



**Our Targetted SEND Strategies and adaptations across the four broad areas of need**

Cognition and Learning	Communication and Interaction	Social, Emotional, Mental Health (SEMH)	Physical/Sensory
<ul style="list-style-type: none"> <li>● Writing Frames</li> <li>● Personal Work schedule</li> <li>● Personal Now/Next</li> <li>● Planned brain breaks</li> <li>● Sand timer to support completion/ focus on task</li> <li>● Reading buddies</li> <li>● Access to a scribe</li> <li>● Additional opportunities for overlearning/ revisiting concepts</li> <li>● Precision teaching intervention</li> <li>● RWInc tutoring</li> <li>● Shine intervention</li> <li>● British Picture Vocabulary Scale</li> <li>● KS2 Maths booster classes</li> <li>● Number Stacks Intervention</li> <li>● Essex Maths Intervention</li> <li>● Shine intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Communication boards</li> <li>● Specific targeted questioning</li> <li>● Question prompts</li> <li>● Language of choice / offer two options</li> <li>● Praise the effort as well as the result</li> <li>● Additional time to process and respond</li> <li>● Visuals used throughout the curriculum</li> <li>● Speech and Language intervention</li> <li>● Regular opportunities to rehearse verbal responses before sharing</li> <li>● Thrive sessions</li> <li>● Targeted classroom roles and responsibilities</li> <li>● Agreed opportunities to co-produce home support plans, including signposting</li> </ul>	<ul style="list-style-type: none"> <li>● Use of social stories</li> <li>● Personalised rewards i.e sticker charts</li> <li>● Greeting/ soft start</li> <li>● Access to a quiet work-station</li> <li>● Regular check-in from key adult/s</li> <li>● Advanced warnings i.e “In 5 mins we will...”, “Next we will...”</li> <li>● Specific positive praise: given on a 1:1 basis at regular intervals</li> <li>● Daily reference to the ‘Zones of Regulation’</li> <li>● 5 point behaviour scale</li> <li>● Thrive</li> <li>● YMCA counselling</li> <li>● Wellbeing Hub course</li> </ul>	<ul style="list-style-type: none"> <li>● Considered seating</li> <li>● Enlarged visual resources</li> <li>● Ensuring glasses/hearing aids are worn</li> <li>● Use of an overlay/coloured paper</li> <li>● Use of tactile items</li> <li>● Sensory break</li> <li>● Move and sit/wobble cushion and/or chair band</li> <li>● Access to ear defenders</li> <li>● Designated place when lining up</li> <li>● Table-top contrasting colour to paper</li> <li>● Use of technology to support recording</li> <li>● Information from the whiteboard printed and provided as a personal copy</li> <li>● Use of tablet to record information on the board and have on the desk</li> <li>● Care plan in place</li> <li>● Use of a pencil grip/chunky pencil/ easy flow pen/ultra grip scissors</li> <li>● Clothing adaptations as required</li> <li>● Adapted equipment provided in PE as required</li> <li>● Sight or hearing screenings</li> <li>● Sensory assessments</li> </ul>