

# T.E.A.M. Education Trust Pathway for Children with Special Educational Needs and Disabilities

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The T.E.A.M. Education Trust use a tiered approach to meet the needs of our students, primarily through quality-first teaching, and encompassing monitoring where the SENDCO (Special Educational Needs Coordinator) works closely with the class staff whilst leadership monitors an individual student.

Where SEND needs are identified, a student is placed on an SEND register with a reference code 'K'.

To ensure that we meet the needs of the students appropriately, please ensure the appropriate checks have taken place (outlined below) before formal consideration is requested to place a child on the SEND register.

1. Students supported by this process will be recorded on a monitoring register whilst evidence to support their individual needs is established.
2. The school's Safeguarding Manager and/or the T.E.A.M. Trust SEND lead may request pathway evidence is completed to ensure undiagnosed SEND is not missed.
3. The Early Help Manager will require paperwork to be completed and attached to any referral for a child on the SEND register.
4. The TEAMready offer may use this pathway as provision develops if deemed appropriate.

Where students are not making expected rates of progress at Stubbin Wood School & Nursery, staff will be required to consider the strategies outlined by the TEAM SEND Pathways document in relation to the difficulty identified. Strategies will need to be outlined within students' Individual Learning Plan (ILP) provision maps and adopted for 6 weeks before impact is reviewed.

## Communication and interaction needs

| Pupils with expressive language difficulties:  | Implications for classroom practice   | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
|--|---|------------------------------------|--|
| <ul style="list-style-type: none"> <li>• May mispronounce certain sounds</li> <li>• May speak with a lisp</li> <li>• May have a reluctance to speak in a group situation</li> <li>• Have limited vocabulary</li> <li>• Find it hard to put a word to things...</li> <li>• May be a hesitant speaker – taking time to 'find the words'</li> </ul> | <p><b>Recommendation to support pupils with expressive language difficulties:</b></p> <ul style="list-style-type: none"> <li>• Role model the correct way of saying a word or sound.</li> <li>• Don't ask the child to repeat it.</li> <li>• Encourage them to use visuals – to get their point across.</li> <li>• Support them with simple signing.</li> <li>• Check that the child understands the question.</li> <li>• Check they have the vocabulary for what you are asking.</li> <li>• Give them time to speak.</li> <li>• Comment on what is happening, rather than asking the child about what is happening.</li> <li>• Give them a choice of answer – so they don't have to 'word find'.</li> <li>• Use the words in a context.</li> </ul> |                                    |  |
|  | <p><b>When you have tried at least 5 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"> <li>• Look at the Speak Clearly Games, sending one home once a week.</li> <li>• Refer to SENCO for an in class observation.</li> <li>• Possibly refer to SALT (if under 5) or SLCNS (if over 5).</li> </ul> <p>If SEN Support triggers are met Class Teacher to see parents and explain Pupil Passport and SEN register placement.</p>   |                                    |  |

## Pupils with Receptive gauge difficulties

| Pupils with receptive language difficulties:   | Implications for classroom practice  | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
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| <ul style="list-style-type: none"> <li>• May appear not to be listening to instructions</li> <li>• May have a limited vocabulary</li> <li>• May find lengthy tasks hard to complete</li> </ul> | <p><b>Recommendation to support pupils with receptive language difficulties:</b></p> <ul style="list-style-type: none"> <li>• Give them simple one step instruction and if they can follow this increase the level. A child of five should be able to retain 4 or 5 pieces of information.</li> <li>• Paired learning – so they learn with a peer.</li> <li>• Chunk learning into small steps.</li> <li>• Use visuals to support the steps of learning.</li> <li>• Give them extra time to complete a task.</li> <li>• Encourage them to practice their instruction following skills.</li> <li>• Pre-learning of words related to the learning should be done.</li> <li>• Ensure they understand abstract words like before, after, if, except, after that.</li> <li>• Encourage them to ask for instructions to be repeated.</li> <li>• Give structured instructions to find out what they can cope with e.g. get me the red pencil from Blue Class and put it on the table in Turquoise Class.</li> <li>• Use a timer to support the activity completion.</li> </ul> |                                    |  |
|  | <p><b>When you have tried at least 5 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"> <li>• Refer to SENCO for an in class observation.</li> <li>• Possibly refer to SALT (if under 5) or SLCNS (if over 5).</li> </ul> <p>If SEN Support triggers are met Class Teacher to see parents and explain Pupil Passport and SEN register placement.</p>  |                                    |  |

## Pupils with general learning difficulties

| Pupils with general learning difficulties:  | Implications for classroom practice   | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
|---|---|------------------------------------|--|
| <ul style="list-style-type: none"> <li>• May have difficulty acquiring basic literacy and numeracy skills</li> <li>• May have delayed speech and language development in comparison to the majority of their peers</li> <li>• May acquire and retain new concepts and ideas slowly</li> </ul> | <p><b>Recommendation to support pupils with general learning difficulties:</b></p> <ul style="list-style-type: none"> <li>• Speak to parents about your concerns.</li> <li>• Focus on their physical development in EYFS.</li> <li>• Ask parents to check eyesight and hearing.</li> <li>• Ensure glasses are worn appropriately.</li> <li>• Break lesson down into small steps.</li> <li>• Ensure that written text and spoken language is appropriately differentiated to take into account the pupil's learning difficulties and their interests.</li> <li>• Base teaching on everyday experiences that the pupils will readily understand.</li> <li>• Ensure that key concepts and vocabulary are revisited and reused.</li> <li>• Encourage pupils to present information in a variety of ways – use Clicker 7, iPads, sound buttons.</li> <li>• Scribing what they want to say.</li> <li>• Recognise and reinforce effort and success by rewards and praise.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Precision monitoring – phonemes and then tricky words.</li> <li>• Maintain a reading record book that monitors the pupil's miscues and records phonic errors in word families.</li> <li>• Give technical vocabulary prior to the introduction of topics – send this home.</li> <li>• Differentiate texts in class, check the length of sentences and the number of polysyllabic words.</li> <li>• Simplify instructions, summaries or diagrams which accompany written tasks.</li> <li>• Use a bookmark so the child reads a line at a time.</li> <li>• Use repetitive books.</li> <li>• Use books which focus on common words.</li> <li>• Use role play to develop the story language.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Ensure that the pupil is using a multi-sensory method to learn spellings: look, say, cover, write, check, make the word using magnetic letters.</li> <li>• When learning spellings at home encourage the pupil to learn the spellings using the multi-sensory method and to check the words again 10 minutes later to ensure that the words go from the short term to the long term memory.</li> <li>• Identify high frequency words being mis-spelt and proof read for these.</li> <li>• Spell two words at a time and once achieved add another word to spell.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use ICT to support writing.</li> <li>• Give explicit directions for setting work out.</li> <li>• Use writing frames but build up independence over the learning.</li> <li>• Use pieces of paper to represent sounds in a word or words in a sentence.</li> <li>• Encourage a variety of ways of representing information to aid processing, e.g. cartoons, pictures, diagrams.</li> <li>• Give extra time to take account of slower rate of reading and writing.</li> <li>• Have own 'special' independent writing book.</li> <li>• Scribe for the child.</li> <li>• Use sound buttons, so the child says the sentence they want to write and plays it back when writing it down.</li> </ul> |                                    |  |
|   | <p><b>When you have tried at least 5 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"> <li>• Refer to SENCO for an in class observation.</li> <li>• Complete SNAP assessment.</li> <li>• Complete PHAB2 assessment.</li> </ul>  |                                    |  |

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| <ul style="list-style-type: none"><li>• Possibly refer to LSS/Educational Psychologist.</li></ul> <p>If SEN Support triggers are met Class Teacher to see parents and explain Pupil Passport and SEN register placement.</p> |  |  |
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| Pupils with specific learning difficulties:   | Implications for classroom practice   | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
|---|---|------------------------------------|--|
| <ul style="list-style-type: none"> <li>• May have poor fine motor coordination which will result in untidy handwriting and presentation of work</li> <li>• May have a poor working memory, both visual and auditory, which will affect their ability to follow instructions, take down dictation, and copy text from either book or board, learn spellings or tables</li> <li>• Could have poor organisation skills which will affect their ability to remember books or equipment, what homework they need to do and how to organise their thoughts into written work</li> <li>• Could have poor sequencing skills which can affect their ability to learn tables or spellings</li> <li>• Typically are pupils who learn some things easily while others aspects of their work present then with persistent difficulties.</li> <li>• Will often be able to make valuable contributions to class discussions but find it difficult to present those ideas in the written form.</li> <li>• Will often take pupils much longer to complete written work than a similar piece written by their peers, or be incomplete.</li> <li>• May use significantly restricted vocabulary in their written work when compared to the pupil's oral vocabulary.</li> <li>• May experience frustration, poor self-image and</li> </ul> | <p><b>Recommendation to support pupils with specific learning difficulties:</b></p> <ul style="list-style-type: none"> <li>• Speak to parents about your concerns.</li> <li>• Ask parents to check eyesight and hearing.</li> <li>• Ensure glasses are worn appropriately.</li> <li>• Where there are fine motor problems – encourage the use of ICT.</li> <li>• Recognise that effort will not reflect output. Work may often be incomplete, or when complete, may be the result of substantial extra time and effort on the pupil's part.</li> <li>• To avoid unfinished work help the pupil to complete core elements of the work.</li> <li>• If copying from the board or dictating, allow the pupil additional time and speak more slowly to accommodate the pupil with a short working visual or auditory memory.</li> <li>• Quick ways to identify information that is required from a text.</li> <li>• Try to access as many different memories (visual, auditory, kinaesthetic – see it, hear it, write it or draw it) to give the pupil the maximum opportunity to learn new vocabulary.</li> <li>• Ensure that there are regular opportunities to reuse/recap key concepts and vocabulary to help compensate for poor memory.</li> <li>• Praise and reward effort and achievement.</li> <li>• It can be helpful to enlarge text, cut a text into paragraphs or cover some of the text to reduce the amount of text that the pupil needs to focus on.</li> <li>• Some pupils find coloured paper for photocopied information helpful.</li> <li>• Use visuals to replace words they cannot read.</li> </ul> <p><b>Recommendations for specific learning difficulties:</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Use cloze (frames) and sequencing which will help in the predicting of outcomes</li> <li>• Encourage shared paired reading to develop fluency and understanding and to maintain enjoyment.</li> <li>• Paired reading may also be useful to enable reading at a higher interest level.</li> <li>• Give technical vocabulary prior to the introduction of topics.</li> <li>• Texts may need to be differentiated.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Use a supportive marking policy which identifies high frequency words that need learning.</li> <li>• Ensure that a pupil is using a multi-sensory method to learn spellings – look, say, cover, write, check.</li> <li>• Encourage proof reading, encouraging the pupil to identify words the individual thinks are wrong.</li> <li>• When pupils are learning to proof read encourage them to identify 3 miscues only.</li> <li>• Encourage the use of cursive handwriting to learn letter strings and word families.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Provide a word bank to support free writing with visuals.</li> <li>• Use planning and writing frameworks.</li> <li>• Allow time for discussion with scribing as appropriate.</li> <li>• Allow modified or limited outcomes.</li> <li>• Allow represented materials e.g. lists, charts, flow diagrams, cartoons.</li> <li>• Encourage vocabulary extension and spelling correction at the planning stage.</li> <li>• Use pair work with one partner writing.</li> <li>• Give extra time to take into account the pupil's slower rate of reading and writing.</li> <li>• Try different coloured paper to write on.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Develop fine and gross motor skills for writing first.</li> <li>• Dough gym and tummy time.</li> <li>• Check pencil grip, the pupil may benefit from using a triangle</li> </ul> |                                    |  |

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| sometimes result in behaviour problems | <p>to correct hold.</p> <ul style="list-style-type: none"> <li>• Encourage larger cursive writing.</li> <li>• If writing is slow, encourage the development of keyboarding skills.</li> <li>• Give a range of ways of representing large chunks of information. For example, storyboards, resequencing activities, writing frames, cloze procedure and multiple choice.</li> <li>• Use scribing to ease frustration if appropriate.</li> </ul>                     |  |  |
|  | <p><b>When you have tried at least 5 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"> <li>• Refer to SENCO for an in class observation.</li> <li>• Complete SNAP assessment.</li> <li>• Complete PHAB2 assessment.</li> <li>• Possibly refer to LSS/Educational Psychologist.</li> </ul> <p>If SEN Support triggers are met Class Teacher to see parents and explain Pupil Passport and SEN register placement.</p> |  |  |

| Pupils with weak auditory and/or visual memory:   | Implications for classroom practice  | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
|---|--|------------------------------------|--|
| <ul style="list-style-type: none"> <li>• Are often slow to pick up sounds/tricky words in reading</li> <li>• Can forget words from one page to the next in a book</li> <li>• May be unable to follow simple 3 step instruction such as, go and get me the red pen and put in on the blue table</li> </ul> | <p><b>Recommendations to support pupils with weak auditory and/or visual memory:</b></p> <ul style="list-style-type: none"> <li>• Speak to parents about your concerns.</li> <li>• Multi-sensory presentation of information.</li> <li>• The pupils will learn best in small steps with frequent review of the key points.</li> <li>• Encourage small group reinforcement of key points.</li> <li>• Reduce the amount of copying of information from the board.</li> <li>• Write the key steps for the lesson by the child.</li> <li>• Present the structure of the lesson at the beginning.</li> <li>• When the working memory is limited give aural information in short chunks.</li> <li>• Encourage the pupil to develop a picture dictionary each lesson to support understanding and memory of subject specific vocabulary.</li> <li>• Encourage the pupil/class to build up a concept map of a topic over a period of weeks to enable connections to be drawn.</li> <li>• Look for times when a pupil is off task or distracted since this may be a signal that they have not heard or recalled instructions given earlier.</li> <li>• Repeat verbal instructions slowly and ask the pupil to repeat them to a peer.</li> <li>• Be aware that a pupil with memory difficulties can easily become frustrated.</li> <li>• For pupils with visual memory problems give the pupil small amounts of visual information at a time by covering part of a page with paper.</li> <li>• Highlight or underline vital information and instructions.</li> <li>• Complete a set of instructions build up from 2 step to 3 step etc. to an instruction of their own age.</li> <li>• Use the exact sheet the child will be recording on for the modelling.</li> <li>• Encourage the use of the learning wall to remind of previous steps of learning.</li> <li>• Sing instructions and encourage chanting.</li> <li>• Develop a core of three step instruction and then change one factor to develop memory retention.</li> <li>• Play Kim's game – hide 5 items under a blanket and the child has to remember them, build this up to 10 items.</li> </ul> |                                    |  |
|   | <p><b>When you have tried at least 5 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"> <li>• Refer to SENCO for an in class observation.</li> <li>• Complete SNAP assessment.</li> <li>• Complete PHAB2 assessment.</li> <li>• Possibly refer to LSS/Educational Psychologist.</li> </ul> <p>If SEN Support triggers are met Class Teacher to see parents and explain Pupil Passport and SEN register placement.</p>   |                                    |  |

| Pupils with poor concentration skills:  | Implications for classroom practice   | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
|---|---|------------------------------------|--|
| <ul style="list-style-type: none"> <li>• May fidget or fiddle with things a lot</li> <li>• May find it hard to sit still on a chair or the carpet</li> <li>• May want to call out all the time</li> <li>• May be a 'daydreamer'</li> <li>• May only complete part of a task given</li> <li>• May distract other learners</li> </ul> | <p><b>Recommendations to improve concentration skills:</b></p> <ul style="list-style-type: none"> <li>• Use a fiddle toy – call it a 'CONCENTRATOR' for carpet sessions.</li> <li>• Speak to parents about your concerns.</li> <li>• Link learning to the child's interest.</li> <li>• To finish tasks within allotted time give 10 minute checks, i.e. outline amount of work you expect pupil to complete in this time and check.</li> <li>• Give praise/rewards for completion of tasks.</li> <li>• Use pupil self-monitoring for certain lessons to identify whether work is being completed on time.</li> <li>• Provide regular feedback on performance in class.</li> <li>• Ensure eye contact when giving key instructions to these pupils.</li> <li>• Ask pupil to repeat instructions/explain their understanding of a concept to a peer or teacher.</li> <li>• Ensure that the pupil is sitting away from distraction, e.g. traffic areas, materials.</li> <li>• Work at availability/positioning of equipment which may distract.</li> <li>• Give cues that vital instructions are about to be given.</li> <li>• Ensure that the pupil is sitting in a suitable position in the classroom, close to teacher; with easy eye contact.</li> <li>• Ensure that there is a quiet area where the pupil may work.</li> <li>• Give brain gym breaks – developing gross motor movements regularly over the school day.</li> <li>• Give a time frame to complete the activity – use a timer to keep focus.</li> <li>• Buddy up with a more able pupil.</li> <li>• Ask the child to repeat back the learning.</li> <li>• Use reward systems.</li> </ul> |                                    |  |
|   | <p><b>When you have tried at least 5 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"> <li>• Refer to SENCO for an in class observation.</li> <li>• Complete SNAP assessment.</li> <li>• Complete PHAB2 assessment.</li> <li>• Possibly refer to LSS/Educational Psychologist.</li> </ul> <p>If SEN Support triggers are met Class Teacher to see parents and explain Pupil Passport and SEN register placement.</p>  |                                    |  |

| Pupils with organisational difficulties:  | Implications for classroom practice  | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
|---|--|------------------------------------|--|
| <ul style="list-style-type: none"> <li>• Are often the last ones to be ready at the end of the day</li> <li>• Often forget book bags etc.</li> <li>• Find it hard to follow all of the steps in a learning task</li> <li>• Can be clumsy or fall over their own feet</li> </ul> | <p><b>Recommendation to support pupils with organisational difficulties:</b></p> <ul style="list-style-type: none"> <li>• Speak to parents about your concerns.</li> <li>• Be visual to support them in knowing the steps they need to complete (e.g. picture of book bag, coat and lunchbox by coat peg).</li> <li>• Give them special jobs for a specific purpose to complete daily.</li> <li>• Use the star chart for knowing they have to complete a given number of things before they ask for help.</li> <li>• Have established classroom routines.</li> <li>• Establish clear routines for completing learning.</li> <li>• Ensure that the pupil is given sufficient time to record.</li> <li>• Reduce the number of worksheets which are used by the pupil.</li> <li>• Monitor their gross motor skills and ability to balance.</li> </ul> |                                    |  |
|   | <p><b>When you have tried at least 3 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"> <li>• Refer to SENCO for an in class observation.</li> <li>• Complete SNAP assessment.</li> <li>• Complete Dyspraxia Screening.</li> <li>• Complete PHAB2 assessment.</li> <li>• Possibly refer to LSS/Educational Psychologist.</li> </ul> <p>If SEN Support triggers are met Class Teacher to see parents and explain Pupil Passport and SEN register placement.</p>  |                                    |  |

## Social, emotional and mental health difficulties

| Pupils with social emotional and behavioural difficulties:   | Implications for classroom practice   | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
|--|---|------------------------------------|--|
| <ul style="list-style-type: none"> <li>• Often exhibit behaviours which make it difficult for them to function effectively at school or disrupt the education of other pupils.</li> <li>• May be withdrawn, have low self-esteem, exhibit anti-social or uncooperative or aggressive behaviour.</li> <li>• Often have special needs as great as those with a more obvious disability and therefore need special help.</li> <li>• Often desperately need to develop a sense of worth before they can benefit from their education.</li> <li>• Often have an underlying desire to be liked, accepted and to feel successful.</li> <li>• In many cases experience significant difficulty in acquiring basic literacy and numeracy skills and often function at a frustration level and therefore feel that they fail all the time.</li> </ul> | <p><b>Recommendations to help pupils with SEMH difficulties:</b></p> <ul style="list-style-type: none"> <li>• PRAISE, PRAISE, PRAISE!</li> <li>• Be fair and consistent, don't make idle threats.</li> <li>• Target specific behaviour (e.g. calling out). Don't expect to put everything right at once – progress will be slow.</li> <li>• Be sparing with punishment – they rarely work and can be counterproductive.</li> <li>• Ask them what they think would be appropriate punishment.</li> <li>• Notice and respond positively to pupil's good behaviour.</li> <li>• In EYFS monitor Leuven scales – find an interest and build on it.</li> <li>• Praise is often more effective in private or can be a series of unobtrusive signals – thumbs up, wink, nod.</li> <li>• Set ground rules in the classroom so pupils know what is expected of them, be prepared to remind frequently.</li> <li>• Emphasise the positive, individual praise for good behaviour as well as good work.</li> <li>• Make sure that work is at the right level so pupils can succeed.</li> <li>• Take an interest in the pupil as an individual.</li> <li>• Use humour to create a positive classroom atmosphere.</li> <li>• Avoid confrontational situations – reprimand in private wherever possible, avoid sarcasm.</li> <li>• Tactically ignore some unwanted behaviour while praising even small successes.</li> <li>• Give them time to chill out, they decide when to return (but within acceptable time frame).</li> <li>• Focus on the behaviour not the child's personality.</li> <li>• Use school and year group reward systems in addition to the reward system it might help to use a contract and/or special rewards for individual pupils.</li> <li>• Ensure targets are very specific.</li> <li>• Discuss problems with other staff, class teacher.</li> <li>• Get them to focus on their breathing.</li> <li>• Given them the vocabulary to express their emotions.</li> </ul> <p><b>Recommendations to improve behavior:</b></p> <ul style="list-style-type: none"> <li>• Speak to parents about your concerns – discuss things which can be done at home and at school so there is consistency.</li> <li>• Give direct modelling of acceptable behaviour and suggest alternative ways of dealing with a situation.</li> <li>• Reinforce rules frequently.</li> <li>• Give clear, precise instructions.</li> <li>• Stress positive, desirable outcomes.</li> <li>• Provide frequent feedback and reinforcement.</li> <li>• A home school book or communication system with home may be useful.</li> <li>• To involve the pupil with recording in a home/school linkbook (age appropriate) the pupil could describe the day by drawing smiley faces with a short explanation by the teacher if necessary.</li> <li>• Negotiate targets and reward the pupil for meeting them.</li> <li>• Praise and encouragement should be used as much as possible.</li> <li>• Praise appropriate behaviour which is taking place nearby, to pupil who is behaving inappropriately.</li> <li>• Target certain behaviour which all staff teaching pupil deems to be a priority and work on changing that.</li> <li>• Consider positive changes rather than negative ones.</li> <li>• Give a clear message to keep a pupil on task.</li> <li>• Negotiate a clear set of rules within the classroom.</li> <li>• Ensure that rules are recorded for class viewing.</li> <li>• Praise and reprimand based on these rules.</li> <li>• Give a pupil a verbal warning and offer a strategy to avoid escalation of the problem.</li> </ul> |                                    |  |

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|  | <ul style="list-style-type: none"> <li>• Reward a pupil for improved effort and attitude as well as achievement – break this into VERY SMALL chunks of time – age dependent.</li> <li>• Invalidate the behaviour at times by use of humour, redirection or isolation.</li> <li>• Avoid confrontation.</li> <li>• For serious infringements, record antecedents so that consequences may be considered by pupil and staff.</li> <li>• For minor misbehaviour, e.g. off task.</li> <li>• Check task is appropriate and understood by pupil.</li> <li>• Give non-verbal signal, stare, move nearer to pupil.</li> <li>• Ignore.</li> <li>• Follow behaviour management system – ensuring that they are thinking of new strategies are an essential part of the process.</li> <li>• Reminder of acceptable behaviour.</li> <li>• Isolation within the sunshine room – writing a note of apology.</li> <li>• Withdrawal of privileges.</li> </ul> |  |  |
|  | <p><b>When you have tried at least 3 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"> <li>• Refer to SENCO for an in class observation.</li> <li>• Complete an ABC Chart for two weeks.</li> <li>• Possibly refer to Behaviour Support Team/</li> </ul> <p>If SEN Support triggers are met Class Teacher to see parents and explain Pupil Passport and SEN register placement.</p>  |  |  |

| Pupils with low self-esteem:   | Implications for classroom practice   | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
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| <ul style="list-style-type: none"> <li>• May be withdrawn</li> <li>• May be very vocal</li> <li>• May say things like, "I'm rubbish at maths and I can't do it."</li> <li>• May be unkind towards others</li> <li>• May avoid learning</li> <li>• May make frequent visits to the toilet in lesson time</li> </ul> | <p><b>Recommendation to build self-esteem:</b></p> <ul style="list-style-type: none"> <li>• Growth Mindset and develop the language of BLP(Building Learning Power) – Learning Heroes – Tough Tortoise.</li> <li>• Develop whole class ethos where every child helps each other.</li> <li>• Speak to parents about your concerns.</li> <li>• Give small structured targets and responsibilities.</li> <li>• Recognise strengths, have realistic expectations and praise for effort.</li> <li>• Encourage the pupil to recognise their strengths as well as weaknesses.</li> <li>• Negotiate targets and give a tangible reward when they are met.</li> <li>• Recognise if a pupil has good oral skills and place the pupil with others of similar ability.</li> <li>• Give responsibilities within the classroom.</li> <li>• Identify core elements of topics to be completed so that the pupil is not overloaded.</li> <li>• Give negotiated periods of working independently with peers.</li> <li>• Ensure all staff are alert to pupil's sensitivity and encourage positive comments.</li> <li>• Try to think positively about each pupil, to look for the best so that they may become aware of their good points.</li> <li>• Provide opportunities for pupils to support each other as far as possible, admonish or discipline a pupil away from others.</li> <li>• Encourage the child to be specialist, for other children eg. construction or reading.</li> <li>• Send notes home for good learning.</li> </ul> |                                    |  |
|  | <p><b>When you have tried at least 3 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"> <li>• Refer to SENCO and an ELSA referral.</li> <li>• Complete an ABC Chart for two weeks.</li> </ul> <p>If SEN Support triggers are met Class Teacher to see parents and explain Pupil Passport and SEN register placement.</p>   |                                    |  |

| Pupils who seek attention:   | Implications for classroom practice  | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
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| <ul style="list-style-type: none"> <li>• May continually engage in behaviour that demand excessive attention from teacher and peers</li> <li>• May frequently disturb teacher and peers</li> <li>• May Talk out of turn</li> <li>• Often make silly noises</li> <li>• May constantly get out of seats</li> <li>• Sometimes interrupt lessons with attention seeking behaviour</li> <li>• Can work only when receiving attention</li> </ul> | <p><b>Recommendations for pupils who seek attention:</b></p> <ul style="list-style-type: none"> <li>• Read Little Raja – The troublesome Elephant</li> <li>• The child who needs attention will look for whatever kind of attention they can get from the teacher whether it's positive or negative. In order to help this child succeed you need to plan to give them the maximum amount of positive attention to reinforce the behaviour you want.</li> <li>• When you give lots of attention for positive behaviour and minimal attention for negative behaviour, the child will learn to get the attention they need in an appropriate way.</li> <li>• Teachers can determine these goals by analysing their own feelings and reactions to pupils behaviour, such as, <ul style="list-style-type: none"> <li>To feel annoyed</li> <li>To feel irritated</li> </ul> </li> <li>• “for goodness sake stop!”</li> <li>• Feeling of relief when the annoying behaviour ceases.</li> <li>• Pupils misbehave because they know how teachers will react. Teachers’ reaction can sustain and strengthen undesirable behaviour; therefore they must learn not to follow their first impulse as this could feed the mistaken goal.</li> <li>• Having identified a mistaken goal a teacher can employ a number of strategies to help pupils develop better ways of behaving and one is to teach appropriate behaviour.</li> </ul> <p><b>Step 1: Complete ABC Sheet for two weeks</b></p> <ul style="list-style-type: none"> <li>• Children who have behavioural difficulties may not understand the teacher’s expectations for different activities and may need to be taught specific appropriate behaviour. To help children be more successful you need to identify the exact circumstances in which they behave inappropriately and develop a behaviour profile. It will include the following information: <ul style="list-style-type: none"> <li>The activities during which the child is non-compliant</li> <li>The specific behaviour that occurs during those activities</li> </ul> </li> <li>• The appropriate behaviour you want the child to engage in.</li> </ul> <p><b>Step 2: Teaching appropriate behaviour</b></p> <ul style="list-style-type: none"> <li>• Read Streaky – the story about a pig who always wanted to be first</li> <li>• Talk to the child individually when no other children are around.</li> <li>• Discuss the exact nature of the problem.</li> <li>• Choose one area to work on at a time.</li> <li>• Give an explanation about behaviour e.g. “when you talk during individual work time you don’t finish your work and you stop other children from getting on with theirs”.</li> <li>• State the exact behaviour that you expect from the child during a specific activity.</li> <li>• Check that the child has understood the instructions. Get them to repeat the behaviour you are expecting.</li> <li>• Remind the child of appropriate behaviour before each activity.</li> <li>• Reinforce the child as soon as they behave appropriately.</li> </ul> <p><b>Other strategies for children who are attention seeking:</b></p> <ul style="list-style-type: none"> <li>• Encourage other children to reinforce good behaviours – “I like it when you sit down on the carpet”</li> </ul> |                                    |  |

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|  | <ul style="list-style-type: none"> <li>• Use planned ignoring. Ignore the child behaving inappropriately and praise a child nearby who is behaving appropriately.</li> <li>• “What gets attention will increase” Acknowledge and reinforce appropriate behaviour.</li> <li>• Sometimes do the opposite of what is expected – give permission to a child to continue unwanted behaviour. This works best where behaviour was intended to irritate, antagonise or annoy the adult. If permitted openly, the activity loses all its attraction.</li> <li>• Make expectations about behaviour very clear. Establish rules and boundaries and reward compliance.</li> <li>• Use stickers, certificates, badges and letters home.</li> <li>• Develop a whole class reward system. This will encourage a feeling of belonging and working towards a common goal.</li> <li>• Teach friendship skills to enable child to make and maintain relationships.</li> <li>• Pair with good role model. Use a ‘work buddy’ system. Make them feel valuable by organising a special job or responsibility.</li> <li>• Teach child new skills e.g. juggling, to achieve a valued role.</li> <li>• Label the behaviour and not the child as this keep their self-esteem intact. Use “I” statements and acknowledge feelings. “When you talk during story time I feel very irritated and the other children cannot hear the story”</li> <li>• Teach other children to use “I” statements. “I like you Wayne, but I don’t like it when you push in the line”.</li> <li>• Offer consequences for misbehaviour as a choice. “If you continue to poke Michael you will have to sit by yourself. The choice is yours. “I am disappointed Wayne, but I did speak to you about letting Michael get on with his work. You have chosen to sit by yourself”. This makes children responsible for their behaviour and takes the stress of failure away from the teacher.</li> <li>• Take an interest in the child and their hobbies. Share relevant information about common out of school activities.</li> <li>• Use Circle-time activities to encourage co-operative group work, and place problems in a social context.</li> <li>• Foster a sense of belonging where every member is valued and valuable. Create an environment where it is safe to take risks and make mistakes.</li> <li>• Introduce ‘special person’ once a week in Circle-time’. This will provide another opportunity to affirm the positive attributes in the child.</li> <li>• Give as much unconditional positive strokes as possible. This means the child gets lots of positive regard ‘just for being themselves’ – they don’t have to do anything to earn it.</li> <li>• Extend feelings vocabulary, as when expressed appropriately they will be a powerful tool in getting needs met.</li> <li>• Plan for success and celebrate when it happens.</li> <li>• Focus on children’s abilities and strengths rather than on disabilities and weaknesses.</li> <li>• Allow child to come off the carpet if they are uncomfortable – sit on a chair near the carpet – without interrupting the learning activity.</li> </ul> |  |  |
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|  | <p><b>When you have tried at least 3 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"><li>• Refer to SENCO for an in class observation</li><li>• Complete an ABC Chart for two weeks</li><li>• Possibly refer to Behaviour Support Team//CAMHS</li></ul> <p>If SEN Support triggers are met Class Teacher to see parents and explain Pupil Passport and SEN register placement.</p> |  |  |
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| Children who need to be in control:  | Implications for classroom practice  | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
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| <ul style="list-style-type: none"> <li>• May call out a lot</li> <li>• Will always want to be at the front of the line.</li> <li>• Will rush to get ahead of everyone.</li> <li>• Might barge others out of the way.</li> <li>• Might appear to deliberately defy an adult.</li> <li>• Will do things in their own time – rather than the teacher’s time.</li> </ul> | <p><b>Recommendations for pupils who need to be in control:</b><br/>(These will be effective for the child seeking revenge)</p> <ul style="list-style-type: none"> <li>• Read Streaky – the story about a pig who always wanted to be first.</li> <li>• Give them options which allows them to ‘feel’ in control.</li> <li>• Keep calm! Avoid a power struggle with the child,</li> <li>• If the child is off-task, redirect and then walk away – as if the child will do what you’ve directed. This is called ‘expectation of compliance’ (Bill Rogers 1992) and is powerful as it avoids a confrontational situation and allows the child to ‘save face’.</li> <li>• Be careful not to praise too soon. The child will not want to appear to be working to please you, so delay your reaction. A casual nod or smile will often reinforce the behaviour you want.</li> <li>• Keep praise low-key. The child will not want to appear to conform and so a ‘quiet word in the ear’ will be more effective than praise in front of the whole class.</li> <li>• Give power to the child in the form of special responsibilities.</li> <li>• Organise opportunities for the child to feel important – help younger children with their work.</li> <li>• Give control to the child by statement such as “You’re working quietly”, instead of “I like the way you’re working quietly”.</li> <li>• Establish firm limits and boundaries. Negotiate rules so that the child feels ownership.</li> <li>• Use logical consequences that are applied to the whole class and therefore seen as ‘being fair’.</li> <li>• Develop a positive friendly manner and don’t take the child’s behaviour personally.</li> <li>• Be prepared to listen rather than accuse.</li> <li>• Avoid audiences. Speak to the child about inappropriate behaviour privately.</li> <li>• ‘Reframe’ their actions and attribute positive reasons for their behaviour. “I can see you’re not joining in the group discussion but that’s probably because you need some extra thinking time”.</li> </ul> |                                    |  |
|  | <p><b>When you have tried at least 3 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"> <li>• Refer to a SENCO for an in class observation.</li> <li>• Complete an ABC Chart for two weeks</li> <li>• Possibly refer to Behaviour Support Team/ CAMHS</li> </ul> <p>If SEN Support triggers are met Class Teacher to see parents and explain Pupil Passport and SEN register placement.</p>   |                                    |  |

| Children who are afraid of failure:  | Implications for classroom practice  | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
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| <ul style="list-style-type: none"> <li>• Can give up easily</li> <li>• Uses words like I can't do it</li> <li>• Make frequent toilet trips in lesson time</li> <li>• Will copy others</li> <li>• Won't begin quickly</li> <li>• Takes a long time to put pen to paper</li> <li>• Doesn't like getting things wrong.</li> </ul> | <p><b>Recommendations for pupils who struggle with the concept of failure:</b></p> <ul style="list-style-type: none"> <li>• Read the story of Peaches a dog who was different. Or read Quackerline-the duck who wanted to be like the swans</li> <li>• Build confidence.</li> <li>• Focus on improvement. Notice contributions. Build on strengths.</li> <li>• Recap the Learning Heroes – focusing on Tough Tortoise.</li> <li>• Promote Growth Mindset – through sharing books Acknowledge the difficulty of the task.</li> <li>• Set time limits on tasks.</li> <li>• Focus on past success. Analyse past success, Encourage and support child in order to repeat past success.</li> <li>• Make learning tangible. Foster an “I can” atmosphere in the classroom. Get child to make a list of ‘I cans’.</li> <li>• Group work encourage co-operation and collaboration.</li> <li>• Teach positive self-talk. Encourage positive self-talk before beginnings tasks.</li> <li>• Put positive signs around the classroom</li> <li>• Make mistakes OK. Everyone makes mistakes, we can learn from them. Our work doesn't always have to be good – good enough will do. Minimise the effect of making mistakes.</li> <li>• Take the blame. “This must be my fault, I didn't explain it very well”.</li> <li>• Recognise achievement. Celebration assemblies. Certificates and stickers. Positive time-out. Self-approval.</li> <li>• Clapping and standing ovations.</li> <li>• Modify teaching methods. Use concrete learning materials. Attractive computer programmes.</li> <li>• Self-explanatory worksheets. Self-correcting assessments. Teach one step at a time.</li> <li>• Show the child that they are capable. This child will want you to do everything for them – “learned helplessness” Do not ‘rescue’ as this is unhelpful. Encourage child's attempts, not the end product. They are capable.</li> <li>• Give them easy tasks to build confidence and then increase complexity,</li> <li>• Bring in Magic Moments from home to share in class.</li> </ul> |                                    |  |
|  | <p><b>When you have tried at least 3 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"> <li>• Refer to SENCO for an in class observation.</li> <li>• Refer to ELSA</li> <li>• Complete an ABC Chart for two weeks</li> <li>• Possibly refer to Behaviour Support Team/</li> </ul> <p>If SEN Support triggers are met Class Teacher and SEN register placement</p>   |                                    |  |

## Sensory and/ or physical needs

| Pupils with a hearing impairment:  | Implications for classroom practice  | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
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| <ul style="list-style-type: none"> <li>• May have high frequency loss.</li> <li>• May not hear some of the consonants, such as 's'. Consonants provide the intelligibility of speech.</li> <li>• Cannot always be helped with hearing aids, again, this depends upon which frequencies need amplification.</li> <li>• Can misunderstand or mishear, even though the pupil appears to be hearing normally because they respond to speech.</li> <li>• May make spelling and grammatical errors, such as omitting verb and plural endings.</li> </ul> | <p><b>Recommendations to support pupils with a hearing impairment:</b></p> <ul style="list-style-type: none"> <li>• Using signing to support language development.</li> <li>• Use a normal voice. Do not shout or exaggerate speech.</li> <li>• The pupil may need to supplement hearing with speech-reading, so ensure that they are seated in a favourable position i.e. towards the front and to one side, in such a position that the light falls on the speakers face and not in the pupil's eyes.</li> <li>• The pupil will also need to speech read classmates if there is evidence of mis-hearing other pupils responses, repeat their contributions.</li> <li>• Try not to speak behind the pupil with the hearing loss.</li> <li>• Remember not to speak whilst writing on the blackboard – the pupil cannot speech read from</li> <li>• Behind visual clues, such as pictures, diagrams, key words on the board, all help to reinforce the spoken word</li> <li>• Be aware that the pupil with a high frequency loss may have difficulty following audio tapes or television programmes. Some priming with key words beforehand may be very helpful;</li> <li>• Pupils learning a foreign language may find tapes particularly difficult to listen to give clear instructions and check for understanding.</li> </ul> |                                    |  |
|  | <p><b>When you have tried at least 3 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"> <li>• Refer to SENCO for an in class observation</li> <li>• Contact the Hearing Impairment team for advice</li> </ul> <p>If SEN Support triggers are met Class Teacher to see parents and explain Pupil Passport and SEN register placement.</p>  |                                    |  |

| Students with visual impairments:  | Implications for classroom practice   | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
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| <ul style="list-style-type: none"> <li>• May be struggle to read printed material or diagrams – students with visual impairment may access information in a variety of ways, for example Braille, audio or enlarged print.</li> <li>• May experience headaches resulting from eyestrain. This may reduce considerably the study time available to these students.</li> <li>• May find books impossible without assistance.</li> <li>• May be unable to read examination questions and handouts in standard print or read their own handwriting when answering examination questions.</li> <li>• May need extra to carry out some tasks, such as locating words in a text when shifting from one reading medium to another.</li> <li>• May be slower in starting writing because of the extra time needed for reading.</li> </ul> | <p><b>Recommendations for pupils with visual impairments:</b></p> <ul style="list-style-type: none"> <li>• Be patient</li> <li>• Liaise with the VIT (Visual Impairment Team) regularly to ensure we are supporting the child correctly.</li> <li>• Speak to parent about what already works for the child at home.</li> <li>• Speak to previous class teacher about what worked well.</li> <li>• Ensure glasses are worn – if needed.</li> <li>• Ensure glasses are clean at all times</li> <li>• Making sure there is access to a VI specialist and a habilitation (mobility and rehabilitation) specialist providing appropriate resources, such as low vision aids, braille, large print, specialist computer hardware and software etc. using text with the highest possible contrast (light letters on a dark background may be more legible than dark letters on a light background) with large, bold fonts and simple typefaces (such as Arial) on an uncluttered background</li> <li>• Make sure they are sitting on the carpet/at tables so they can see the board, text.</li> <li>• Enlarge text and keep to a simple font at ALL times</li> <li>• Preparation in Braille, large print of audiotape takes time, so planning well ahead is essential if the student is to have texts available at the commencement of the semester. Specifying the order of reading within a text is helpful as it can take many weeks to have a book reproduced into audio or Braille.</li> <li>• Ensuring lines of text are widely spaced and providing thick paper (so that text does not come through from the reverse side), with a matt finish to cut down on glare, together with large felt pens and pencils and raised or bold lines to aid writing skills.</li> <li>• Repeating instructions and giving plenty of opportunities for multisensory learning, through using taste and smell as well, when appropriate.</li> <li>• Providing opportunities for hands on learning involving the use of real-life objects which the students can handle, and supporting verbal instructions with tactile pictures they can feel.</li> <li>• Helping students to become familiar with classrooms when other students are not there, furniture and flooring can be used to distinguish between different areas of the room, as can sounds and smells, helping students to be organised by having specified places for items to be kept.</li> <li>• Considering glare within the classroom with regard to reflection from lighting and the sun, means to reduce glare, such as blinds, indirect lighting and dimmers may be needed, and careful consideration given as to where the students sit.</li> <li>• Giving students specific strategies to help them gain social skills.</li> </ul> |                                    |  |
|  | <p><b>When you have tried at least 3 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"> <li>• Refer to SENCO for an in class observation</li> <li>• Contact the Visual Impairment team for advice</li> </ul> <p>If SEN Support triggers are met Class Teacher to see parents and explain Pupil Passport and SEN register placement.</p>  |                                    |  |

| Sensory impairments:   | Implications for classroom practice   | Tried for six weeks unsuccessfully | Tried for two weeks and was successful |
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| <ul style="list-style-type: none"> <li>• May have out-of-proportion reactions to touch, sounds, sights, movement, tastes, or smells.</li> <li>• Can be bothered by clothing fabrics, labels, tags, etc</li> <li>• Can become distressed by light touch or unexpected touch</li> <li>• May dislike getting messy</li> <li>• May resist grooming activities</li> <li>• May be very sensitive to sounds (volume or frequency)</li> <li>• May squint, blink or rub eyes frequently</li> <li>• Can be bothered by lights or patterns</li> <li>• Can be highly active or very sedentary</li> <li>• Can have an unusually high or low pain threshold</li> <li>• Can have motor skills and body awareness difficulties, including:</li> <li>• Can have fine motor delays (eg, crayons, buttons/snaps, beading, scissors)</li> <li>• May have gross motor delay (eg. walking, running, climbing stairs, catching a ball)</li> <li>• May have illegible handwriting</li> <li>• Can move awkwardly or seem clumsy</li> <li>• May have low or high muscle tone.</li> <li>• Can have oral motor and feeding problems</li> <li>• May experience oral hypersensitivity</li> <li>• May frequently drool or gag</li> <li>• May be a picky eater</li> <li>• May have speech and language delays</li> <li>• May have poor attention and focus, often 'tunes out' or 'acts up'</li> <li>• Can be uncomfortable/easily overstimulated in group settings</li> <li>• May have difficulty with self-confidence and independence</li> </ul> | <p><b>Recommendations for pupils who have sensory impairments:</b></p> <p>A sensory diet would be beneficial at school and might include:</p> <ul style="list-style-type: none"> <li>• <b>Walking</b> - taking a brief walk at specified intervals, perhaps accompanied by an aide.</li> <li>• <b>Brushing</b> - going to the bathroom, where they can enter a stall and brush themselves using the deep touch pressure technique for sensory defensiveness taught by their occupational therapist.</li> <li>• <b>Listening to calming music</b> - using an iPod or other audio player, the child can listen to music that helps them regain their composure: nature sounds, classical music or even rock n' roll whatever effectively organises their unique nervous system.</li> <li>• <b>Fidgeting with objects</b> - fidgets such as a Knosh ball, fabric tab sewn in to a pocket, or even a hair band can keep a student's hands busy so they can focus better. A band of stretchy material around front chair legs that they can push their shins and ankles against may help. A carpet square or piece of soft cloth they can touch attached to the underside of the desk or an inflatable cushion to sit on can make attending for long periods easier for every child.</li> <li>• <b>Object for chewing</b> - objects to chew on such as a Pencil Topper, Chew Easo, or Chewable jewel can provide soothing oral input to keep a student focused on learning rather than sensory cravings.</li> <li>• <b>Push-ups and jumping jacks</b> - jumping jacks or just jumping in place and push-ups done in a chair or against a wall provide organising proprioceptive input at school.</li> <li>• <b>Stretching</b> - stretching wakes up the body after a quiet activity. Everyone can benefit from stretching after sitting, but it's even more important for a child with sensory issues.</li> <li>• <b>Playground and gym opportunities</b> - all children, especially those with sensory challenges need opportunities to move before, during and after school: hang from monkey bars, throw or push objects, run, jump, and pull objects. Otherwise, it can be quite difficult to settle in to quiet classroom activities and obey school rules about 'no throwing' and 'no running'. More progressive schools incorporate movement experiences such as Brain Gym, yoga or other fun activities into classrooms to keep students on track and ready to learn. The best gym teachers let kids run laps around the gym to blow off pent-up energy before asking requiring them to sit down and listen to instructions for the day's gym class.</li> <li>• <b>Appropriate demand for eye contact</b> - a child with sensory issues may need to 'block off' their visual sense in order to listen more effectively. They should not be required to maintain eye contact when answering a question requiring concentration. If increasing eye contact is a goal, it should be worked on at other times, not, for example, when they are making a nerve-wracking oral presentation.</li> <li>• <b>Prepare for intense sensory experiences</b> - the sensitive child should be warned in advance about fire drills, for instance, so the student can be prepared for the intensity. They should be permitted to wear earplugs or sound blocking earmuffs during such a sensory onslaught.</li> <li>• <b>Special place in line</b> - when lining up with other children, the child should always be at the front or end of the lines so the pupil isn't disturbed by other children crowding or bumping into them. ( You might ask the teacher to appoint them 'line monitor' so this doesn't seem like a punishment)</li> </ul> |                                    |  |

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|  | <ul style="list-style-type: none"> <li>• <b>Special seating</b> - asensitive child needs a well-considered seat location in the classroom and other rooms such as art, music, and computer suite. The best spot varies from child to child and the parent, teacher and OT may need to collaborate to determine the best location in a given room. Children with sensory issues often do best in the front of the classroom close to the teacher, away from distractions such as direct sunlight and vents and noisy radiators. A student may also need to sit where they can't see out the door or windows, or next to a wall for a sense of security.</li> </ul> |  |  |
|  | <p><b>When you have tried at least 3 of the above strategies for at least two weeks then:</b></p> <ul style="list-style-type: none"> <li>• Refer to SENCO for an in class observation</li> <li>• Meet with parents.</li> <li>• Complete SNAP assessment</li> <li>• If under 6 refer to OT – if over 6 refer to ASD service for advice.</li> </ul> <p>If SEN Support triggers are met Class Teacher to see parents and explain Pupil Passport and SEN registers placement.</p>   |  |  |