



# SEN at Heamoor Primary School

Area of Need	Indicators	School Response
<p data-bbox="125 564 459 743"><b>Communication and Interaction</b></p> 	<p data-bbox="501 560 1160 735">Significant receptive and /or expressive language difficulties recognised by a speech and language therapist that impair the child's ability to communicate effectively, understand language and participate independently in the classroom.</p> <p data-bbox="501 746 1120 847">A specific speech and language disorder where development deviates from the expected pattern and pace of normal development.</p> <p data-bbox="501 858 1055 959">Difficulties with social interaction, social communication and social understanding in all contexts.</p> <p data-bbox="501 970 1133 1110">The child may be socially vulnerable, withdrawn, anxious or prone to aggressive outbursts with a tendency to focus on their own choice of activities and have a limited imagination.</p> <p data-bbox="501 1121 1099 1222">Child has a medical diagnosis of autism or another pervasive developmental disorder often with associated sensory processing difficulties.</p>	<p data-bbox="1187 560 1839 587">Individualised Read Write Inc intervention teaching.</p> <p data-bbox="1187 598 2107 660">Teaching of specific speech sounds and language concepts following advice from the Speech Therapist.</p> <p data-bbox="1187 671 2051 734">Social Communication skills groups and 1-1 support and access to the Communication Champion in class as needed.</p> <p data-bbox="1187 745 2018 807">Language learning facilitated by signing, non- verbal systems, visual prompts and modelling</p> <p data-bbox="1187 818 1738 845">Differentiated and supported tasks in class.</p> <p data-bbox="1187 857 1767 919">Flexible use of in class grouping strategies and adult support.</p> <p data-bbox="1187 930 2107 992">Language modified and simplified with instructions repeated and explained as required to ensure understanding.</p> <p data-bbox="1187 1003 1727 1066">Well defined routines and a structured and organised environment.</p> <p data-bbox="1187 1077 1756 1139">Strategies and equipment to reduce anxieties such as ear defenders.</p> <p data-bbox="1187 1150 1742 1212">Direct teaching of specific social interaction skills and the social use of language</p> <p data-bbox="1187 1224 1991 1251">Social stories/Individual work station/Visual timetables/planner.</p> <p data-bbox="1187 1262 2051 1324">Communication Passports to support transition from class to class and setting to setting.</p> <p data-bbox="1187 1335 1951 1362">Sensory diet as recommended by the Occupational Therapist.</p> <p data-bbox="1187 1374 1420 1401">Lego Club sessions.</p> <p data-bbox="1187 1412 1928 1439">Use of TEACCH workstation and work organisation systems.</p>

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<p data-bbox="107 151 421 271"><b>Cognition and Learning</b></p> 	<p data-bbox="497 146 1160 587"> Attainment in basic skills significantly delayed so as to interfere with the child's ability to make progress.  Cognitive attainment levels and rates of progress which are significantly below that of the child's peer group.  Progress is slower than expected despite relevant and purposeful action being taken by the school.  Learning difficulties which affect independent access to the curriculum.  Identified specific learning difficulty that is significant and persistent. </p>	<p data-bbox="1182 146 2087 662"> Highly differentiated and supported tasks in class.  Clear marking and feedback with next steps learning.  Smart targets on Personal Learning Plan.  Individualised programme of learning with intervention that is additional and different from those provided as part of the school's usual differentiated curriculum.  Flexible use of in class grouping strategies and adult support.  Provision of additional resources including ICT.  Pre-teaching of new concepts.  Revision and over-learning of basic skills.  Test concessions.  Use of DST-J screening tool to assess dyslexia at risk quotient and plan intervention.  Use of dyslexia friendly strategies and resources within classrooms. </p>

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<p data-bbox="114 153 436 400"><b>Social, Emotional and Mental Health</b></p> 	<p data-bbox="465 145 1111 847">Medically diagnosed condition that affects the child's learning and well-being. Evidence of poorly developed social skills, isolation, withdrawal from peer group and problems with making and sustaining relationships. Evidence of significant unhappiness, anxiety, stress and /or disaffection over a sustained period often accompanied by prolonged periods of absence. Sustained and serious self-injurious behaviour. Personal, social and emotional development that impedes progress and attainment or affects the learning environment in the groups in which they are taught. Displays of inappropriate behaviour which are significantly different from the majority of the child's peers. Behaviours displayed are of high intensity, duration and frequency and are not ameliorated by behaviour management techniques usually employed in school.</p>	<p data-bbox="1162 145 2107 959">Learning Mentor employed with a dedicated space for SEMH work (Rainbow Room) Safe secure routines and a predictable environment. Social skills groups such as Nurture Group, Breakfast Club &amp; Lego Club. Flexible use of in class grouping strategies and adult support. Peer and adult mentoring and counselling. School works with Mental Health Support Team offering CBT in one to one and small group sessions. Anger management talk time. Draw and Talk sessions. Social Communication skills groups and 1-1 support and access to the Communication Champion in class as needed. Lego Club. Home school communication book/Book of Awesome. Individual reward charts agreed with parent and child. Behaviour Plans agreed with parent and child. Class and group Circle Time. Strategies recommended for Attachment difficulties. PACE strategies employed by all staff (Playful, Accepting, Curious, Empathetic) Attendance clinics. Use of outreach or in house placement at Alternative Provision Academy.</p>

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<p data-bbox="181 352 367 536"><b>Sensory and/or Physical</b></p> 	<p data-bbox="465 344 1077 483">Permanent or longstanding sensory impairment or physical disability that impedes access to the curriculum and learning at an age appropriate level.</p> <p data-bbox="465 491 1122 596">Possible associated linguistic delay with significant gaps in vocabulary, comprehension etc as well as lack of speech clarity.</p> <p data-bbox="465 604 1128 743">Child may need additional resources and equipment, specialist provision and adaptations which are significantly different from those routinely available in school.</p> <p data-bbox="465 751 1122 823">There may be physical barriers relating to dexterity and fatigue.</p> <p data-bbox="465 831 1099 936">Possible mobility and/or self-care problems which may impact on participation in school and classroom activities and require additional adult support.</p> <p data-bbox="465 944 1128 1050">Disruption to attendance as a result of a longer-term condition and need for regular treatment or hospitalisation.</p> <p data-bbox="465 1058 1122 1163">Signs of frustration maybe evident in the classroom and difficulties in forming relationships and isolation at social times.</p> <p data-bbox="465 1171 1070 1305">There is an expectation of a need for specialist support from the Sensory Support Service such as a Teacher of the Deaf or an advisor from the Physical Disabilities Team.</p>	<p data-bbox="1162 344 2011 416">Use of specialist equipment following advice from external agencies, maintaining as directed and reporting any problems promptly.</p> <p data-bbox="1162 424 1995 483">Flexible delivery, pace and alternative approaches to overcome any disability.</p> <p data-bbox="1162 491 2029 563">Social Communication skills groups and 1-1 support and access to the Communication Champion in class as needed.</p> <p data-bbox="1162 571 1727 596">Consideration to seating and position in class.</p> <p data-bbox="1162 604 2107 676">Individual programmes such as language skills, touch typing fine motor skills programme such as Write from the Start, Funfit etc.</p> <p data-bbox="1162 684 2107 743">Provision of equipment such as writing slope, move n sit cushion, pencil grips etc.</p> <p data-bbox="1162 751 1659 777">Adaptations to environment as required.</p> <p data-bbox="1162 785 1352 823">Buddy support.</p> <p data-bbox="1162 831 1352 857">Access to ICT.</p> <p data-bbox="1162 865 1323 903">Pre-teaching</p> <p data-bbox="1162 911 1671 936">Moving and handling training as required.</p> <p data-bbox="1162 944 1547 970">Intimate care plan as required.</p> <p data-bbox="1162 978 1648 1003">Provision of work for home if required.</p> <p data-bbox="1162 1011 1435 1050">Social skills activities.</p> <p data-bbox="1162 1058 1648 1083">Individual risk assessment as required.</p> <p data-bbox="1162 1091 1783 1117">Access to sensory areas outside of the classroom.</p> <p data-bbox="1162 1125 1626 1150">All classrooms have a breakout space.</p> <p data-bbox="1162 1158 2096 1230">All classrooms are organised to provide flexible seating at different levels and in different seating arrangements (sofas/workbenches/low tables etc)</p>