

	Cognition and Learning	Communication and Interaction	Social Emotional Mental Health	Sensory and Physical
Assessments	<ul style="list-style-type: none"> NFER standardized test, Reading, Writing, Maths, Spelling, PAG Yr 3-6 Reception baseline assessment PM benchmarking Reading age and Comprehension age Salford reading test GLReady COPS/ LASS GL Ready dyslexia screen RAPID Spelling age Nessy Schonell spelling Auditory processing Working memory Executive functioning Phonological awareness Hertfordshire KCC Milestone assessment tool under 5s R/W/I assessment 200 HF word checklist spelling and reading 	<ul style="list-style-type: none"> AET progression framework Milestone assessment under 5s Attention and listening milestone assessment Speech link Junior language link Infant language link Language for Learning ADD Copeland checklist ASD SNAP 1V Attention Autism skills check ADHD ADOS 2 ODD checklist Sensory CHAMP baseline assessment 	<ul style="list-style-type: none"> Leuvens Boxall profile ABC checklist Attachment disorder checklist SDQs parents, pupil, staff Leuvens x 3 per year AET pupil voice 	<ul style="list-style-type: none"> Fizzy baseline Clever hands baseline Dyspraxia initial screen Sensory CHAMP baseline assessment OT/physio assessment

QUALITY FIRST TEACHING LINKED TO KENT MAINSTREAM CORE STANDARDS - IN PLACE ACROSS THE SCHOOL.

Universal	<p>Cognition and Learning</p> <ul style="list-style-type: none"> Modelling used to aid understanding Scaffolds Manipulatives Read Write Inc Daily story time Widget Visual cues/symbols/gestures Talk partners Dyslexia friendly policy in all classes e.g. agreed KS1 font comic sans KS2 Atlanta, pastel backgrounds, mark to LO, PPTs downloaded, tracking devices, displays that support working memory and reduce cognitive overload Overlays Pre teach and model vocabulary 5 dual text key words on working walls across the school Now/next boards Task management planners Dual text word banks 	<p>Communication and interaction</p> <ul style="list-style-type: none"> Infant and Junior speech and language link PECs Makaton Cued articulation Visual timetables and individual Active listening cues /visuals Dual text vocab x 6 on working walls Pre teaching of Tier 3 vocabulary with small group where required. Awareness of optimum seating arrangements reflected to needs Teacher checks understanding of instructions and supports with visual & non-verbal cues as needs Simplified language/break down of instructions into chunks Task management boards to break down task into smaller steps Awareness and use of ten second rule to support children with slower processing Open questioning techniques to challenge pupils Use of a range of alternative recording methods 	<p>Social, Emotional & Mental Health</p> <ul style="list-style-type: none"> Whole school behaviour policy AET pupil voice Pupil passport for transition Use of ABC records to log and analyse presenting behaviors Leuvens Well Being & Involvement scales Use of Buddies Visual Timetables Classroom rules/expectations established with the chn Visual cues/prompts Flexible use of environment e.g. time out space Positions of responsibility - special helpers/monitors Celebration certificates - given out in weekly assembly School Council - representatives of all years - pupil voice Head Boy/Head Girl/School captains KS2 classes buddied with KS1/EYFS in school projects Nurture cooking club in school time Busy box Emotional ckeck in's Social stories 	<p>Sensory and Physical</p> <ul style="list-style-type: none"> Accessibility plan Disabled Toilet Health Care Plans for Medical needs A range of writing tools/access equipment available (eg sloping desk/sit n move cushions/pencil grips/ridged rulers/left hand scissors, twist and write pencils, clicker 8, speech to text, widgeit) Touch typing breakfast club BBC dance Mat SNAP type APP Widgeit on line Overlays Learners have easy access to sensory equipment that they require e.g. writing slops, therabands, wobble cushions, fidget toys, ear defenders Talking tins Sensory room
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<ul style="list-style-type: none"> • Differentiated knowledge organizers • Language through color • Russian scaffolding • Clicker 8 • Speech to text widget • Scribes • Touch typing club • Adaptive teaching with scaffolds removed • Class and individual visual timetables • Writing frames • Immersion in text with a focus on oracy • Language rich environment • Talking tins 	<p>eg Clicker 8 widget speech to text</p> <ul style="list-style-type: none"> • Consideration of access to homework/differentiated homework • Planned transition programme for all pupils to support transition pre-school to school, within school and KS2 to KS3 • In Year casual admissions policy to ensure early identification of need • Increased visual aids/modelling • Class based safe place • Now/next • Task planners • Sensory resources • Battery cards • Break out activities/ADHD • Chunking tasks with electric timers • Adaptation of physical environment • Sensory passport • Busy box • Talking tins • Active listening resources • Working stations • Headphones 		
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	Draw and Talk	Russian scaffolding Nessy	Sensory circuits	ELSA	ELSA	Language through colour	Draw and Talk
	ELSA	Sensory circuits	Language through colour Russian scaffolding	Draw and Talk	Draw and Talk	Speech to text widget	Play therapy
	Individual behavior plans	Language for thinking	Clicker 8 IPADs	Play therapy	Play therapy	Russian scaffolding	LEGO therapy
	Movement breaks	Russian scaffolding	Touch typing	LEGO therapy	LEGO therapy	ELSA	Solo table
	Attention Autism	ELSA	Language for thinking	Solo table	Solo table	Draw and Talk	Busy Box
	Sensory tool box	Draw and Talk	Speech to text widget	Busy Box	Busy Box	Play therapy	Attention Autism
	Forest school	Play therapy	Russian scaffolding	Attention Autism	Attention Autism	LEGO therapy	Now/next
	EAL stage 1 group	LEGO therapy	ELSA	Now/next	Now/next	Solo table	Timers
	Sensory tent	Solo table	Draw and Talk	Timers	Timers	Busy Box	Talking tins
	Supported transition to school	Busy Box	Play therapy	Talking tins	Talking tins	Attention Autism	Sensory tool box
	Individual behavior plan/risk assessment	Attention Autism	LEGO therapy	Sensory tool box	Sensory tool box	Now/next	Ear defenders
	Home / school communication book	Now/next	Solo table	Ear defenders	Ear defenders	Timers	Scaffolding techniques
	Phonological awareness 1-1	Timers	Busy Box	Scaffolding techniques	Scaffolding techniques	Talking tins	Supported transition to school
	Bereavement counselling	Talking tins	Attention Autism	Supported transition to school	Supported transition to school	Sensory tool box	Home / school communication book
		Sensory tool box	Now/next	Home / school communication book	Home / school communication book	Ear defenders	Forest school
		Ear defenders	Timers	Forest school	Forest school	Scaffolding techniques	Cooking nurture group
		Scaffolding techniques	Talking tins	Cooking nurture group	Cooking nurture group	Supported transition to school	Individual access arrangements for assessments
		Supported transition to school	Sensory tool box	Individual access arrangements for assessments	Individual access arrangements for assessments	Home / school communication book	Individual behavior plan/ risk assessment
		Home / school communication book	Ear defenders	Individual behavior plan/ risk assessment	Individual behavior/ plan risk assessment	Forest school	Bereavement counselling
		Forest school	Scaffolding techniques	Bereavement counselling	Bereavement counselling	Cooking nurture group	5 point scale
		Cooking nurture group	Supported transition to school	5 point scale	5 point scale	Individual access arrangements for assessments	
		Individual behavior plan/risk assessment	Home / school communication book			Individual behavior plan/ risk assessment	
		Bereavement counselling	Forest school			Bereavement counselling	
			Cooking nurture group			5 point scale	
			Individual behavior plan/ risk assessment/ risk assessment				
			Bereavement counselling				
			3 point scale				

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Specialist	For EHCPlans and HNF: Individual personalized Plans	For EHCPlans and HNF: Individual personalized Plans	For EHCPlans and HNF: Individual Personalized Plans	For EHCPlans and HNF: Individual personalized Plans	For EHCPlans and HNF: Individual personalized Plans	For EHCPlans and HNF: Individual personalized Plans	For EHCPlans and HNF: Individual personalized Plans
	For high level needs pupils: Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement Beacon Wood forest school	For high level needs pupils: Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement Beacon Wood forest school	For high level needs pupils: Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement Beacon Wood forest school	For high level needs pupils: Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement Beacon Wood forest school	For high level needs pupils: Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement Beacon Wood forest school	For high level needs pupils: Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement Beacon Wood forest school	For high level needs pupils: Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement Beacon Wood forest school
<u>Outside Agencies possibly involved:</u> SALT - (In school Language programs/Specialist Assessment: Sarah Covatti O.T /Physio- OT referrals following implementation of Fizzy Intervention and/or Clever Fingers /Sensory Circuits- 50 sessions Specialist Teaching Service accessed following LIFT referral Cognition and Learning - Julie Pout Communication & Interaction - Morag Hards/Claire Garret Social Emotional & Mental Health - Andy Young Physical /Sensory - Nicola Uttin Early Years - Amber Mallet, Lisa Ellis Consultant Pediatrician based at the Beacon HI/VI team				<u>Other Agencies that might be involved</u> Early Help Social Services CAMHS School Health emotional well-being counselling NELFT Holding on Letting Go CHUMs VSK Chatts Lighthouse counselling Porchlight Home start			

