

**SOCIAL, EMOTIONAL & MENTAL HEALTH**

**For children who may have difficulty remaining on task, show disruptive behaviour, is easily frustrated or present as withdrawn or anxious or who appear to be unhappy.**

| <u>Wave 1</u>   | <u>Wave 2</u>   | <u>Wave 3</u>  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Assess, Plan, Do, Review.</li> <li>• Additional targeted small group support.</li> <li>• Restorative approaches</li> <li>• Circle time</li> <li>• Buddy systems</li> <li>• Resiliency screening to track emotional well being</li> <li>• Visual prompts for positive behaviours</li> <li>• Reward charts and systems</li> <li>• Worry box</li> <li>• Social and Emotional Aspects of Learning curriculum (SEAL)</li> <li>• Brain breaks</li> <li>• Information presented in small chunks</li> <li>• Step 123 Learning File (can be extended)</li> <li>• Therapeutic cushion</li> </ul> | <ul style="list-style-type: none"> <li>• Behaviour Mentor</li> <li>• Forest Schools</li> <li>• Nurture Group</li> <li>• Comic Strip conversations</li> <li>• Social stories</li> <li>• Assess, Plan, Do, Review.</li> </ul> | <ul style="list-style-type: none"> <li>• Individual Behaviour Plan at SEN Support and EHCP</li> <li>• Early Help Assessments Form</li> <li>• Primary Jigsaw</li> <li>• Healthy Young Minds</li> <li>• Behaviour Support Service</li> <li>• External Counselling</li> </ul> |

**SENSORY AND/ OR PHYSICAL**

**For children who may have difficulty with motor skills or have a visual or hearing impairment.**

| <u>Wave 1</u>   | <u>Wave 2</u>   | <u>Wave 3</u>  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Assess, Plan, Do, and Review.</li> <li>• Additional targeted small group</li> <li>• Class systems</li> <li>• Clean whiteboard and good quality pens.</li> <li>• Sloping writing boards</li> <li>• Sloping cushions</li> <li>• Adopted scissors</li> <li>• Therapeutic cushions</li> <li>• Weighted blankets</li> <li>• Handwriting intervention</li> <li>• Brain breaks</li> <li>• Information presented in small chunks.</li> </ul> | <ul style="list-style-type: none"> <li>• Assess, Plan, Do, and Review.</li> <li>• Motor Skills United</li> <li>• Modified resources e.g. large print books/ Lines in book black</li> <li>• Exam modifications</li> <li>• Personal IT equipment</li> <li>• Sensory Integration techniques (not needed to be shown by an OT)</li> </ul> | <ul style="list-style-type: none"> <li>• Assess, Plan, Do, and Review.</li> <li>• SEN Support Plan</li> <li>• Assess, Plan, Do, Review</li> <li>• In class support with a learning support assistant.</li> <li>• Sensory Support Service Referral</li> <li>• Teacher of the Deaf Support</li> <li>• Occupational Therapy Referral</li> <li>• Occupational Therapy individualised programme.</li> </ul> |



### COGNITION & LEARNING

**Children who may have low levels of attainment, difficulty acquiring new skills or find processing information challenging.**

| <u>Wave 1</u>   | <u>Wave 2</u>  | <u>Wave 3</u>  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Assess, Plan, Do, Review.</li> <li>• Flexible groups</li> <li>• Additional targeted small group support (gap fills)</li> <li>• Word mats</li> <li>• Visual timetables</li> <li>• Word mats</li> <li>• Visual timetables</li> <li>• Visual prompts</li> <li>• Modified resources</li> <li>• Dyslexia friendly classrooms</li> <li>• Coloured overlays</li> <li>• Reading rulers</li> <li>• Pre/ re teaching topics</li> <li>• Differentiated work</li> <li>• Brain breaks</li> <li>• Information presented in small chunks</li> </ul> | <ul style="list-style-type: none"> <li>• EYFS diminishing the differences</li> <li>• KS1 phonological awareness screening</li> <li>• Spelling HFW focus</li> <li>• BRP</li> <li>• SERI intervention</li> <li>• Success at Arithmetic</li> <li>• Year 6 Maths Booster sessions</li> </ul> | <ul style="list-style-type: none"> <li>• Individual Behaviour Plan at SEN Support and EHCP</li> <li>• Early Help Assessments Form</li> <li>• In class support with adult support</li> <li>• LSS 1:1 teaching 2:1 /group</li> <li>• Educational Psychology assessment</li> <li>• Occupational Therapy assessment</li> <li>• Sensory assessment</li> <li>• Healthy Young Minds</li> <li>• Behaviour Support Service</li> <li>• External Counselling</li> </ul> |

### COMMUNICATION & INTERACTION

**For children who may have difficulty knowing how to talk or listen to others, struggle to make and maintain friendships and find dealing with new situations difficult.**

| <u>Wave 1</u>  | <u>Wave 2</u>  | <u>Wave 3</u>   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Assess, Plan, Do, and Review.</li> <li>• Additional targeted small group</li> <li>• Visual timetables</li> <li>• Now/ Next boards</li> <li>• Listening prompts</li> <li>• Emotions cards and activities</li> <li>• Brain breaks</li> <li>• Information presented in small chunks</li> <li>• Brain breaks</li> <li>• Information presented in small chunks.</li> </ul> | <ul style="list-style-type: none"> <li>• Assess, Plan, Do, and Review.</li> <li>• Lego therapy</li> <li>• SALT Screener</li> <li>• Comic strip conversations</li> <li>• Social Stories</li> <li>• Puppets</li> <li>• Feeling stones/ scales</li> </ul> | <ul style="list-style-type: none"> <li>• Individual Behaviour Plan at SEN Support and EHCP</li> <li>• Early Help Assessments Form</li> <li>• In class support with adult support</li> <li>• Specialist assessment and 1:1/ group teaching with Speech and Language Therapist</li> <li>• Referral to Speech Therapy</li> <li>• BSL 1 trained/ Makaton trained support in class.</li> </ul> |

At Broadstone Hall we offer a range of provision to help meet the needs of all our children. The staff regularly receives training to ensure our classroom are accessible to all , however sometimes children need something additional to or different from their everyday classroom provision. Therefore, depending on your children's need, these are some of the provisions that Broadstone Hall primary school can offer to your child. If you have any concerns, please contact SENCO (Lauren Haynes).



