

	<p>Ordinarily Available Provision High Quality Teaching – best endeavours to make reasonable adjustments Good teaching for pupils with SEND is good for all.</p>	<p>Wave 1 Identification of Needs/Barriers to Learning Some targeted interventions Initial Concerns</p>	<p>Wave 2 Additional support Needs Pupil Passport Pupil Profile (2 cycles before escalation to Support Plan)</p>	<p>Wave 3 SEND Support Plan (12-13%) External agencies COSA EHCP (3-4%)</p>
<p>Social, Emotional and Mental Health (Always first)</p>	<p>Use a repertoire of - flexible grouping - cognitive and metacognitive strategies -explicit instruction - using technology - scaffolding Whole school ethos, rules and behaviour expectations Meet and greet by teacher every morning Seesaw – home-school communication Phone calls home – reassurance Reward system – house points Zones of regulation PSHE curriculum Peer massage PE curriculum includes ‘Skills for Life’, Active well supervised playtimes Outdoor learning Picture News assemblies NDAS- Northumberland Domestic Abuse Service sessions</p>	<p>Daily home/school diary Social stories Individual timetable Regular check-ins. Visual timetable Active breaks – as needed Sensory circuits Fiddle toys Now and Next board Fiddle toys Yoga</p> <p>SEMH story time 1-1/small groups/set home e.g The Colour Monster, Big Bag of Worries Personalised jobs – e.g milk, registers, setting up classrooms for engagement and responsibility Northumberland Education Padlets https://padlet.com/nies1/hint-padlets-y2dnzvd7hncruivd</p>	<p>All previous plus: Thrive 1-1 – weekly + as necessary (2 x Thrive practitioners + 1 x Thrive apprentice) ELSA – (Emotional Literacy Support) Sensory Circuits – calming, daily Individual work stations Lego Therapy – weekly Horse Riding – weekly Berwick Family Hub Attendance monitoring Educational Welfare Officer</p>	<p>HINT (High Incidence Need Team) 1:1 Choices 4 Growth Drawing and Talking Therapy – 12 weeks CYPS Primary Mental Health GP NHS school nurse SALT (Speech and language therapy)</p>

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Sensory and Physical	<p>Maslow’s hierarchy of needs met: water, snacks, supervised meal times, warm/cool clothing PE – 2 hours/ week + Clubs Swimming (Y3/4) Outdoor learning Commando Joe/Jane Peer massage Danny Go/Brain breaks Daily Mile Gross and fine motor activities – tripod grip, using tools and scissors Well ventilated, calm classroom environments. Purposeful displays. Seating plan Use a repertoire of - flexible grouping - cognitive and metacognitive strategies -explicit instruction - using technology – scaffolding</p>	<p>Toileting reminders + diary Flexible teaching arrangements e.g early/late dismissal to avoid busy areas Alternative drop off Fiddle boxes and toys Heavy work Workstation/seating plan Wobble cushion / alternative seating Weighted toys and blankets Chewy toys/comfort toys Access to supervised quiet area (Nest, Nook, Breakfast room) Additional fine motor activities Alternative quite lunch area outside the hall Noise reducing headphones Northumberland Education Padlets https://padlet.com/nies1/hint-padlets-y2dnzvd7hncruivd</p>	<p>All previous plus: School Health Early Help Sensory Circuits – daily Fine motor skills intervention Gross motor skills intervention Thrive Redirecting activities 1:1 as required e.g heavy work,kinetic sand, playdough, shaving foam, walking, talking, small world, drawing, cold water play, crunchy snacks. Breakfast Club – smooth transition in mornings Berwick Family Hub</p>	<p>HINT – Sensory support service GP CYPS Individual support in PE and lunchtimes Physiotherapy programme NHS Occupational Therapy NHS SALT (Speech and Language Therapy) Technology e.g laptop</p>

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Communication and Interaction	<p>Daily meet and greet at gate and classroom Modelling of excellent speaking, listening and language skills Turn taking games and activities Zones of regulation Restorative conversations Read Write Inc Phonics Phonological Awareness – nursery rhymes, rhyming stories, syllables and stories Voice 21 OracyBenchmarks, expectations and strategies Seesaw – home-school communication Phone calls home Use a repertoire of</p> <ul style="list-style-type: none"> - Assess, plan, do, review - flexible grouping - cognitive and metacognitive strategies -explicit instruction - using technology - scaffolding 	<p>Flexible teaching arrangements Active listening skills Phonics – pinny time+ Visual timetable and aids Use of symbols/sign support EAL strategies Looking and thinking small group work Differentiated curriculum</p> <p>Northumberland Education Padlets https://padlet.com/nies1/hint-padlets-y2dnzvd7hncruivd</p>	<p>All previous plus: Talkboost – Early and KS1 Phonics/phonological awareness intervention Screening for Specific Learning Difficulty Small group turn-taking games Makaton Widgets Lego Therapy Horse Riding</p>	<p>Specific speech pathway 1:1 NHS and HINT</p> <p>NHS – SALT</p> <p>Colourful semantics</p> <p>1:2 small group SALT interventions e.g Narrative Word Aware, Essex Phonological awareness</p> <p>Horse Riding</p> <p>Technology</p>

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<p>Cognition and Learning</p>	<p>School Aim: To Be Our Best Best possible teaching Best possible resources Assess, plan, do, review Well planned, progressive and engaging curriculum Positive and proactive approach to behaviour Promote high standards. Regular and purposeful assessment Chrome books/technology – Times tables, spelling Mastering number Cultural experiences and visitors Input from parents and pupils Parent workshops – reading and maths Seesaw – parental engagement Zones of regulation Use a repertoire of – flexible grouping – cognitive and metacognitive strategies –explicit instruction – using technology – scaffolding</p>	<p>Visual timetable and aids Differentiated curriculum / level of scaffolding Writing frames Illustrated dictionaries Writing frames Technology Additional reading 1:1 with an adult Numbots TTRS Starspell Additional phonological awareness Brain breaks 1:1 check ins for reassurance Northumberland Education Padlets https://padlet.com/nies1/hint-padlets-y2dnzvd7hncruivd</p>	<p>All of the previous plus: Small group and 1:1 interventions can be powerful but must be used carefully. Ineffective use of interventions can create a barrier to inclusion. Interventions should be carefully targeted and reviewed through assessment. Sensory circuits SNIP (KS2 spelling) Numberstacks Talkboost – Early and KS1 1:1 Phonics/Phonological awareness 1:1 Reading 3x weekly Social stories Language flashcards Colourful semantics</p>	<p>HINT GP CYPS Family Hub Early Help Box Times Shape coding Narrative</p>