Diocese of Norwich Education and Academies Trust

Thomas Bullock Church of England Primary Academy

SEN Area Of Need	TEACHER TWEAKS	RESOURCES	INTERVENTIONS	KEEP MONITORING	EXTERNAL AGENCIES
	Wave 1: Universal entitlement/ High Quality teaching			Autumn Spring Summer	
		Wave 2: Specific, additional and time-limited interventions			
		Wave 3: Targeted provision/ Highly tailored interventions			
Cognition and Learning	• Differentiated curriculum planning through outcomes and activities • SEN teacher toolkit guides • Working walls/ modelling • In class support from TAs • Small guided group & pair work • Clear & explicit objectives	Dyslexia friendly tools: • Use of alternative methods of recording as required, including technological devices such as laptops & voice memo • coloured IWB screens • appropriate font & sizing • reading windows • writing frames • Barrington Stoke dictionaries • Talking tins • Visual aids • Word mats • Task planners Dyscalculia friendly tools/ use of concrete materials: • Denes Blocks • number lines • multiplication grids	• PiXL therapies (Maths/ writing/spelling) • Precision teaching • 1:1 phonics • SNIP/ HFW spelling programme • Spelling shed • TT Rockstars • Speed up! Handwriting booster groups • Read, Write Inc groups • Support target practise work • Pre-teach sessions of core skills • Booster groups in all year groups- Literacy/ Maths • Early reading awareness activities • 1:1 reading • Small group adapted Reading stars • Working memory small group activities	• Individual support plan targets • 7Cs • Salford Reading assessment • Use of NAPs tracker • PiXL assessments • HFW screener • Reading speed assessment • Books • Pupil voice • Observations • SENDCo assessments (e.g. DST-J/ Sandwell) • INDES	• School2School • Educational Psychologists • Advisory Learning Support teacher • Learning & Cognition SRB outreach/ placement • Dyslexia Outreach

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Communication and interaction	- Using appropriate levels of language – simplifying when needed. - Use of paraphrasing and reframing by adults and pupils - Discussion, role play and modelling prior to writing. - Regular check-ins - Opportunities to talk/ verbalise thinking - SEN teacher toolkit guides - Focus on key vocabulary for topic	- Use of voice recording devices such as talking tins, voice memo - One page profile and targets - Use of laptops/tablets - Instructions set out clearly with the use of prompts and reminders to support learners e.g. first/ next - Visual & kinaesthetic cues - Word mats/ talking mats/flashcards/ key vocabulary prompts - Clear timetabling including use of visual timetable - Speech sound checkers	- Social stories & comic strip conversations - Individual programme based on targets set by Speech and Language therapists - ELKLAN small groups - Colourful semantics - Pre teaching of key vocabulary - One page profile and targets - WellComm	- Individual support plan targets 7Cs - Language screener - Talk boost assessments - PiXL assessments - Blanks half termly screener - Pupil voice - Observations - SENDCo assessments (e.g. BPVS) - INDES	- School 2 school 1:1 Speech and language therapy - Speech, Language & communication SRB outreach/ placement - ASD Team - Educational Psychologists - Advisory Learning Support teacher

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Social, Emotional and Mental Health	● Reminders of School weekly values ● House points ● Class learning forum ● Class collective worship ● Restorative approaches ● Growth mind-set classroom approach ● Meet and greet at the beginning/ end of each day ● Soft start ● SEN teacher toolkit guides	● Behaviour rewards & Individual reward systems ● Tokens ● Emotional thermometers ● Non-verbal signals e.g. coloured cards ● Worry box/monster ● Calming tools such as breathing cues and stress balls	● Individual meet and greet and handover with parents / guardians ● Additional transition work e.g. moving on ● Social stories and comic strip conversations ● Pupil specific risk assessments ● Individual support plan targets ● Gardening/ forest schools/ nurture small groups ● Quiet spaces at break/lunch times ● Check ins with identified key staff ● Mindfulness & brain calmer activities	● INDES ● Individual support plan targets ● 7Cs ● Strengths & difficulties Questionnaire ● Me and my feelings tracker ● Boxall ● Feelings and wishes ● Pupil voice ● Observations	● Benjamin Foundation ● School 2 School ● Point 1 ● CAMHs ● Nelson's Journey ● Young Carers ● ASD Team

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Physical and Sensory	● Up to date Medical awareness and training for children with short and long term health conditions. ● Reduction of contrast on whiteboards to support pupils with visual stress. ● Staff awareness of hearing and visual impairments ● Seating arrangements ● SEN teacher toolkit guide/ Sensory diet reference sheet	● Access to specialist equipment such as: - writing slopes, - pencil grips, - coloured overlays, - fidget toys, - wobble cushions - Thera putty - resistance bands - Adapted P.E equipment ● Use of laptop/ touch typing programme from Access Through Technology	● Individual care plans ● Handwriting programme for individuals. ● Sensory circuits ● Individual programmes set by occupational therapists, physiotherapists and other health care professionals, such as Fizzy or hand gym activities ● 1:1 Hearing/ Visual sensory support sessions ● Individual support plan targets ● Sensory Audit	● Individual support plan targets ● 7Cs ● INDES ● Pupil voice ● Observations ● Occupational Therapy Pre-referral screener	● Advice and input from Sensory support ● ASD Team ● Support from the school nursing team ● Occupational Therapy/ Physiotherapist ● Healthcare professionals e.g. Epilepsy, Diabetes