



**THE FORGE**  
TRUST

**SEND**

**Staff Handbook**

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## **What is SEN and how can it be characterised?**

### **Special educational needs (SEN)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

### **A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- For a child under two years of age, special educational provision means educational provision of any kind. **(Section 20 Children and Families Act 2014).**
- Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

### **This can be characterised by progress which:**

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

### **The Python Hill Academy criteria for SEN is:**

- If their main need is cognition and learning, they will be working at least 2 years behind their chronological year group and making no/limited progress.
- If their additional need (in any area of SEN) requires them to need regular one to one support on a long term basis in order for them to be able to access the same educational facilities of other children.
- Children who receive HLN or AFN funding

**The SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

**Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **What do I do if I think a child has SEN?**

- Check that they meet the criteria for SEN above.
- Log on CPOMS your concerns and alert C Stirland or S Bowler
- Identify the main area of need within the 4 categories of SEN
- Follow the escalation procedures in this handbook

## SEND Escalation procedures

### Cognition & Learning

#### Quality First Teaching

- Go straight to next step if parent's explain a need or wish to have an assessment/SENCO involvement – offer SENCO email address
- Attend school training on autism, dyslexia, emotional difficulties, visual impairments, attachment etc.
- Look at reasonable adjustments on strategy sheets in SEN file
- Look at delivery/differentiation/groupings
- Communication fans/visual aids/signs and symbols used
- Assess regularly and look at progress
- Refer to reasonable adjustments
- Ask advice of colleagues
- Take to pupil progress meeting
- Implement appropriate intervention – record on whole school provision map
- Assess impact of intervention/booster/fun fit group
- Make sure child has access to aids i.e. writing slope/personal laptop/monitor etc. that have been given to them by SENCO/Outside Agency
- Access IDP Programme/NASEN Online from SENCO for additional training
- Work around transitions
- Refer to Speech and Language therapist if needed – SENCO to assist
- Check that room is dyslexia/autism etc. See SENCO for information
- If concerned about Dyslexia speak to SENCO



#### Go to SENCO

- Explain issues to SENCO and record on CPOMS that issue has been raised.
- SENCO to observe child/hear child read/look at writing/look at knowledge of high frequency words etc



**\*SENCO to do a specific piece of work with child** – keep a chronology on CPOMS to record any actions related to the child.

- Parents are consulted about any assessment before it is carried out – sign chronology if necessary – give SENCO email to parents if wanted
- BPVS – which looks at the child’s understanding of world around them and is an indicator of general ability
- Dyslexia Portfolio – which assesses for dyslexia/dyslexic tendencies
- Questionnaires for staff to fill in on own – environment audit
- Create a Vulnerable Pupil Passport if one if not already in place
- Specific work on maths/reading/writing and it’s delivery/content
- Create child’s own section of SEN file to store all information/letters/assessments



**\*Place on SEN Register**

- Child is classed as SEN support if what is in place is different/in addition to what the rest of the children receive
- Class teacher individual provision on the school provision map to highlight provision child receives – plan/do/review cycle – measure impact
- Seek additional training if necessary
- Child-Centred SEND Reviews minimum termly



**\*Taken to Springboard**

- Parents sign form to say that SENCO has permission to discuss – SENCO will supply
- Springboard happens once a term, it is a multi-agency meeting with all SENCOs/Schools and Family Specialist Services(SFSS)/Educational Psychology Service(EPS) and Sensory Team
- Advice will be given which will be implemented by class teacher or TA and overseen by SENCO
- Outside agency may now be involved



**\*Outside agency involvement**

- Parents sign form allowing agency involvement – SENCO will supply (Getting to Know Me Form)
- Outside agency will give advice to class teacher and liaise with SENCO
- Visits booked on school calendar and logged in chronology on CPOMS
- Support put in place – plan/do/review cycle



**\*Multi-agency Meeting**

- SENCO liaises with parents, class teacher and agencies involved to set up a meeting that is convenient to key people
- Notes are kept and next steps decided on and actioned – plan/do/review cycle
- Progress is carefully assessed and logged by class teacher



**\*Additional Funding Sought**

- AFN bid is written and goes to moderation
- HLN bid is written and goes to panel



**\*Education Health Care Plan**

- There is overall agreement from all involved that the needs of the child are complex, severe, long term and impacting on everyday life
- Head/SLT believe that the placement of the child in the school should be assessed/considered
- EHCP application form filled in and submitted
- SENCO writes the education contribution of the EHCP



**\*Transfer to specialist provision**

- Offer support to parents as they look around other provisions
- Liaise with the schools as they come and meet the child/obtain information
- Create transition plan
- SENCO to attend any mediation/tribunals

## **Social, emotional and mental health (Concerning Behaviour Procedure)**

### **Quality First Teaching**

- Follow the School Behaviour Policy
- Look at reasonable adjustments e.g. behaviour chart, Monitoring chart
- Record more serious behaviour incidents on CPOMS
- Teach on certain behaviours in PSHE lessons
- Ask advice of colleagues
- Ask advice of line managers
- Year group/KS leader can advise/observe
- Observe the behaviour strategies of colleagues
- Work around transitions – Vulnerable Pupil Passport
- Social Stories
- Individual charts and rewards
- Use de-escalation techniques
- Communication fans used and visual aids

### **\*Class teacher completes Boxall and ADHD/Autism Checklists/sensory checklist and questionnaires**

- If a high emotional health concern go to emotional health route
- If high ADHD/ASD type behaviours go to SENCO for advice



**Check with Behaviour Lead that sufficient Quality First strategies have been used and that difficulties persist.**



### **\*Begin 'Concerning Behaviours Pathway'**

- Email Behaviour Lead/SENCO for up-to-date Getting to Know Me Form and Behaviour Lead/SENCO will log that a form has started
- Start the form – this will be a working document and you stop any time the concern is lessened back to quality first teaching.



### **\*Stage One activities**

- Behaviour Lead advises if behaviours seem to be a 'choice' of the child

- SENCO advises if you suspect behaviours are because of possible underlying un-met need
- Go to Safeguarding and Welfare Route if you believe parenting is a major concern – see Safeguarding Lead
- Create a Behaviour Plan (Standard or SEN) with either Behaviour Lead/SENCO
- Create a Vulnerable Pupil Passport if one has not already been created
- Springboard to access other professional advice like SBAP – through SENCO
- EHAF is completed by CT and parents to access Early Help Unit/Family Services/Children’s Centre/parenting course. Sent by Behaviour Lead/SENCO
- Raise the child at Pupil Progress/SLT meetings
- Do they need to be on the SEN register? Do they need a Child Centred Review? See SENCO



**\*See SENCO re: referral to Paediatrician or CAMHS**

- Complete GTKM Form with all stage 1 information
- Conduct a Multi-Agency Meeting if other agencies are involved
- Collate Reports from other agencies



**\*New Diagnosis/Feedback from the paediatrician**

- Meeting of parents/staff/professionals involved
- Look at needs/diagnosis
- Referral to short breaks 80 hours and support with DLA forms – See Behaviour Lead/SENCO
- A Plan – do – review cycle actioned – ongoing support
- If Autistic complete Autism Progression Framework assessment and use to target set areas of difficulty.



**\*If the support package put in place doesn’t meet needs**

- Behaviour Lead to refer to MAP (to be renamed) for support package. Additional information may be required from class teacher/parent in order to make referral
- Collation of work done to this point

## **Social, emotional and mental health** *(Emotional Health Procedure)*

### **Quality First Teaching**

- Set aside time to talk to the child
- Encourage children to use a worry box
- Speak to others that know child
- Refer to reasonable adjustments in SEN Class File
- Use emotional resilience resources in the classroom/PSHE lessons
- Work around transitions – Vulnerable Pupil Passport
- See line manager to raise at a pupil progress meeting
- Peer mentoring



**If it is a parental concern that is driving this forward, then see Behaviour Lead/SENCO. If it is a school-based concern, then check with Year group leader for advice.**



### **\*Tier One Activities**

- Parents notified if anything of significance is raised in the discussions with the child in school
- Draw and Talk
- Mood Diaries
- Put strategies in place from EP Anxiety guidance materials
- Online emotional resilience resources from MINDED
- Use games/activities from resource library in SENCO office



**\*Tier Two Activities – Referral to Behaviour Lead required from parent or teacher – In school interventions/therapies – Parental consent required – referral form**

- Self-esteem/Anxiety programme
- Play therapy
- 1:1 Counselling

- Small group therapy work
- School nurse referral – Anxiety work, body image, healthy eating.
- Think children - Referral



**\*Tier Three Activities – See Behaviour Lead/SENCO for referral to outside agency**

- Bereavement Centre Referral
- MASH– Specifically for sexual abuse/sexualised behaviour
- WAM Referral – What about me – for children affected by parents alcohol use
- CAMHS Consultation referral – Behaviour Lead/SENCO can request consultation with primary mental health worker in school – Behaviour Lead/SENCO can discuss with CAMHS which therapy/intervention is most appropriate or if a full CAMHS psychological assessment is required. Consultation can include other professionals including school nurse, class teacher or outside agencies but parents are not able to attend.

Parental consent must be given and a mental health record will be opened and recorded with child's GP. Consultation is only available to children with a Nottinghamshire GP. If LAC or open to social care referral for consultation with CAMHS is made by social worker.



**\*Tier Four**

- Full CAMHS Referral for psychological assessment – Consent from parents required.

Children are not required to go through each tier and tiers are interchangeable depending on need. Red flags may mean children go straight to tier four whilst others may move between tiers for extended periods of time.

Lack of parental consent could be a safeguarding concern and could result in a MASH referral.

**Red Flag** – Self-harm, Suicidal thoughts, trauma, bereavement, possible eating disorder

## Communication and Interaction

### Quality First Teaching

- Visual timetable – class/individual/now and next board
- Look at reasonable adjustments on Speech and Lang strategy sheets in SEN file
- Communication supported with Makaton and/or signs and symbols
- Extra time for some activities/modified and clear expectations
- Meet and greet and pre-warning of changes
- Rewards and sanctions supported with visual signs/symbols/photographs
- Clear instructions
- Social Stories to communicate expectations clearly
- 'Safe' space
- Personalised targets
- Utilising personal interests – in work or a club set up
- Home/school dialogue, versions with symbols/other languages
- Nurture type interventions
- Emotions fans/fiddlers/ear defenders/wobble cushions/weighted blankets
- Communication lanyard – red-don't talk to me, green-I would like to play
- Own work space – within the classroom or outside
- Nurture time over lunch/playground buddy system
- Responsibilities to give sense of purpose and improve self-esteem
- Timers if appropriate
- Use resources from Early Years Autism Toolkit



### Assessment

- Complete 'Language Development Checklist' to identify gaps and address using Speech and Lang Strategy sheet in SEND file
- If Early Years complete WELCOMM assessment and 'Early Years Speech progress monitoring assessment'.
- If appropriate complete environmental and sensory audit
- If concerned about possible Autism, complete Autism indicator questionnaire.

(Use these assessments to target areas of support - . Consult with SENCO if unsure about how to support).



### **Referral for support (if support package isn't meeting needs)**

- Complete 'Speech and Language Therapy Service referral checklist'
- See SENCO re referral to Speech and Lang. (If they don't accept the referral they may give advice through the referral phone service).
- If behaviour is causing concern (as a result of difficulties in communication) refer to behaviour pathway on the behaviour procedure and complete a 'Getting to know me form' – see SENCO This might result in the child being assessed by a paediatrician.
- Complete EHAF if parents struggling at home and are asking for support.
- Springboard to access other professional advice like Communication and Interaction team/Early Years etc – through SENCO
- SENCO decides if it is appropriate to place the child on the SEN Register.
- Create a Vulnerable Pupil Passport



### **Outside Agency Support**

#### Support from Speech and Language Therapy Service

- If the referral meets thresholds, they will offer the child an appointment and will meet with staff and parents. School will have to complete a questionnaire prior to the appointment.

#### Support from Communication and Interaction Team/SFSS

- If the referral meets thresholds, a member of the team will come and speak to staff, observe the child and offer advice.



### **Individualised plan of support**

- If appropriate the Speech and Language Therapist will write an individual plan for the child
- TA will need to be allocated to deliver the plan
- Therapist and school to monitor progress
- Follow advice from Communication and Interaction team/SFSS/Paediatrician - **Plan do Review**
- SENCO may decide that a bid for AFN funding is appropriate if more support is needed to deliver the individualised provision.

## Physical Health Procedure

### Quality First Teaching

- Discuss with parents
- Work around transitions – Vulnerable Pupil Passport
- Make sure medicines/Epipens/Inhalers are in date
- Make sure CPOMS is updated with new medical information



### School Nurse/GP/Health Visitor

- Keep copies of correspondence that is passed on to you safe



### If there is a condition discuss with line manager if a **care plan may be needed**

- Line manager can seek advice from SENCO/parents/health professional



### Implement Care Plan for the child

- Keep the care plan in the class SEN folder
- Display in classroom/unit if appropriate (ask Line Manager)
- Inform all appropriate staff in school
- Follow only what it says on the care plan
- Do they need to be on the SEN register?



### If the care plan becomes out of date/isn't possible to implement

- Talk through with line manager
- Inform parents
- Health Professional to update plan
- Multi-agency meeting

## **Strategy Sheets (First Quality Teaching)**

### **Cognition & Learning**

- Make sure you know the level of difficulty of any text you expect the pupil to read
- Key words/vocabulary emphasised when speaking and displayed clearly
- Pre-teaching of subject vocabulary – ensure all text and print is clearly visible
- Instructions broken down into manageable chunks and given in sequence
- Teach sequencing as a skill e.g. sequencing stories, alphabet etc.
- Pupils encouraged to explain what they have to do to check understanding
- Resources, equipment, homework diaries make use of consistent symbols and colour coding
- Links to prior learning explicitly made
- Key learning points reviewed at appropriate times during and at end of lesson
- Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders
- Provide – and teach use of – range of writing frames to aid organisation
- Alphabet strips stuck to desks
- Key words and/or phoneme mats on desks
- Mark writing for content – encourage pupils to highlight one or two words themselves that may be incorrect to be looked at later
- Use IT programs and apps. to reinforce and revise what has been taught
- To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
- Texts which reflect interest and age range – good range of ‘hi-lo’ (high interest, low reading age) available
- Text presented clearly – uncluttered, use bullet points and clear font
- Diagrams and pictures to add meaning alongside text
- Cloze procedure exercises to vary writing tasks and demonstrate understanding
- Don’t ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this
- Teach and model memory techniques
- Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc.
- Mark starting point for each line with a green dot
- Minimise copying from the board – provide copies for pupil if necessary

Use TA for pre-tutoring – preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts
Link new learning to what pupil already knows – e.g. start lesson with class mind map of what they already know about a subject
Tell pupils the three key points of the lesson, teach them and recap on them at the end
Break new learning down into small steps
Provide multiple examples of new concepts, and take these examples from children’s own real-life experience rather than talking in the abstract.
Use visual and kinaesthetic learning - learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.
Use scaffolding – having a peer or adult work alongside the pupil at first, then gradually withdraw as confidence grows, or having pupil finish a task that has already been part-done for them.

Use short simple instructions. Give one at a time and check for understanding. Write down and leave up instructions after saying them.
Question pupil after some other pupils have given examples of what is required.
Give pupil time to think, or to talk to a partner before answering a question, or say 'I'm going to come back to you in a minute to ask you xxxx.'
If pupil can't answer a question, scaffold/support till they can rather than saying 'Can anyone help x?'; echo back the pupil's answers in expanded form
Buddy the pupil with a more able peer
Have any text that the pupil will struggle with read to them by a 'study buddy' or TA
Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word
To help pupil extract the salient points from information they are given, use highlighter pens or provide cards telling them what they have to look out for on a visit, in a text or from sources such as film
Make learning strategies explicit by 'thinking aloud' yourself
Help pupil develop and generalise effective learning strategies – when successful, ask them to identify what they did to solve the problem/find the information
Model to the pupil that making mistakes is OK and a part of the learning process
Agree a private signal the pupil can use to show you they have not understood
Pair a higher attaining group with a lower attaining one and provide a range of collaborative activities so pupils can help one another
Prepare pupils for writing – have them work in a group with you or a TA to rehearse orally what they want to say, then plan the writing together
Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps , sorting statements or pictures into categories
Use software that supports writing , with on-screen word grids from which they can choose the words they need
Scaffold writing: <ul style="list-style-type: none"> <li>• Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking</li> <li>• Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings</li> <li>• Provide clue cards.</li> <li>• Use cloze procedure (where the pupil fills in missing words in text)</li> <li>• Print off an IWB page used in whole-class session and have pupils add to it/annotate</li> </ul>

### **Dyslexia**

Have pupils work in pairs – dyslexic pupil who has good ideas but difficulty with spelling and handwriting with a pupil who is good at writing but not so strong on ideas
Have any text that the pupil will struggle with read to them by a 'study buddy' or TA

Avoid asking pupil to copy from board - have them work with a study buddy, or quickly jot things down for them, or use a photocopied transcript
<p>Be aware that the pupil may find it hard to hold questions, information or instructions in their head for long enough to act on them, and:</p> <ul style="list-style-type: none"> <li>• repeat instructions/questions</li> <li>• jot them down on a sticky note, or encourage the pupil to do so</li> <li>• allow time for processing (for example paired discussion with a partner before putting hands up)</li> </ul>
Be aware that dyslexic pupils may know something one day and forget it the next, may lose or forget equipment they need, or may forget what they are supposed to be doing in the course of a lesson. Avoid criticism when this happens; instead, talk with them about strategies they can use to help them remember things
Use ICT supports – audio taped texts, laptop, predictive word processing , speech-supported texts, spellcheckers, mind mapping software
Mark for content rather than presentation. When marking, praise for two correct spellings, target two incorrect spellings and use these errors as teaching points. Suggest a way of avoiding the mistake in future - for example, the similarity of the spelling to other known words, or 'the tricky bit' that has to be learned.
Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps , sorting statements or pictures into categories
<p>Scaffold writing:</p> <ul style="list-style-type: none"> <li>• Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking</li> <li>• Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings</li> <li>• Provide clue cards</li> <li>• Use cloze procedure(where the pupil fills in missing words in text)</li> <li>• Print off an IWB page used in whole-class session and have pupils add to it/annotate</li> </ul>
Do not expect pupil to easily remember sequences such as days of the week, months of the year, the alphabet, times tables, number facts. Provide aids (for example, a pocket alphabet or calendar, table squares, calculator}
Avoid embarrassing pupil by asking them to read aloud in front of others, unless they volunteer
Overcome problems in learning by rote by helping pupil recognise patterns, use mnemonics, or use memory strategies that create relationships between items in a list in order to aid recall.
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning
Teach pupil strategies to improve organisation, such as diaries, workplans, checklists of equipment they have to bring to school each day
Provide the pupil with a study pack – spellchecker, highlighter pens, glue sticks, post-it notes, a line tracker for following text, blank audio tapes, index cards for subject vocabulary or spelling mnemonics, dictionary sheet of high frequency words, alphabet strip, memory jogger card for b/d confusion, sticky labels to use to correct or conceal, a tables square, a calendar, a calculator

## **Social, emotional and mental health**

- Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence
- Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency
- Play calming music where appropriate
- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
- Make expectations for behaviour explicit by giving clear targets, explanations and modelling
- Use a visual timer to measure and extend time on task – start small and praise
- Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)
- Provide alternative seating at carpet time if this is an issue
- Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary
- Ensure that equipment and/or tools are easily accessible and available for use
- Give a set time for written work and do not extend into playtime to 'catch up'
- Chunk instructions and support with visual cues
- Make use of different seating and grouping arrangements for different activities
- Communicate in a calm, clear manner
- Keep instructions, routines and rules short, precise and positive
- Listen to the pupil, giving them an opportunity to explain their behaviours
- Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of a 'Golden moments' or 'Good News' book or 'Good notes' to be collected in a small plastic wallet
- Allow pupil to have a safe place to store belongings
- Ensure groupings provide positive role models
- Transition from whole class work to independent or group work is taught, clearly signalled and actively managed

Seat pupil by a more settled peer
If pupil becomes wound up/anxious allow him/her to remove self to an agreed calm-down area
Make tasks short, with frequent breaks and opportunities to move around
Remember that children (and adults) who are stressed find it hard to take in and remember complex information; make instructions short and clear. When pupil is experiencing emotional turbulence or anxiety, provide low-key tasks and increased structure and predictability in the classroom environment
Set tasks with clear goals , outputs and timescales
Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines for pupil to refer to. Illustrate them visually – for example, use a traffic light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices).
Expect to teach pupil specific behavioural skills e.g. how to ask for help

<p>When pupil is misbehaving:</p> <ul style="list-style-type: none"> <li>• Say what you want him or her to do, rather than what you don't - 'N., I want you to keep your hands in your lap' instead of 'N, stop bothering P'</li> <li>• Label the behaviour but not the pupil – not 'You big bully' but 'N, bullying is not allowed in our school'</li> <li>• Remind pupil of a rule , rather than telling them off – 'N, our rule is we put up our hand to answer', or make a point of praising a pupil who is keeping the rule - 'A., I like the way you put your hand up when you knew the answer'</li> <li>• Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them</li> </ul>
<p>Make an effort to 'catch the pupil being good' and praise them. Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: 'You managed to concentrate on your work very well just then: give yourself a pat on the back'.</p>
<p>Devise a private signal system to let the pupil know when they are off task or behaving inappropriately</p>
<p>Use a planned reward system for appropriate behaviour</p>
<p>Enhance access to ICT - use of the internet to research a topic, access to predictive word processing software and on-screen word grids to support writing, opportunities to create presentations</p>
<p>To help pupil work independently:</p> <ul style="list-style-type: none"> <li>• actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task</li> <li>• give independent tasks that have previously been modelled for the whole class</li> <li>• give clear guidelines: 'I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner'</li> <li>• use visual prompts in the form of pictorial task cards</li> <li>• provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'</li> </ul>
<p>Take steps to build pupil's self confidence :</p> <ul style="list-style-type: none"> <li>• Find out what they know about or are good at, and have them share this with the rest of the class or school</li> <li>• Give them responsibilities, for example organising a lunchtime or after-school club, being a playground buddy, helping those who are new to the school</li> <li>• Have them keep records of new things they learn and can do</li> <li>• Ask them to tutor another pupil with their work</li> <li>• Photocopy good pieces of work for them to take home</li> </ul>
<p>Take special steps to build the relationship with the pupil:</p> <ul style="list-style-type: none"> <li>• <b>Take extra care to greet the pupil each day and say a word or two individually to them</b></li> <li>• <b>Have lunch with the pupil from time to time. Try to involve them in a lunchtime or after school club you run</b></li> <li>• <b>Invite them to help you with daily tasks</b></li> <li>• <b>Listen without giving advice or opinions; show that you understand how the pupil feels ...' <i>That must have made you very angry/upset'</i></b></li> <li>• <b>When things go wrong, reject the behaviour, not the pupil ... 'This is not the behaviour I expect to see from someone as kind and helpful as you'</b></li> </ul>

- **Don't be afraid to tell the pupil you like them and that what happens to them matters to you ...' *You really matter to me and it's important to me that you do well this year'***

Organise time – perhaps during registration - for a teaching assistant to chat with the pupil , giving them a chance to talk about anything that may be troubling them and get themselves ready for learning

Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets

Deploy a teaching assistant to model, coach and reinforce group-work skills when the pupil is working collaboratively with other pupils.

## Attention Deficit Hyperactivity disorder (ADHD)

Seat pupil near the front with their back to the class, between two good role models and well away from areas other pupils need to walk through

Establish a quiet place where pupil can go to work

Allow pupil to fiddle with a piece of blu-tac, rubber band, squeeze ball or another chosen object

Make tasks short, with frequent breaks and opportunities to move around

Give instructions simply and clearly. Make sure the pupil is looking at you first. Check that he or she has understood them

Use a kitchen or sand timer to help pupil complete a task in a specified period of time

Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: 'You managed to concentrate on your work very well just then: give yourself a pat on the back'.

Devise a private signal system to let the pupil know when they are off task or behaving inappropriately

Use a planned reward system

Teach a relaxation strategy like slow breathing and cue pupil when they need to use it

Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines for pupil to refer to. Illustrate them visually – for example, use a traffic light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices)

When pupil is misbehaving:

- Say what you want him or her to do, rather than what you don't - 'N., I want you to keep your hands in your lap' instead of 'N, stop bothering P'

- Label the behaviour but not the pupil – not 'You big bully' but 'N, bullying is not allowed in our school'

- Remind pupil of a rule , rather than telling them off – 'N, our rule is we put up our hand to answer', or make a point of praising a pupil who is keeping the rule - 'A., I like the way you put your hand up when you knew the answer'

- Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them

To help pupil work independently:

- actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task
- give independent tasks that have previously been modelled for the whole class
- give clear guidelines: 'I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner.'
- use visual prompts in the form of pictorial task cards
- provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'

Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets.

## Communication & Interaction

- Photographs of staff and pupils displayed in foyer and classrooms
- 'Rules' of good listening displayed, taught, modelled and regularly reinforced
- Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)
- Key words/vocabulary emphasized when speaking and displayed visually with picture cues
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
- Instructions broken down into manageable chunks and given in the order they are to be done
- Delivery of information slowed down with time given to allow processing
- Pupils are given a demonstration of what is expected
- Minimise use of abstract language

Use TA for pre-tutoring – preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts

Begin work on a new topic with pupil's existing knowledge and experiences - make a mind map or other visual representation of what they already know

When you start a new topic, develop a class chart of the vocabulary that pupils will find useful or need to learn

Use cued listening – give pupil a small number of questions that they will have to answer after listening to teacher presentation or video input

Use pupil's name before asking a question or giving an instruction

Give directions before, but not during an activity

Keep verbal instructions simple, and in the order you want them carried out. Be aware of how many 'information-carrying' words you are using : 'Get your **maths book** from the pile on **my desk** ; on a **clean page**, **write** the **date** and then **copy down** the **calculations on the board**' has more information-carrying words than many adults will be able to remember.

Give pupil time (at least 10 seconds) to respond and then, if necessary, repeat what you said. Use the same words unless you think the vocabulary was too difficult to understand

Check for understanding - ask the pupil to tell you what they have to do
Agree a private signal pupil can use to show you they have not understood
Support your oral presentations /explanations with pictures, real objects or mime
Use symbols to support spoken language and text ( <a href="http://www.widgit.com">www.widgit.com</a> )
Use visual summaries of discussions – mind maps, flow charts, diagrams, comic strip format
Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word
Cue pupil in to a change of topic of conversation/presentation- say 'Now we are going to talk about ...'
Question pupil after some other pupils have given examples of what is required
Give pupil time to think, or to talk to a partner before answering a question, or say 'I'm going to come back to you in a minute to ask you xxxx. But first I'm going to ask y a question
If pupil can't answer a question, scaffold/support till they can rather than saying 'Can anyone help x?'
Use a hierarchy of questions - start with an open question ("What do you think might happen next?"), then if support is needed frame the question as alternatives ("Do you think x or y?")
If you cannot understand what the pupil has said, do not pretend you have – ask for repetition in different words
Encourage conversation by commenting rather than asking too many questions
Pair pupil with a study buddy to repeat instructions and demonstrate tasks
Accept pupil's spoken utterances but rephrase and give them back in a grammatically correct and expanded version
Support oral work with talk frames /key phrases ('First...next...finally', 'I think ...but on the other hand')
Support writing with writing frames and lists of vocabulary to choose from
Use a range of ways of recording so that learning is not limited by the pupil's ability to write full English sentences: <ul style="list-style-type: none"> <li>- bullet points and mind maps</li> <li>- ordering tasks – for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions;</li> <li>- matching tasks, such as matching labels to pictures/diagrams/maps;</li> <li>- cloze procedure, where they fill in missing words in text;</li> <li>- annotating a print-off of IWB page</li> <li>- PowerPoint presentations</li> <li>- making posters, oral presentations, dramatic reconstructions</li> </ul>
Provide the pupil with a study pack – glossaries of key subject vocabulary, highlighter pens, glue stick, post-it notes, index cards to make their own mind maps/cartoon strips/key word lists, templates for writing up science experiments etc
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning

Write down homework for pupil, or give it on a pre-printed sticky label or sheet they can stick into their book, or record your instructions on a dictaphone. Allocate a homework buddy they can ring if they have forgotten what to do ('phone a friend')

### **Autistic spectrum disorder**

Prepare the pupil before the session/lesson by outlining what it will be about
Support oral presentations /explanations with charts, diagrams, pictures, real objects or mime
Set tasks with clear goals and write worksheets in step-by-step form
If pupil becomes anxious allow him/her to remove self to an agreed calm-down area
Seat pupil in an area of classroom free from busy displays and distractions
Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines, illustrated by pictures, for pupil to refer to. Illustrate them visually – for example, use a traffic light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices)
Use a visual way of showing the pupil what they/the class will be doing, such as a sequenced series of pictures (a visual timetable) , clock face divided into sections, or written list
Use timeline of events → → that branches ↓ to show where pupil will have to make choices
Use short simple instructions. Give one at a time and check for understanding. Repeat instructions in same words rather than different ones. Write instructions down as a list for pupil to tick off when completed.
Use pupil's name before asking a question or giving an instruction
Avoid or explain metaphorical language and idiom like 'pull your socks up', 'it's raining cats and dogs', 'in a minute'
Explain any changes of routine to the pupil in advance
Involve the pupil by asking direct, concrete questions at their level of understanding
Support writing with writing frames, templates (e.g. writing up a science experiment), mind maps, gapped handouts
Allow pupil to work alone rather than in a group where possible. If in a group, give clear roles within the group and put the rules and roles into writing
Use visual prompts on cards or photos , or consistent non-verbal signs (sit, look, listen, hand up, wait , quiet) to show pupil the social behaviours expected
Prevent repetitive questioning by giving pupil a set number of question cards to give you each time they ask a question – when cards are gone, no more questions
Don't ask the pupil to talk or write about imagined experiences
Avoid tasks which depend on empathy (e.g. in literature, history, geography, PSHE and citizenship)
Set explicit and clear expectations e.g. how many lines to write, how many questions to answer, how long to listen (use timer)
Put a green 'start' dot on the pupil's book and a line to show where to finish. Use in and out boxes for work to be done and work that is finished.

Provide pupil with a symbol card to display when he or she wants help
Expect to teach pupil social skills e.g. what to say/do when praised, how to ask for help. Always tell the pupil what to do rather than what not to do.
Provide a structure for unstructured time e.g. chess club rather than breaktime outside
Model to the pupil that making mistakes is OK and a part of the learning process
Use incentives based on pupil's interests e.g. a pause every hour to focus on their interest or obsession, once they have completed their work
If pupil goes off at a tangent, direct conversation back to the topic in hand ;' Right now we are talking about volcanoes'
Use immediate and individualised reward systems e.g. collecting a number of stickers

## **Sensory and/or physical**

### **Visual Difficulties**

- Give as many first hand 'real' multi-sensory experiences as possible
- Ensure correct seating in relation to board, whiteboard, Smartboard
- Consider lighting – natural and artificial – which is most comfortable?
- Avoid shiny surfaces which may reflect light and cause dazzle
- Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board
- Address the pupil by name to get their attention

Use TA for pre-tutoring – preparing pupil for lesson e.g. explaining concepts that rely on vision for understanding
Don't ask pupil if they can see what is on board/IWB etc (they may not know) - check by using symbols that pupil knows then use same-size font/background/colour as the symbols you have checked
Avoid pupil having to look directly into a light source – do not sit or stand with the light behind you
Use clear well spaced print that is suitably contrasted with the background according to individual pupil's needs (for x, y colour on z background). Use non-glossy non-reflective paper. Use photocopies of masters not of faint blurred versions
Give verbal information to replace/supplement information from pictures, questions, facial expression
Use tactile experience to replace/supplement visual input (or example, if class are watching sugar cubes dissolve in a beaker, pupil can put their hand in beaker and feel it dissolve)
Ensure pupil has an individual copy of print material being read in the appropriate format (e.g. large print, Braille). This applies to information on classroom walls too (posters, key vocabulary lists)
Say pupil's name before asking a question or giving an instruction and indicate who is talking in a class discussion
Provide pupil with own copy of materials to be written on board or IWB; read aloud what you or other pupils are writing up
Use larger-lined paper, columns or boxes to place numbers in, squared paper. Have pupil use dark pen instead of pencil

When alerting pupils to an action, artefact, illustration or example don't just point - describe what you want the pupils to take notice of and if necessary describe what it is.
Ensure pupil uses aids supplied - such as CCTV, hand held and portable video magnifiers, book stands, speech output software, digital accessible information system.
Ensure pupil has access to the most appropriate medium for recording work (heavily lined paper, lap top, Braille machine, tape recorder, headphones, digital accessible information system.) Access to power supply or space for Braille machine may be required
Ensure pupil has all the curriculum materials and equipment required to hand and that the materials are organised and contained consistently and securely (Use Dycem non slip mat, a high sided tray or container with compartments)
Minimise need for extensive handwritten recording – use ICT (predictive word processor, on-screen word banks, graphics packages), bullet points, mind mapping , flow charts, gapped handouts , buddy acting as scribe, photocopied transcripts of notes, print-off of IWB page for pupil to annotate
Use tactile indicators – blu-tac, paper clips – to help pupil find information, locate where they need to be on page, keep track of which question they are on in a series
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning
Record your homework instructions on a dictaphone. Allocate a homework buddy they can ring if they have forgotten what to do ('phone a friend')

### **Hearing Difficulties**

- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Model and teach careful listening along with signals when careful listening is required
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Divide listening time into short chunks

Use TA for pre-tutoring – preparing pupil for lesson e.g. explaining new words and concepts
Seat pupil at front where able to read text, hear and lip-read.
Position sign supporters alongside teacher where pupil can see both
Ensure light is on teacher's face, i.e. light source behind pupil – don't stand with your back to a window
Face pupil when speaking to facilitate lip-reading; repeat any instructions that have been given when the pupils could not see the speaker.; avoid writing on board or IWB while speaking as you will not be facing pupil
Don't make the pupil concentrate on lip reading for too long without a break.
When other pupils contribute, ensure that they speak one at a time. Paraphrase their contributions back to the class.

Speak clearly , naturally and at a normal rate – shouting or exaggerated ‘mouthing’ distorts normal lip patterns
Minimise background noise, e.g. noisy heater, buzzing light. Make other pupils aware of need for a quiet working environment.
Use short simple instructions. Give one at a time and check for understanding. Repeat instructions first in same words, but then if the pupil does not understand a word use a different one.
Support oral presentations /explanations with charts, diagrams, pictures, real objects or mime. Write topics or headings on the board as you introduce them.
Prepare the pupil before the session/lesson by outlining what it will be about.
Use pupil’s name before asking a question or giving an instruction
Cue pupil in to a change of topic of conversation .presentation - say ‘now we are going to talk about’
Question pupil after some other pupils have given examples of what is required.
Accept pupil’s spoken utterances but rephrase and give them back in a grammatically correct version.
Be aware that independent writing will reflect the pupil’s spoken language levels and will not necessarily be grammatically correct.
Support writing with writing frames and lists of vocabulary to choose from
Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word
Use a range of ways of recording so that learning are not limited by the pupil’s ability to write full English sentences: <ul style="list-style-type: none"> <li>✚ bullet points and mind maps</li> <li>✚ ordering tasks – for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions;</li> <li>✚ matching tasks, such as matching labels to pictures/diagrams/maps;</li> <li>✚ cloze procedure, where they fill in missing words in text;</li> <li>✚ annotating a print-off of IWB page</li> <li>✚ PowerPoint presentations</li> <li>✚ making posters, oral presentations, dramatic reconstructions</li> </ul>
Agree private signal pupil can use to show you they have not understood
Try to use video with subtitles; if not available, allow pupil to borrow video material after lesson to go through it again. Don’t ask pupil to make notes while watching a video.
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to listening

## Motor Co-ordination

- Consider organisation of classroom
- Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent
- Seating should allow pupil to rest both feet flat on the floor – check chair heights
- Desk should be at elbow height
- Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
- Mark starting point for each line with a green dot
- Equipment clearly labelled and kept in same place in class
- Allow additional time to complete tasks

<p>Minimise need for extensive handwritten recording – use ICT (predictive word processor, on-screen word banks, graphics packages), bullet points, mind mapping , flow charts, gapped handouts , buddy acting as scribe, photocopied transcripts of notes, pre-prepared post-its with information the pupil can pick up and place on the page, print-off of IWB page for pupil to annotate</p>
<p>Design worksheets so that the layout is uncluttered. Use buff or cream paper, large print (12-14 point) and a clear font such as Arial. Set information out in panels. Signpost sections with key words, symbols and pictures. Put important information in bold or colour.</p>
<p>Check seating – desktop should be at elbow height, pupil should be able to sit right back in their chair with knees bending back at right angles and <b>feet flat on the floor</b>. Put box or large book under feet if necessary.</p>
<p>Use aids supplied – portable writing slope, clipboards to attach paper to, non-slip mats, repositional glue sticks used to anchor paper or other materials, ruler and paper backed with Dycem, small tray for equipment, triangular and thick-barrelled pencils/pens /paintbrushes or smooth-flowing rollerball pens, two handled/ loop handled/spring-loaded scissors, transparent pencil case, templates and stencils (e.g. map outlines) for drawing</p>
<p>Use a reminder handwriting alphabet and numeral formation guide at top of desk</p>
<p>Use larger-lined book or paper , columns or boxes to place numbers in, squared paper</p>
<p>Provide the pupil with study packs – everything they need for each subject/lesson in a separate folder, plus pack of</p> <p>highlighter pens, post-it notes, a line tracker for following text, various sized card 'windows' to limit vision to one area of page, sticky labels to use to correct or conceal</p>
<p>Teach pupil strategies to improve organisation, such as diaries, workplans, checklists of equipment they have to bring to school each day</p>
<p>Help pupil follow text on board or IWB by writing/highlighting alternate lines in different colours</p>
<p>Enlarge pages from textbooks, cut out the particular exercise needed and then mount it on a separate page.</p>
<p>If the pupil needs to work through a series of questions, help them keep their place by using a paper clip or blob of blu-tac to indicate which question they are on</p>
<p>Pair pupil with a more coordinated study buddy for work involving fine motor skills</p>
<p>Provide pre-prepared formats (diagrams, charts and graphs) on which pupil can record information</p>
<p>Teach pupil to talk themselves through visual and spatial tasks – e.g. learn verbal model for letter formation('b - start at top, down, up, round') down', translate maths calculations into verbal problems</p>
<p>Seat pupil away from distractions with plenty of space each side of them – pupil should have writing arm on the outside edge of shared table. Pupil should be able to see the teacher without turning their body</p>

Avoid criticism if pupil looks untidy
Choose resources that don't require manipulation (e.g. number line rather than counters in maths)
Colour code spatially confusable items e.g. x sign in one colour, + sign in another
Allow ample rest periods as concentration and motor effort is demanding and pupil is easily fatigued
Write down homework for pupil or give it on a sheet or pre-printed sticky label they can put in their book. Accept homework written down by parents.

\* See also speech and language – expression – if speech articulation is a problem

## **Assessments available in school**

<b>Name of assessment</b>	<b>What can it be used for?</b>	<b>Who can complete it?</b>
Portage Assessment	To assess Foundation SEN Children and breaks all aspects into small steps and gives an age level.	Teacher/TA
Early Steps assessment – B Squared	As an alternative to Portage to assess Foundation SEN Children and breaks all aspects into small steps and gives an age level.	Teacher/TA
PIVATS	Breaks learning into small steps to track small steps of progress used from Y1 upwards. Starts from the P scales.	Teacher/TA
Boxall profile	To assess social, emotional and behavioural development (Paper and online versions in school).	Teacher/TA
ASD sensory assessment checklist	To determine if a child is displaying sensory sensitivities that could indicate Autism.	Teacher/TA
Autism indicator questions	To determine if a child is displaying traits of ADHD	Teacher/TA
Autism Progression Framework	Excel document to track and target set for children with a diagnosis of autism	Teacher/TA
ADHD indicator checklist	To determine if a child is displaying traits of ADHD	Teacher/TA
Environment Audit	To identify if the classroom is an effective environment to support learning.	Teacher/TA
How happy are you? Child views assessment.	A questionnaire to complete with a child to identify how happy they are in different areas of their life.	Teacher/TA
Salford Reading test	To determine an approximate reading age.	Teacher/TA
Schonell Spelling test	To determine an approximate spelling age.	Teacher/TA
Referral Checklist (to complete before Speech and Lang referral)	To identify if a child is communicating below their chronological age.	Teacher
Language development checklist age 5-11	To use to assess a chronological age of speech development.	Teacher/TA
Early Years Speech progress monitoring	To assess and monitor speech development	Teacher/TA
WELCOMM	Speech and Language assessment tool to use with Foundation children	Teacher/TA
Dyscalculia assessment and guidance document	To confirm if a child has signs of dyspraxia to see if further assessments are appropriate	Teacher/TA
Dyslexia observation checklist	To confirm if a child has signs of dyslexia to see if the screener is appropriate	Teacher/TA
GL Assessment Dyslexia screener	An online assessment tool to screen a child to see if they have signs of dyslexia (after completion of the checklist)	SENCO

Dyslexia portfolio	A comprehensive diagnostic dyslexia assessment.	SENCO/TA
Visual discrimination assessment	To identify if a coloured visual overlay helps a child with dyslexic tendencies to read better.	SENCO
BPVS (British Picture Vocab Scale)	Assesses receptive (hearing) vocabulary and detects delays in vocabulary development.	SENCO