

Area of Need: Cognition and Learning	
Quality First Teaching	School Concern (Additional to)
<ol style="list-style-type: none"> <li>1. Use of “in the moment planning” that follows the needs/interests of the individual children.</li> <li>2. Adaptive curriculum planning and work</li> <li>3. Adaptive delivery - questioning and language</li> <li>4. Adaptive outcome to meet objective</li> <li>5. Use of ICT Story/cartoon board</li> <li>6. High expectations</li> <li>7. Teacher modelling</li> <li>8. Daily Phonics</li> <li>9. Class visual timetables</li> <li>10. Use of symbols</li> <li>11. Pictorial support</li> <li>12. Free flow play</li> </ol>	<ol style="list-style-type: none"> <li>1. Pre teaching of new topics</li> <li>2. Individual pictorial/vocabulary boards</li> <li>3. Small group phonics</li> <li>4. Work stations</li> <li>5. Ear Defenders</li> </ol>
	<b>SEN Support in School (Different from)</b>

<b>Area of Need: Communication and Interaction</b>	
<b>Quality First Teaching</b>	<b>School Concern (Additional to)</b>
<ol style="list-style-type: none"> <li>1. Adaptive curriculum - planning and work.</li> <li>2. Adaptive delivery - questioning and language.</li> <li>3. Additional take up time for language processing.</li> <li>4. Reduced Language for giving information and instructions.</li> <li>5. Visual timetables.</li> <li>6. Teacher modelling.</li> <li>7. Use of symbols</li> <li>8. Pictorial support.</li> <li>9. Free flow play</li> <li>10. Lanyard symbols</li> </ol>	<ol style="list-style-type: none"> <li>1. Speech and Language therapist-small group</li> <li>2. TA led Speech and language groups.</li> <li>3. Makaton</li> <li>4. Social skills group</li> <li>5. Vocabulary group</li> </ol>
	<p style="text-align: center;"><b>SEN Support in School (Different from)</b></p> <ol style="list-style-type: none"> <li>1. 1:1 Speech and Language Sessions</li> <li>2. Communication in print</li> <li>3. Low stimulus environment</li> <li>4. Individual visual timetables</li> <li>5. Work/task schedules.</li> <li>6. Individual TA support</li> <li>7. Different from curriculum</li> <li>8. Personalised timetable</li> </ol>

Area of Need: Social, Emotional and Mental Health	
Quality First Teaching	School Concern (Additional to)
<ol style="list-style-type: none"> <li>1. Whole school behaviour policy - graduated response.</li> <li>2. Zones of regulation.</li> <li>3. Bounce back table.</li> <li>4. Restorative approach.</li> <li>5. Parental involvement.</li> <li>6. Circle time.</li> <li>7. PSHE Lessons.</li> <li>8. Visual timetable.</li> <li>9. High expectations. .</li> <li>10. Fidget toy.</li> <li>11. Praise and special mention</li> <li>12. School Postcards</li> <li>13. Stickers</li> <li>14. Cushions, mats for sitting</li> <li>15. Chewable jewellery</li> </ol>	<ol style="list-style-type: none"> <li>1. Social skills group</li> <li>2. Soft room</li> <li>3. Multisensory room</li> <li>4. 'Working for' targets</li> </ol>
	<b>SEN Support in School (Different from)</b>

Area of Need: Physical and Sensory	
Quality First Teaching	School Concern (Additional to)
<ol style="list-style-type: none"> <li>1. Adaptive curriculum - planning and work</li> <li>2. Adaptive delivery - questioning and language</li> <li>3. Flexible teaching arrangements</li> <li>4. Accesible building</li> <li>5. Pencil grips.</li> <li>6. Wobble cushions</li> <li>7. Weighted blankets/jackets</li> <li>8. Noise reduced environment</li> <li>9. Contrast friendly presentations-e.g. yellow background black writing</li> <li>10. De-cluttered environments</li> <li>11. Soft room Multisensory room</li> <li>12. Funky Fingers</li> <li>13. Messy play</li> <li>14. Free flow Play</li> </ol>	<ol style="list-style-type: none"> <li>1. Funky Fingers fine motor skills group</li> <li>2. Small group-Sensory/messy play</li> <li>3. Soft room</li> <li>4. Multisensory room</li> </ol>
	<b>SEN Support in School (Different from)</b>