







# SEN at Heamoor Primary School

Area of Need	Indicators	School Response
<p><b>Communication and Interaction</b></p> 	<p>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>A specific speech and language disorder where development deviates from the expected pattern and pace of normal development.</p> <p>Difficulties with social interaction, social communication and social understanding in all contexts.</p> <p>The child may be socially vulnerable, withdrawn, anxious or prone to aggressive outbursts with a tendency to focus on their own choice of activities and have a limited imagination.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>Child has a medical diagnosis of autism or another pervasive developmental disorder often with associated sensory processing difficulties.</p>	<p>Individualised Read Write Inc intervention teaching.</p> <p>Teaching of specific speech sounds and language concepts following advice from the Speech Therapist.</p> <p>Social Communication skills groups and 1-1 support and access to the Communication Champion in class as needed.</p> <p>Language learning facilitated by signing, non- verbal systems, visual prompts and modelling</p> <p>Differentiated and supported tasks in class.</p> <p>Flexible use of in class grouping strategies and adult support.</p> <p>Language modified and simplified with instructions repeated and explained as required to ensure understanding.</p> <p>Well defined routines and a structured and organised environment.</p> <p>Strategies and equipment to reduce anxieties such as ear defenders.</p> <p>Direct teaching of specific social interaction skills and the social use of language</p> <p>Social stories/Individual work station/Visual timetables/planner.</p> <p>Communication Passports to support transition from class to class and setting to setting.</p> <p>Sensory diet as recommended by the Occupational Therapist.</p> <p>Lego Club sessions.</p> <p>Use of TEACCH workstation and work organisation systems.</p>

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

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<p data-bbox="114 153 434 400"><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 2119 922">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. CHALK Counsellor employed by the school. 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><b>Sensory and/or Physical</b></p> 	<p>Permanent or longstanding sensory impairment or physical disability that impedes access to the curriculum and learning at an age appropriate level.</p> <p>Possible associated linguistic delay with significant gaps in vocabulary, comprehension etc as well as lack of speech clarity.</p> <p>Child may need additional resources and equipment, specialist provision and adaptations which are significantly different from those routinely available in school.</p> <p>There may be physical barriers relating to dexterity and fatigue.</p> <p>Possible mobility and/or self-care problems which may impact on participation in school and classroom activities and require additional adult support.</p> <p>Disruption to attendance as a result of a longer-term condition and need for regular treatment or hospitalisation.</p> <p>Signs of frustration maybe evident in the classroom and difficulties in forming relationships and isolation at social times.</p> <p>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>Use of specialist equipment following advice from external agencies, maintaining as directed and reporting any problems promptly.</p> <p>Flexible delivery, pace and alternative approaches to overcome any disability.</p> <p>Social Communication skills groups and 1-1 support and access to the Communication Champion in class as needed.</p> <p>Consideration to seating and position in class.</p> <p>Individual programmes such as language skills, touch typing fine motor skills programme such as Write from the Start, Funfit etc.</p> <p>Provision of equipment such as writing slope, move n sit cushion, pencil grips etc.</p> <p>Adaptations to environment as required.</p> <p>Buddy support.</p> <p>Access to ICT.</p> <p>Pre-teaching</p> <p>Moving and handling training as required.</p> <p>Intimate care plan as required.</p> <p>Provision of work for home if required.</p> <p>Social skills activities.</p> <p>Individual risk assessment as required.</p> <p>Access to sensory areas outside of the classroom.</p> <p>All classrooms have a breakout space.</p> <p>All classrooms are organised to provide flexible seating at different levels and in different seating arrangements (sofas/workbenches/low tables etc)</p>