



COVID Social, Emotional & Mental Health





COVID Communication & Interaction



Possible indicators

INDIVIDUAL

- ☐ EHC Referral
- ☐ Inclusion Team
- ☐ Assistive Tech
- ☐ Autism Team
- ☐ SALT referrals / In-house SALT
- ☐ In house screening
- ☐ Bespoke timetable

TARGETED

- ☐ Breakfast Club
- ☐ Nurture
- ☐ Lesson Step sheets.
- ☐ Meet and greet
- ☐ Time out Pass
- ☐ ADOS Referral
- ☐ Traffic Light cards
- ☐ SALT Screener
- ☐ Bubble Room
- ☐ Comic strip conversations
- ☐ Social Stories
- ☐ Intensive In-teraction
- ☐ Makaton
- ☐ EAL Support
- ☐ Microsoft Teams (check ins)
- ☐ Purple Mash

MASSH

CPOMS

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- *All subject leads will have an intent for SEND children and provision in their subject area enhancing their curriculum
- ☐ 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.
 - ☐ Use of technology to help with overlays IPADS, using notes to provide this.
 - ☐ Verbal praise. Feedback recognises progress and effort, not just achievement
 - ☐ Demos (Modelling/WAGOLL(ing))
 - ☐ 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 passport 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.
 - ☐ Kagan Structures
 - ☐ Now/Next boards.
 - ☐ Timelines
 - ☐ Listening prompts
 - ☐ Chunking of information
 - ☐ Quality First Teaching resources that aid learning such as, Slopping cushions, sloping writing boards, adapted scissors, therapeutic cushions, weighted blankets.



COVID Cognition & Learning



Possible indicators
Large gaps in learning
Interventions unsuccessful showing
no progress

INDIVIDUAL

- ☐ Laptop/i-pad.
- ☐ LSS Support
- ☐ Educational Psychology

- ☐ BRP ☐ Gap Filling
- ☐ Personal IT Equipment
- ☐ Motor Skills United ☐ Maths Intervention
- ☐ Working Memory. ☐ Lucid Rapid Screening ☐ Reading Buddies
- ☐ Sensory Integration techniques ☐ Wriggly Readers
- ☐ Bounce back phonics ☐ Nessy ☐ NELI
- ☐ Numberstacks ☐ Purplemash

TARGETED

- ☐ Modified 1:1 Sensory Integration groups ☐ Exam/ Assessment modifications

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- All subject leads will have an intent for SEND children and provision in their subject area enhancing their curriculum
- ☐ 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
 - ☐ Demos (Modelling/WAGOLL(ing)) ☐ 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 passport 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.
 - ☐ Differentiated Quality First Teaching. ☐ Kagan Structure. ☐ Flexible Groups ☐ Additional Targeted Small Group
 - ☐ Appropriate resources that aid learning such as, Slopping cushions, sloping writing boards, adapted scissors, therapeutic cushions, weighted blankets. ☐ Handwriting interventions ☐ Brain breaks
 - ☐ Chunking ☐ Gap Filling

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COVID Sensory & Physical

