







SEN at Heamoor Primary School

Area of Need	Indicators	School Response
<p data-bbox="125 564 456 743">Communication and Interaction</p> 	<p data-bbox="501 558 1162 737">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="501 743 1120 849">A specific speech and language disorder where development deviates from the expected pattern and pace of normal development.</p> <p data-bbox="501 855 1057 960">Difficulties with social interaction, social communication and social understanding in all contexts.</p> <p data-bbox="501 967 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The child may be socially vulnerable, withdrawn, anxious or prone to aggressive outbursts with a tendency to focus on their own choice of activities and have a limited imagination.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 1117 1093 1222">Child has a medical diagnosis of autism or another neurodevelopmental condition often with associated sensory processing difficulties.</p>	<p data-bbox="1189 558 1845 587">Individualised Read Write Inc intervention teaching.</p> <p data-bbox="1189 593 2114 663">Teaching of specific speech sounds and language concepts following advice from the Speech Therapist.</p> <p data-bbox="1189 670 2038 740">Social Communication skills groups and 1-1 support and access to the Communication Champion in class as needed.</p> <p data-bbox="1189 746 2024 817">Language learning facilitated by signing, non- verbal systems, visual prompts and modelling</p> <p data-bbox="1189 823 1738 852">Differentiated and supported tasks in class.</p> <p data-bbox="1189 858 1935 887">Flexible use of in class grouping strategies an adult support.</p> <p data-bbox="1189 893 2114 963">Language modified and simplified with instructions repeated and explained as required to ensure understanding.</p> <p data-bbox="1189 970 2020 999">Well defined routines and a structured and organised environment.</p> <p data-bbox="1189 1005 2047 1034">Strategies and equipment to reduce anxieties such as ear defenders.</p> <p data-bbox="1189 1040 2078 1110">Direct teaching of specific social interaction skills and the social use of language</p> <p data-bbox="1189 1117 2042 1145">Social stories/Individual work station/Visual timetables/planner etc.</p> <p data-bbox="1189 1152 2056 1222">Communication Passports to support transition from class to class and setting to setting.</p> <p data-bbox="1189 1228 1953 1257">Sensory diet as recommended by the Occupational Therapist.</p> <p data-bbox="1189 1264 1424 1292">Lego Club sessions.</p> <p data-bbox="1189 1299 1935 1327">Use of TEACCH workstation and work organisation systems.</p> <p data-bbox="1189 1334 2123 1362">Assessment of need through use of the Neurodevelopmental Profiling Tool.</p> <p data-bbox="1189 1369 2110 1439">Early intervention when speech sound gaps are spotted through dedicated intervention time with a trained Teaching Assistant.</p>

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<p data-bbox="107 151 421 271">Cognition and Learning</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="1184 146 2101 774"> Highly differentiated and supported tasks in class. Clear marking and feedback with next steps learning. Smart targets on Individual Education Plan (IEP) 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. Use of Visual Stress Test screening. Early intervention when gaps are spotted through dedicated intervention time from a highly trained Teaching Assistant. </p>

Area of Need	Indicators	School Response
<p data-bbox="114 153 436 400">Social, Emotional and Mental Health</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 1070">Learning Mentor employed with a dedicated space for SEMH work (Rainbow Room) Mental Health Lead runs small groups focussing on Emotion Coaching and Zones of Regulation. Safe secure routines and a predictable environment. Social skills groups such as Nurture Group, Breakfast Club & 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 using a robust PSHE programme. Strategies recommended for Attachment difficulties. PACE strategies employed by all staff (Playful, Accepting, Curious, Empathetic) Attendance clinics. Parenting Champion offers support for home routines. Use of outreach or in-house placement at Alternative Provision Academy.</p>

Area of Need	Indicators	School Response
<p data-bbox="181 156 367 336">Sensory and/or Physical</p> 	<p data-bbox="465 148 1077 284">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="465 296 1122 400">Possible associated linguistic delay with significant gaps in vocabulary, comprehension etc as well as lack of speech clarity.</p> <p data-bbox="465 408 1128 544">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="465 555 1122 624">There may be physical barriers relating to dexterity and fatigue.</p> <p data-bbox="465 632 1099 735">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="465 743 1128 847">Disruption to attendance as a result of a longer-term condition and need for regular treatment or hospitalisation.</p> <p data-bbox="465 855 1122 959">Signs of frustration maybe evident in the classroom and difficulties in forming relationships and isolation at social times.</p> <p data-bbox="465 967 1115 1110">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 148 2011 217">Use of specialist equipment following advice from external agencies, maintaining as directed and reporting any problems promptly.</p> <p data-bbox="1162 225 1995 288">Flexible delivery, pace and alternative approaches to overcome any disability.</p> <p data-bbox="1162 296 2011 360">Social Communication skills groups and 1-1 support and access to the Communication Champion in class as needed.</p> <p data-bbox="1162 368 2056 400">Consideration to seating and position in class and flexible seating policy.</p> <p data-bbox="1162 408 2107 472">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 480 2107 544">Provision of equipment such as writing slope, move n sit cushion, pencil grips etc.</p> <p data-bbox="1162 552 1659 584">Adaptations to environment as required.</p> <p data-bbox="1162 592 1559 624">Work stations and quiet spaces.</p> <p data-bbox="1162 632 2047 695">Access to The Hub (sensory space) for regulation based on OT sensory circuit work.</p> <p data-bbox="1162 703 1346 735">Buddy support.</p> <p data-bbox="1162 743 1346 775">Access to ICT.</p> <p data-bbox="1162 783 1323 815">Pre-teaching</p> <p data-bbox="1162 823 1671 855">Moving and handling training as required.</p> <p data-bbox="1162 863 1547 895">Intimate care plan as required.</p> <p data-bbox="1162 903 1648 935">Provision of work for home if required.</p> <p data-bbox="1162 943 1648 975">Individual risk assessment as required.</p> <p data-bbox="1162 983 1783 1015">Access to sensory areas outside of the classroom.</p> <p data-bbox="1162 1023 1626 1054">All classrooms have a breakout space.</p> <p data-bbox="1162 1062 2096 1126">All classrooms are organised to provide flexible seating at different levels and in different seating arrangements (sofas/workbenches/low tables etc)</p> <p data-bbox="1162 1134 2074 1198">Parenting Champion offers advice and strategies to help to manage in the home.</p>