Additional SEND strategies

<table>
<tr><th colspan="2">Cognition and Learning</th><th colspan="2">Communication and Interaction</th></tr>
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- Evidence based individual/small group interventions to be implemented
- Interventions to have specific outcomes and the impact will be measured and reviewed
- Focused teaching from teachers/teaching assistants
- Structured personalised reading and/or spelling programmes to be implemented
- Additional resources to be available that are specific to individual needs
- Personalisation of strategies for pupil
- Collect pupil voice through assess, plan, do and review
- Individual timetables, checklists to support child with managing transitions and deadlines
- Alternative methods of recording to be considered e.g access to ICT and specialist equipment/materials as necessary
- Personalised modelling/scaffolding adapting to individual needs
- Use of scripts/worked examples
- Pre/post teaching of new skills and concepts including identifying and pre-teaching subject specific vocabulary, supported with visuals as appropriate
- Seek external advice from appropriate educational or health agencies and incorporate advice to a high standard

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- Seek specialist advice e.g. Talk to Learn Team who have specialist speech and language therapists, teachers and teaching assistants working with children who have severe speech sound disorders and developmental delay
- Individual or small group targeted interventions
- Targeted phonics interventions
- Individual strategies/interventions as advised by a Speech and Language Therapist/outside agency
- Adults to meet and greet 'soft landing'
- Key adults to support pupil during less structured times/ alternatives during less structured times to be offered when available
- Access to a workstation or distraction free/quiet area
- Ensure that all staff are aware of the pupils preferred method of communication
- Sensory activities/timetabled movement breaks
- Use a variety of strategies for effective communication e.g. PECS, visual aids
- Individualised timetables, visual timetables, now and next, calendars, check lists
- Individualised social stories and comic strip conversations
- Allow time for child to process and respond to a key adult, including the use of non-verbal gestures and symbols
- Adjust environment where appropriate e.g. seating, noise, lighting
- Understand that the profile for every child at SEN support with identified speech, language and communication needs is different and may change over time
- Alternative methods of communicating e.g. use of ICT

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<tr><th colspan="2">Social, Emotional and Mental Health</th><th colspan="2">Sensory and/or Physical Needs</th></tr>
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- Seek external advice from education and/or health professionals for personalised recommendations to support the pupil
- Plan appropriate emotional awareness and regulation interventions which targets the unmet need
- Create a personalised plan and support for unstructured and/or transition times to increase stability and predictability in the environment
- Develop personalised task lists to ensure the pupil is able to complete tasks and meet deadlines with reduced anxiety
- Coproduce and implement an appropriate and individualised plan to support regulation

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Sensory

- Sensory circuits
- Small group targeted intervention
- Timetabled movement breaks
- Alternatives lunch time activities
- Consider seating arrangements, storage of personal belongings, wobble cushion, leaning against a wall
- Additional time for transitions

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Visual

- Implement a modified/differentiated curriculum
- Seek advice from external agencies and implement recommendations
- Provide modification of materials and presentations
- Targeted adult support to allow preparation of resources
- Provide a suitable learning space

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• 1:1 or small group low level emotional health interventions e.g.; motivational rewards, relaxation exercises, anxiety scales, celebration book etc • 1:1 or small group emotional literacy-based programmes • Personalised resources and an adapted curriculum to meeting individual SEMH need • 1:1 or small group personalised social skill intervention • Use of an emotion scale with the pupil • Assist a pupil to identify an emotionally available member of staff who is able to carry out close liaison between home and school • Allow the pupil to identify their 'Supporting Five', who they can go to if needed	• Encouragement/support/modelling when navigating PE equipment, messy play, new textures/food • De-sensitise hands before messy play e.g. clapping together, deep pressure, use of gloves • Visual timetable/now and next board • Scaffolded teaching of playground games particularly any involving touch • Provide handouts to reduce amount of copied work • Dyslexia friendly strategies e.g. coloured overlay, coloured paper reading window, clear font • Consider completing a sensory profile • Allow transitional objects such as an object with a specific scent	• Ensure that specialist equipment is kept in good working conditions • Pre and post teaching as appropriate • Alternative physical activities if required • Modifications to teaching materials • Access to specialist resources such as magnifiers, dark lined books/paper, laptops/tablets and magnification aids • Consider access arrangements for externals tests and exams • Adult support to scribe when appropriate • Additional hands on experience of materials or presentations • Provide additional experiences in the environment
	Hearing • Consider access arrangements for exams • Reinforcement of learning through additional methods such as pre and post teaching, visual resources and sign • Small group work for learning • A quiet working space for small group work and specialist assessment • Provide a differentiated/modified curriculum as required • Some targeted teaching support to enable access to the curriculum • Contact with the Teacher of the Deaf to provide specialist teaching, assessment, pre and post tutoring and staff training	**Physical** • Individual risk assessments and risk management plan • Care Plans, Manual Handling Plans and PEEPS in place • Seek advice from external agencies (Occupational Therapist, Rochdale Additional Needs Team for Physical Disability and/or Physio Therapist) and implement recommendations • Provide flexible adult support that enables the pupil to access the curriculum, move around safely and manage their condition • Allow the pupil to leave early to travel to the next lesson • Adult support with dress/undressing and toileting Interventions that focus on motor skills development

	• Daily checks on hearing equipment as advised by the Teacher of the Deaf • Follow individual recommendations from Teacher of the Deaf for listening skills/language development activities • Small group/1:1 intervention to support the development of listening skills, language development including vocabulary, deaf identity, pre/post tutoring of subject-specific curriculum vocabulary and/or concepts and social and emotional skills • Teacher of the Deaf to provide specialist equipment check, advise or teaching visits following the service criteria • Seek advice from external agencies and implement any recommendations	• Ensure access to specialised IT equipment if required • Provide alternative methods of recording written work • Consider access arrangement for exams • Additional support to teach the pupil to be able to organise themselves and develop their independence • Allow access to suitable equipment which enables the pupil to access the curriculum e.g. walking aids, standing frames and specialist seating • Access to hoisting facilities for personal care needs