● Whole body listening ● Manipulatives in Maths 	<ul style="list-style-type: none"> ● OT movement break – whole class ● Zones of Regulation ● Relationship education ● Calm area in class ● Whole school/class rules and Class Charter ● MHST (Mental Health Support team) targeted sessions – whole class 	<ul style="list-style-type: none"> ● OT movement breaks throughout the day (including the daily mile) – whole class
Catch-up	<ul style="list-style-type: none"> ● Initial discussion between class teacher and parents to determine need and next steps ● OT movement breaks – additional ● Scaffolding with adult-led group ● Pre-teaching vocabulary and individual word banks ● Checklist/task board – First/next/then ● Additional targeted reading ● Additional adult check in and feedback ● Knowledge organisers – share in a small group Additional sentence stems – target children 	<ul style="list-style-type: none"> ● Initial discussion between class teacher and parents to determine need and next steps ● Additional sentence stems – target children ● Visual aids for home and school ● Scaffolding with adult-led group ● Pre-teaching vocabulary and individual word banks ● Checklist/task board – First/next/then ● Additional targeted reading ● Additional adult check in and feedback ● Phonics catch up group ● Alternative ways to demonstrate understanding ● Knowledge Organisers 	<ul style="list-style-type: none"> ● Initial discussion between class teacher and parents to determine need and next steps ● OT movement breaks – additional ● Zones of Regulation – targeted support ● Checklist/task board – First/next/then ● RSE (Relationship Education additional support) ● Calm area ● ‘We thinkers’ – social explorers and problem-solving ● Individual workstation 	<ul style="list-style-type: none"> ● Initial discussion between class teacher and parents to determine need and next steps ● Handwriting practice ‘Speed up’ and targeted support ● Fine/Gross motor skills: short, daily exercises

	<ul style="list-style-type: none"> ● Visual aids for home and school ● Alternative ways to demonstrate understanding ● Use of assistive technology ● Additional manipulatives in Maths ● 'Colourful Semantics' ● Additional Sentence Stems ● Word banks. ● Phonics catch up group: ● 'Memory magic' ● Make reasonable adjustments to barriers in learning ● National Tutoring programme for Reading 	<ul style="list-style-type: none"> ● Word Banks ● Visual time table - individual copy ● Whole Body Listening: Additional reminders 		
Different from and Additional to	<ul style="list-style-type: none"> ● Pre-teaching ● Precision teaching ● 'Five-minute Box' – synthetic phonics ● 'Number Box' – structured Maths programme ● 'Ready to Progress' Maths skills ● 'Colourful Semantics' ● Reading for pleasure ● 'National Tutoring Programme' for reading ● Assistive technology ● Suggest referral to Educational Psychologist ● Suggest referral to EAIP (Early Intervention Advice Panel) 	<ul style="list-style-type: none"> ● Individual speech and language programmes ● Individual visual timetable ● Blank level questioning ● 'Colourful Semantics' ● Targeted pre-teaching of vocabulary/texts ● Social skills group – 'Time to Talk' (R), Lego therapy, 'We Thinkers' ● 'Five-minute Box' – synthetic phonics ● 'National Tutoring Programme' for reading ● Reading for pleasure ● Additional Reading - Targeted Intervention ● Attention Bucket activities ● AAC augmentative or alternative communication boards ● PECS – picture exchange communication system ● SCERTS model 	<ul style="list-style-type: none"> ● OT sensory diet ● Social skills group – 'Time to Talk' (R), Lego therapy, 'We Thinkers' ● ELSA ● 'Drawing and Talking' ● SCERTS (Social Communication, Emotional Regulation, Transactional Support) ● Forest schooling ● 'The Bridge' -enrichment from AfC EISS (Early Intervention Support Service) ● Suggest referral to MHST (Mental Health Support team) for children and parents 	<ul style="list-style-type: none"> ● Occupational therapy: Gross and fine motor skills programme ● Suggest referral to OT

		<ul style="list-style-type: none">• Social stories/comic strips• Communication passport• Suggest referral to Speech and Language service		
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Detail of provision:

Cognition and Learning		
High Quality First Teaching	Catch-up	Different from and Additional to
<p>OT movement break (Whole class) Movement breaks are suggested by occupational therapists and distributed throughout the school day to help children refocus. They can support sensory regulation. The purpose is to help children's either increase or decrease to a level where they can engage and participate in their learning. Frequency: distributed throughout the school day using the 'Corpus Café' system where children can choose activities to complete.</p> <p>Scaffolding Scaffolding is a strategy by which teachers provide a specific way to support children as they learn to develop new skills or concepts. Example of scaffolding approach: ● Build on prior knowledge. Let's say you're introducing your children to long division. ... ● Present the problem and think out loud. ... ● Repeat as necessary. ... ● Encourage participation. ... ● Check understanding again. ... Ensure children can demonstrate knowledge.</p> <p>Pre-teaching vocabulary Pre-teaching vocabulary facilitates the reading of new text by giving children the meanings of the words before they encounter them. This practice reduces the number of unfamiliar words encountered and facilitates greater comprehension.</p> <p>Word Banks Word Banks are lists of topic related words which can be generated by the pupils and placed in the classroom for pupils to refer to when needed to support discussion, writing and reading. Whole Class</p> <p>Reading Tracker: A reading tracker is used to support children who may become overwhelmed with a large amount of text. Tracking is the ability for your eyes to move smoothly</p>	<p>Initial discussion between class teacher and parents to share needs and support.</p> <p>OT movement break (additional) Movement breaks are suggested by occupational therapists and distributed throughout the school day to help children refocus. Frequency: as and when needed, target groups or individual throughout the school day</p> <p>Scaffolding Targeted group support within class (up to 1:8). Frequency: as required /dependent on session</p> <p>Pre-teaching vocabulary Pre-teaching vocabulary facilitates the reading of new text by giving children the meanings of the words before they encounter them. This practice reduces the number of unfamiliar words encountered and facilitates greater comprehension. Frequency: x3 a week small targeted group</p> <p>Check List /Task Board - A checklist allows a teacher to create a list of items that the child can work through and tick off as they have completed them. Frequency: at the beginning of sessions and then as the child works through</p> <p>Additional Reading - Targeted intervention Additional targeted reading opportunities provided over the week e.g guided reading, during input, reading to an adult. Frequency: 3x a week</p> <p>Additional Checking in but an adult (targeted) This is instant feedback throughout the session, given verbally, non verbally e.g thumbs up, tick answers as the child is working. Frequency: Throughout the session daily</p> <p>Knowledge Organisers - shared in a small group (1-8), time allowed to discuss and answer questions about key facts due to be taught and recap those that have already</p>	<p>Pre-teaching vocabulary Pre-teaching vocabulary facilitates the reading of new text by giving children the meanings of the words before they encounter them. This practice reduces the number of unfamiliar words encountered and facilitates greater comprehension. Frequency: x4 a week targeted 1:1</p> <p>Precision Teaching PT is a fast paced repetitive intervention that's designed to improve the accuracy and fluency of reading, spelling and maths. Children will be able to read or spell words until they become fluent and confident. They only move onto a new skill once they have mastered the skill accurately. There is a structured teaching method that must be used. Frequency : 10 mins daily 1:1 outside the classroom What is PT? How to run it https://www.twinkl.co.uk/teaching-wiki/precision-teaching</p> <p>Five Minute Box (SEN & EAL) Multi Sensory Phonics Teaches early basic skills for reading and writing, early phonics, keywords and personal and sequential information in a multi sensory way. This intervention works alongside any phonics scheme already in use. Frequency: 5 mins 1:1 everyday Video on how to use the Five Min Box https://www.youtube.com/watch?v=o-YlyvaC6l8</p> <p>Number Box to establish basic concepts of numeracy, or to support groups of children who are not yet working with abstract concepts. Frequency: 1:1 up to 3 times a week intended to be used for in-class support for the small groups of children in year 2 onwards</p> <p>'Ready to progress' maths skills The DFE Ready to Progress document identifies the most important areas in mathematics that pupils need as they progress from year 1 to year 6. These important concepts are referred to as ready-to-progress criteria (RTP). The ready-to-progress criteria (RTP) have been selected in order to develop pupils' mastery of the primary maths curriculum and, if all</p>

<p>across the text. If your eyes can not track properly then it is very difficult to develop reading skills.</p> <p>Assistive technology Use of 'Clicker' or the dictation tool to support writing. 'Talking point' recordable buttons can be used by an adult or the pupil to support memory. Frequency: as needed https://www.cricksoft.com/uk/clicker https://www.tts-group.co.uk/talking-point-recordable-buttons/1002060.html</p> <p>Sentence Stems Sentence stems help to improve children's language proficiency, in turn improving verbal communication and writing. A stem sentence is used in a range of topics to provide clarity or to generalise concepts. In maths, stem sentences include accurate mathematical vocabulary in a highly structured sentence that provides children with a way to communicate their ideas with mathematical precision as well as clarity.</p> <p>Knowledge Organiser This is a one/two page document which contains key facts and information that children need to have a basic knowledge and understanding of a topic and is laid out in easily digestible chunks.</p> <p>Retrieval Practice Retrieval practice is a strategy whereby teachers plan questions which deliberately forces recalling of information.</p> <p>Visual Aids Visual aids are instructional devices e.g models, charts, film strips, projectors, radio, television, maps etc which are used in the classroom to encourage learning and make it easier and motivating.</p> <p>Whole class visual Timetable Visual timetable explains the structure of a day using pictures and symbols. It can help develop understanding of "first" and "next" as well as potentially reducing anxiety. This timetable is discussed at the beginning of every morning.</p> <p>Recapping on Prior Learning Reminding and discussing past concepts and skills the children have learnt over the course of the day helps</p>	<p>been taught. Frequency: small group as and when required through the topic</p> <p>Visual Aids/Symbols and pictures - additional copy for the child to refer to or to note take on to help aid understanding. A copy to be sent home for parents to help support understanding. Frequency: as required</p> <p>Alternative ways to demonstrate understanding. Remind the child of how they may learn best and allow them to choose how they wish to show their work, it could be through mind maps, labelling, barchart, recording, comic strip). Frequency: As and when needed - in need of teacher guidance</p> <p>Assistive technology Use of 'Clicker' or the dictation tool to support writing. 'Talking point' recordable buttons can be used by an adult or the pupil to support memory. Frequency: as needed https://www.cricksoft.com/uk/clicker https://www.tts-group.co.uk/talking-point-recordable-buttons/1002060.html</p> <p>Additional use of Manipulatives in Maths Manipulative materials can be any concrete object eg. cubes, blocks, shapes, dice, that allow children to explore an idea in an active, hands-on approach. They help children move from the concrete to the abstract. Frequency: as and when needed</p> <p>Colourful Semantics This is a system for colour coding sentences according to the role of different words. It can help children to better understand word order and develop grammar. Frequency: whole class or small group An introduction into colourful semantics https://www.structural-learning.com/post/colourful-semantics-a-teachers-guide</p> <p>Additional Sentence Stems Sentence stems help to improve children's language proficiency, in turn improving verbal communication and writing. A stem sentence is used in a range of topics to provide clarity or to generalise concepts. In maths,</p>	<p>criteria are taught and met, pupils will be able to more easily access many other areas of mathematics. https://www.heathergarth.org/page/dfc-ready-to-progress/108978 Frequency: As required to bridge knowledge gaps</p> <p>Colourful Semantics This is a system for colour coding sentences according to the role of different words. It can help children to better understand word order and develop grammar. Frequency: individualised Colourful Semantics Guide: https://www.structural-learning.com/post/colourful-semantics-a-teachers-guide</p> <p>Reading for Pleasure To develop a love of reading by reading freely chosen texts, developing confidence and self esteem whilst promoting a love of reading. Allow the child to read at their pace, if they get stuck or struggle saying a word, tell them what it is instantly to avoid the pace or understanding of the text being affected. Limit questions. Frequency: at least x2 a week</p> <p>Assistive technology Use of 'Clicker' or the dictation tool to support writing. 'Talking point' recordable buttons can be used by an adult or the pupil to support memory. Frequency: as needed https://www.cricksoft.com/uk/clicker https://www.tts-group.co.uk/talking-point-recordable-buttons/1002060.html</p> <p>Suggest referral to Educational Psychologist Suggest referral to EAIP (Early Intervention Advice Panel)</p>
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<p>to embed learning into the long-term memory and build on what they know.</p> <p>Whole Body Listening: Listening with your whole body involves integrating all of the body senses (sensory processing), and combining that with executive functioning (self-control of brain and body), and perspective taking (thinking of others and what they are saying).</p> <p>Whole Body Listening: Elmo cartoon https://www.youtube.com/watch?v=3vPowxmjwY8</p> <p>Manipulatives in Maths</p> <p>Manipulative materials can be any concrete object eg. cubes, blocks, shapes, dice, that allow children to explore an idea in an active, hands-on approach. They help children move from the concrete to the abstract.</p>	<p>stem sentences include accurate mathematical vocabulary in a highly structured sentence that provides children with a way to communicate their ideas with mathematical precision as well as clarity.</p> <p>Frequency: Daily and targeted</p> <p>Word Banks - additional copy for the child with key words identified. Frequency: as required</p> <p>Visual time table - individual copy, with teacher supporting the child to refer to it when going through the whole class timetable.</p> <p>Phonics catch up group: Catch up group to age related. Frequency: x10 weeks x3 a week</p> <p>Memory magic' This intervention provides support for those children whose language and learning are being affected by language processing or working memory difficulties. It provides fun activities to help develop memory skills which can be used both within and outside the classroom.</p> <p>National Tutoring programme for Reading We work with targeted children in Year 3 to support their reading.</p>	
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Communication and Interaction		
High Quality First teaching	Catch-up	Different from and Additional to
<p>Scaffolding</p> <p>Scaffolding is a strategy by which teachers provide a specific way to support children as they learn to develop new skills or concepts. Example of scaffolding approach: ● Build on prior knowledge. Let's say you're introducing your children to long division ● Present the problem and think out loud ● Repeat as necessary ● Encourage participation ● Check understanding again. Ensure children can demonstrate knowledge .</p> <p>Pre-teaching vocabulary</p> <p>Pre-teaching vocabulary facilitates the reading of new text by giving children the meanings of the words before they encounter them. This practice reduces the number of unfamiliar words encountered and facilitates greater comprehension.</p>	<p>Initial discussion between class teacher and parents to share needs and support.</p> <p>Additional Sentence Stems given through targeted questioning, allowing the child to practise articulating their sentence more often. Frequency: small group x3 a week</p> <p>Visual Aids/Symbols and pictures - additional copy for the child to refer to or to note take on to help aid understanding. A copy to be sent home for parents to help support understanding. Frequency: as required</p> <p>Scaffolding with adult led group Targeted group support within class (up to 1:8). Frequency: as required /dependent on session</p>	<p>Specific Speech and Language Programme as advised by Speech and Language Therapist. Frequency: 1:1, pairs or small group</p> <p>Visual time table - individual copy Child supported by peer or adult to go through it explaining what is happening. Timetable maybe showing in two parts, am and pm to help understanding and reduce cognitive load. Frequency: x3 a week</p> <p>Blank Level questioning Its main aim is to develop children's key oral language comprehension skills. There are four different levels of questioning; Naming, Describing, Retelling/Narrative and justifying.</p>

<p>Word Banks Word Banks are lists of topic related words which can be generated by the pupils and placed in the classroom for pupils to refer to when needed to support discussion, writing and reading.</p> <p>Assistive technology Use of 'Clicker' or the dictation tool to support writing. 'Talking point' recordable buttons can be used by an adult or the pupil to support memory. Frequency: as needed https://www.cricksoft.com/uk/clicker https://www.tts-group.co.uk/talking-point-recordable-buttons/1002060.html</p> <p>Sentence Stems Sentence stems help to improve children's language proficiency, in turn improving verbal communication and writing. A stem sentence is used in a range of topics to provide clarity or to generalise concepts. In maths, stem sentences include accurate mathematical vocabulary in a highly structured sentence that provides children with a way to communicate their ideas with mathematical precision as well as clarity.</p> <p>Knowledge Organiser This is a one/two page document which contains key facts and information that children need to have a basic knowledge and understanding of a topic and is laid out in easily digestible chunks</p> <p>Retrieval Practice Retrieval practice is a strategy whereby teachers plan questions which deliberately forces recalling of information.</p> <p>Visual Aids Visual aids are instructional devices e.g. models, charts, film strips, projectors, radio, television, maps etc which are used in the classroom to encourage learning and make it easier and motivating.</p> <p>Whole Class Visual Timetable Visual timetable explains the structure of a day using pictures and symbols. It can help develop understanding of "first" and "next" as well as potentially reducing anxiety.</p>	<p>Pre-teaching vocabulary - specific vocabulary are taught and discussed prior to the session or topic. target children during guided reading to help raise self esteem. Frequency: small group x3 a week</p> <p>Check List /Task Board - A checklist allows a teacher to create a list of items that the child can work through and tick off as they have completed them. Frequency: As often is required linked to the learning</p> <p>Additional targeted Reading Additional targeted reading opportunities provided over the week e.g. guided reading, during input, reading to an adult. Frequency: 3x a week</p> <p>Additional Checking in but an adult (targeted) This is instant feedback throughout the session, given verbally, non verbally e.g. thumbs up, tick answers as the child is working. Frequency: Throughout the session daily</p> <p>Phonics catch up group: Catch up group to age related. Frequency: x10 weeks x3 a week</p> <p>Knowledge Organisers - shared in a small group (1-8), time allowed to discuss and answer questions about key facts due to be taught and recap those that have already been taught. Frequency: small group as and when required through the topic</p> <p>Word Banks - additional copy for the child with key words identified. Frequency: On tables for child to refer to</p> <p>Visual time table - individual copy, with teacher supporting the child to refer to it when going through the whole class timetable. Frequency: At key identified points during the school day</p> <p>Whole Body Listening: Additional reminders given to targeted individuals, instant feedback through positive praise throughout the day.</p>	<p>What is blank level questioning? https://drive.google.com/file/d/1dw-dT1wKFYcvioAU7TY7V4-9z4oua3ud/view?usp=drive_link</p> <p>Frequency: 5 mins targeted individual during whole class or 1:1</p> <p>Colourful Semantics This is a system for colour coding sentences according to the role of different words. It can help children to better understand word order and develop grammar</p> <p>Pre-teaching vocabulary/texts -specific vocabulary are taught and discussed prior to the session or topic. target children during guided reading to help raise self esteem. Frequency: small group or 1:1 x 4/5 times a week</p> <p>Social Skills Group: Lego Therapy Rec - Y6 an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving. Frequency: 6 weeks group of 3</p> <p>Social Skills Group: Time to talk Rec - KST1 Helps to develop social interaction skills and improve oral language skills for children aged between 4-6 years old. ● Eye Contact ● Taking turns ● Let's Practice ● Sharing ● Greetings Awareness of Feelings ● Giving ● Following Instructions ● Listening ● Paying Attention ● Play skills Frequency: two to three times each week.</p> <p>What is time to talk? https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/time-talk/</p> <p>Five Minute Box Y2 -Y6 Multi Sensory Phonics Teaches early basic skills for reading and writing, early phonics, keywords and personal and sequential information in a multi sensory way. This intervention works alongside any phonics scheme already in use. Frequency: 5 mins 1:1 everyday How to use the 5 minute Box: https://www.youtube.com/watch?v=o-YlyvaC6l8</p> <p>National Tutoring programme for Reading We work with targeted children in Year 3 to support their reading.</p> <p>Reading for pleasure To develop a love of reading by reading a freely chosen book, developing confidence, self esteem and a love of reading. Allow the child to read and read out loud, when the child stops,</p>
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<p><i>This timetable is discussed at the beginning of every morning.</i></p> <p>Recapping on Prior Learning Reminding and discussing past concepts and skills the children have learnt over the course of the day helps to embed learning into the long term memory and build on what they know.</p> <p>Whole Body Listening : Listening with your whole body involves integrating all of the body senses (sensory processing), and combining that with executive functioning (self-control of brain and body), and perspective taking (thinking of others and what they are saying). Whole Body Listening: Elmo cartoon https://www.youtube.com/watch?v=3vPowxmjwY8</p> <p>Manipulatives in Maths Manipulative materials can be any concrete object eg. cubes, blocks, shapes, dice, that allow children to explore an idea in an active, hands-on approach. They help children move from the concrete to the abstract.</p>	<p>Frequency : Throughout each daily session</p>	<p>stumbles or struggles with a word, tell them it immediately without asking them to sound out words or have many questions. This allow the development of fluency and comprehension skills. Frequency: individual 3x a week</p> <p>Additional Reading - Targeted Intervention Additional targeted reading opportunities provided over the week e.g guided reading, during input, reading to an adult. Frequency: daily for up to five mins</p> <p>Attention Bucket activities The strategy focuses on teaching and developing attention, communication and social interaction skills e.g looking, listening and waiting their turn. Particularly aimed at pupils with ASD, poor attention skills and social communication difficulties. Frequency: depending on need</p> <p>AAC Augmentative and Alternative Communication (AAC) is a range of strategies and tools to help people who struggle with speech. These may be simple letter or picture boards or sophisticated computer-based systems. AAC helps someone to communicate as effectively as possible, in as many situations as possible. https://www.communicationmatters.org.uk/what-is-aac/</p> <p>PECS The Picture Exchange Communication System®, or PECS®, allows people with little or no communication abilities to communicate using pictures. https://nationalautismresources.com/the-picture-exchange-communication-system-pecs/</p> <p>The SCERTS model (Social Communication, Emotional Regulation, Transactional Support) SCERTS provides specific guidelines for helping an individual with autism spectrum disorder (ASD) become a competent and confident social communicator and an active learner. Guidelines are also provided to help an individual to be most available for learning and engaging and to prevent problem behaviours. Frequency: ongoing https://scerts.com/</p> <p>Social Stories - supports children to understand social rules, routines and activities. A social story is a way to exchange information in a way that's meaningful and understandable to</p>
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		<p>the child. They were invented in the 1990s by autism consultant Carol Gray.- use widget</p> <p>How to write a social story: https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-coversations</p> <p>Comic Strip (another form of social story)</p> <p>Comic Strip Conversations are simple visual representations of conversations which can show - what was actually said in the conversation - How people might be feeling or thinking - What people's intentions might be.</p> <p>Frequency: Before a situation or after a situation has occurred</p> <p>Communication Passport</p> <p>Communication passport is a booklet for children who would benefit from looking at and re - reading important information presented in an easy to follow format. Mainly used to support transition to a new class.</p> <p>Frequency: Read daily and copy sent home</p>
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Social, Emotional and Mental Health

High Quality First teaching	Catch-up	Different from and Additional to
<p>OT movement break (Whole class)</p> <p>Movement breaks are suggested by occupational therapists and distributed throughout the school day to help children refocus. They can support sensory regulation. The purpose is to help children's either increase or decrease to a level where they can engage and participate in their learning.</p> <p>Frequency: distributed throughout the school day</p> <p>Zones of Regulation</p> <p>The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'. Frequency: Terminology to discuss zones and emotions everyday</p> <p>RSE (Relationship Education)</p> <p>The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.</p> <p>Frequency: Weekly for 30 mins</p> <p>Calm space in class</p> <p>A calm space provides a low stimulation area for pupils to calm down or have quiet time in a hectic classroom. Pupils</p>	<p>Initial discussion between class teacher and parents to share needs and support</p> <p>OT movement break (additional)</p> <p>Movement breaks are suggested by occupational therapists and distributed throughout the school day to help children refocus.</p> <p>Frequency: as and when needed , target groups or individual throughout the school day</p> <p>Zones of Regulation: Targeted support</p> <p>The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'. Frequency: Targeted children or child to be supported with a specific emotion at identified key points throughout the day</p> <p>Check List /Task Board</p> <p>A checklist allows a teacher to create a list of items that the child can work through and tick off as they have completed them.</p> <p>Frequency: at the beginning of sessions and then as the child works through the task</p> <p>RSE (Relationship Education)</p>	<p>OT sensory diet</p> <p>A 'Sensory Diet' is a structured way to include specific activities that organise the child's nervous system in their daily routine. The main goal of a sensory diet is to prevent sensory and emotional overload. It is a personalised activity plan that suggests the sensory input a child/young person needs to stay focused and organised throughout their day.</p> <p>Frequency: structured throughout the day</p> <p>Social Skills Group: 'Time to Talk'</p> <p>Time to talk Helps to develop social interaction skills and improve oral language skills for children aged between 4-6 years old.</p> <p>Frequency: two to three times each week</p> <p>ELSA</p> <p>Targeted intervention by referral only supports emotional wellbeing.</p> <p>Frequency: Referral required:6 to 10 weeks 1:1 or small group</p> <p>https://www.elsa-support.co.uk/what-is-elsa-intervention/</p> <p>'Drawing and Talking' Intervention</p> <p>Targeted support A gentle, non-intrusive method of working with child who may be suffering with trauma or mental health.</p>

<p>can use the calm space as a means of managing their own behaviour by requesting time in it when they recognise their stress levels are rising. The space will be an identified place in the classroom decided by the class teacher. Frequency: As and when needed</p> <p>Whole School / Class Rules/Class charter These set of rules and guidelines that are imposed by the teacher that the class must follow. These rules are designed to assist the teacher in behaviour management and ensure there is a positive environment for learning where all pupils feel comfortable and safe. Class rules can be co written with the class. Frequency: At the beginning of the year and Referred to as and when needed</p> <p>MHST (Mental Health Support team) targeted sessions – whole class The MHST run 10 weekly sessions in Y5 and Y6 about transition, friendships and relationships. They can also deliver workshops in other years as required. Individual referrals can be made via the school for pupil and/or family support.</p>	<p>The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Frequency: Targeted support, providing opportunities throughout the week to discuss any issues that may need more than the class session can give</p> <p>Calm Space - The Zen Den A calm space provides a low stimulation area for pupils to calm down or have quiet time in a hectic classroom. Pupils can use the calm space as a means of managing their own behaviour during social times by requesting time in it when they recognise their stress levels are rising. Frequency: During Break or lunch times for targeted individuals</p> <p>‘We Thinkers’ ‘The <i>We Thinkers!</i> series helps children build foundational social competencies and essential life skills through stories, lessons, and play activities. The teachings help kids better understand themselves and others, develop self-awareness, perspective taking, social problem solving, and supports students’ social-emotional learning, relationship building, classroom learning, and academic performance. ‘We Thinkers’ - https://www.socialthinking.com/we-thinkers-curriculum-social-emotional-learning</p> <p>Individual workstation: The structure and routine of workstation activities can help children to remain calm in class. New tasks can also be introduced in familiar ways, which makes the change feel less overwhelming. They can be tailored to individual needs, learning styles and special interests. Frequency: As and when needed by the child or as instructed by the class teacher</p>	<p>Frequency: Referral required:Weekly 30 minute, 1:1 sessions for 12 weeks. https://drawingandtalking.com/</p> <p>The SCERTS model (Social Communication, Emotional Regulation, Transactional Support) SCERTS provides specific guidelines for helping an individual with autism spectrum disorder (ASD) become a competent and confident social communicator and an active learner. Guidelines are also provided to help an individual to be most available for learning and engaging and to prevent problem behaviours. Frequency: ongoing https://scerts.com/</p> <p>Forest schooling Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. Frequency: Referral required:1 session a week for minimum 19 weeks.</p> <p>‘The Bridge’ -enrichment from AfC EISS (Early Intervention Support Service) Offered to pupils who need additional support with social and emotional skills in a focused and individual programme. This is aimed at building confidence, resilience and independence whilst focusing on promoting a positive attitude to learning and improving behaviour. Frequency: Referral required:2 days a week for12 weeks</p> <p>Suggest referral to MHST (Mental Health Support team) for children and parents MHST (Mental Health Support Team) supports children and their parents with emotional wellbeing and anxiety and low level behaviour. Frequency: Referral required:</p>
Sensory and Physical		
High Quality First teaching	Catch-up	Different from and Additional to
OT movement breaks throughout the day (including the daily mile) – whole class	Initial discussion between class teacher and parents to determine need and next steps Handwriting practice ‘Speed up’ and targeted support	Occupational Therapy: Gross Motor Skills and Fine Motor Skills Weekly structured, small group session. Aims to improve balance, coordination, confidence, self-esteem, sequencing,

<p>Movement breaks are suggested by occupational therapists and distributed throughout the school day to help children refocus. They can support sensory regulation. The purpose is to help children's either increase or decrease to a level where they can engage and participate in their learning. Frequency: distributed throughout the school day</p>	<p>Speed Up! provides a multi-sensory course of help for any child aged 8 Years + whose handwriting is illegible, slow or lacking in fluency. Frequency: 8 weekly sessions Fine/Gross motor skills: short, daily exercises Simple quick activities to promote fine motor skills such as cutting, threading, use of pincer grip, correct pencil hold. Frequency: Daily for 5 mins</p>	<p>organisational skills, visual and auditory perceptual skills. Frequency: 6 weeks. https://www.twinkl.co.uk/search?q=OT&c=244&r=parent&fco=0 Suggest referral to OT</p>
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