

Littletown Physical & Sensory: Resources to help children who have issues with fine and/or gross motor skills, or have medical conditions needing support.		
Area of Need	Stage/Level of Need	Resource/Activity (Follow assess, plan, do, review cycle over approx 6 weeks)
Gross Motor skills E.g: poor coordination, inability to move around safely or confidently.	Early Years/ Reception –	<ul style="list-style-type: none"> Daily physical activities at School and Home e.g: running, jumping, climbing, rolling etc. Physical Education lessons Additional support E.g: Fun Fit* Go Active/ similar club
	KS1	
	KS2	
	<i>Severe, or ongoing issues, despite prior intervention, at any stage (evidenced through My Plan)</i>	<i>Occupational Therapy Programme (for use in school)</i> <i>Referral to Vbranch House (Occupational Therapy)</i>
Fine Motor Skills E.g: poor manipulation skills, frustration with drawing/writing.	Early Years/ Reception –	<ul style="list-style-type: none"> General coordination activities at School and Home – lacing, puzzles, colouring etc. Funky Fingers approach (manipulation of dough etc. to strengthen fingers and arms)* Specific letter formation activities – large (e.g: sand tray) to small Specific letter formation activities – sheets from handwriting file* Letter strings and handwriting sessions – additional interventions
	KS1	
	KS2	
	<i>Severe, or ongoing issues, despite prior intervention, at any stage (evidenced through My Plan)</i>	<i>Additional resources – pencil/pen grips, specialist pens, writing slope*</i> <i>Alternative means of recording – laptop/ tablet (BBC touch typing skills programme)</i> <i>Referral to Vbranch House (Occupational Therapy)</i>
Sensory issues E.g: over or under sensitivity to sight, sound, smell, taste or touch.	Mild - moderate	<ul style="list-style-type: none"> Create calm atmosphere. Remove (or remove from) stimuli where possible. Give clear structure, but develop routines to cope with unavoidable issues. Use sensory Room as place to calm if anxious*
	Moderate - severe	As above. Consider any other areas of need. Assess using SDQ (strengths and difficulties)/similar.* <i>Referral to Educational Psychologist/ Vbranch House for Occupational Therapy assessment via GP.</i> <i>Consider referral for assessment via ICS (Integrated Children's Services)</i>
Bladder/bowel issues	Early Years/ Reception –	<ul style="list-style-type: none"> Ongoing support for toilet training, working with parents (Parent workshop*) <i>Referral to School Nurse if issues not resolving/ consult GP.</i> <i>Referral to Bladder and bowel specialist via GP</i>
	KS1	
	KS2	
Medical conditions (Based on medical diagnosis + ongoing support from health professionals)	Asthma	Training, medication, supervision and recording of use. Risk assessment (e.g. on trips)
	Fits/seizures	Training, medication, supervision and recording. Risk assessment (for school and trips).
	Diabetes	Training, medication, supervision and recording. Risk assessment (for school and trips).
	Visual/hearing impairment	Assess needs. Provide risk assessment. Liaise with Visual Support Team/ Hearing Support for advice. Provide appropriate reading resources/visual resources, specialist equipment.*

- *Available from SEN Team. Please ask / note any resources being used in the pink book, then copy and replace!
- Referral via SEN Team. Use My Plan to record ongoing strategies and progress or Concern form (in red folder – staff room) for new or growing concerns, to show interventions tried.

Littletown Communication & Interaction: Resources to help children who have issues with attention, listening, understanding, speaking and social engagement.

Area of Need	Level of Need	Resource/Activity (Follow plan, do, review cycle over approx 6 weeks)
<p>See Graduated Response Tool for further details)</p> <p>Speech & Language (e.g: difficulty speaking clearly, communicating or understanding spoken language)</p>	Early Years/ Reception – Speech & Language (S&L) issues on entry (e.g: indistinct speech or issues raised by Speech & Language Link screening check).	<ul style="list-style-type: none"> • Hearing check • General immersion in listening/copying sound games, rhymes and songs at school and home. • Black Sheep Narrative Pack (Early Years)*
	KS1 Speech & Language issues (e.g: ongoing indistinct speech or issues raised by parent/teacher)	<ul style="list-style-type: none"> • Hearing check • General immersion in listening/copying sound games, rhymes and songs at school and home. • Black Sheep Narrative Pack (KS1)*
	KS2 Speech & Language issues	<ul style="list-style-type: none"> • Hearing check • General immersion in listening/copying sound games, rhymes and songs at school and home. • Black Sheep Narrative Pack (KS2)*
	<i>Severe, or ongoing Speech & Language issues, despite prior intervention, at any stage (evidenced through My Plan)</i>	<ul style="list-style-type: none"> • Total Communication Symbols; Communication in print software. <p>Active Listening for Active Learning Folder (activities to set up a listening/learning classroom)* Referral to S&L Therapy; Referral to Educational Psychology and/or specialist via GP Referral to Communication & Interaction Team</p>
<p>Auditory Processing (e.g: poor response to sounds; short attention span; poor discrimination, sequencing and memory for sounds.)</p>	Early Years/ Reception – Auditory Processing issues on entry (e.g: clear problems with listening, understanding or hearing sounds, or diagnosis)	<ul style="list-style-type: none"> • Hearing check • Visual Timetable • General immersion in memory games (e.g: Kim’s Game), rhymes and songs- school + home. • Developing Baseline Communication Skills Resource (Games)*
	KS1 Auditory Processing issues	<ul style="list-style-type: none"> • Hearing check • General immersion in memory games, rhymes and songs at school and home. • Speaking, Listening & Understanding Resource (Games)* • Central Auditory Processing Kit Book 1 (sound/word discrimination)*
	KS2 Auditory Processing issues	<ul style="list-style-type: none"> • Hearing check • General immersion in memory games, rhymes and songs at school and home. • Understanding and Using Spoken Language Resource (Games)* • Central Auditory Processing Kit Books 2 and 3 (sound/word discrimination)*
	<i>Severe, or ongoing Auditory Processing issues, despite prior intervention, at any stage (evidenced through My Plan)</i>	<p>Active Listening for Active Learning Folder*</p> <p>Referral to S&L Referral to Educational Psychology and/or specialist via GP Referral to Communication & Interaction Team</p>

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Littletown Social & Emotional: Resources to help children who have emotional, mental health or social issues which affect their wellbeing and behaviour.

Areas of Need	Stage/Level of Need	Resource/Activity (Follow assess plan, do, review cycle over approx 6 weeks)
(See Graduated Response Tool for more detail) Social development E.g: Difficulties forming and Maintaining basic relationships (age-related)	Early Years/ Reception	<ul style="list-style-type: none"> • Modelling of turn-taking and sharing through play with adults and peers at Home and School • PSHE (Personal Social Health Education) Programme E.g: Health for Life book, BBC resources • Share books about emotions and relationships to aid discussion with children* • Develop Home-School relationship: keep in contact; meet to discuss needs approaches and progress; • Skills for Life approach* - Assessment , intervention and review supported by KS1 SfL Coordinator. • Parent workshops*: Behaviour, Sleeping, Eating, Toileting etc (For Nursery/EY parents) • Set up and review a Friendship Circle for ongoing friendship issues* • Set up and monitor a Behaviour Care Plan for ongoing behavioural issues* • AB (Attachment Based) Mentoring approach* – for individuals needing additional emotional support. • Use Sensory room to calm if anxious.
	KS1	
Emotional Development and Mental health E.g: Difficulties identifying or expressing emotions (age-related)	KS2	<ul style="list-style-type: none"> • Modelling of turn-taking and sharing through play and more formal games with adults and peers at home and school • PSHE programme E.g: Health for Life, BBC resources. • Books about emotions and relationships to use with children* • Skills for Life approach* - Assessment , intervention and review supported by KS2 SfL Coordinator • Work with parents: keep in contact; meet to discuss needs approaches and progress; • Parent workshops*: Behaviour, Anxiety, Relationships, etc (For KS1/2 parents) • Set up and review a Friendship Circle for ongoing friendship issues * • Set up and monitor a Behaviour Care Plan for ongoing behavioural issues * • Nurture Club and Peer Mediation Scheme for lunchtime support (KS2 SfL Coordinator) • AB (Attachment Based) Mentoring approach* – for individuals needing additional emotional support. • Use Sensory room to calm if anxious.
	Severe, or ongoing issues, despite prior intervention, at any stage (evidenced through My Plan)	
Self Regulation and Behaviour E.g: Difficulties calming self or controlling behaviour (age-related)		Possible referral to: <ul style="list-style-type: none"> • <i>Early Help; IFIT (Intensive Family Intervention)</i> • <i>School Nurse; Early Help for Mental Health Practitioner</i> • <i>EP (Educational Psychologist); BST (Behaviour Support Team)</i> • <i>CAMHS (Child and Adolescent Mental Health Service)</i> • <i>SPLITZ – work with children and families to resolve issues around domestic violence</i> • <i>Balloons – charity working with children and families suffering following bereavement.</i>

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Littletown Cognition & Learning: Resources to help children who have issues with attention, processing information, retention and understanding.

Area of Need	Level of Need	Resource/Activity (Follow plan, do, review cycle over approx 6 weeks)
<p>See Graduated Response Tool for further details)</p> <p>Literacy</p> <p>Phonics, Reading Writing</p>	Early Years/ Reception –issues on entry (E.g: cannot recognise shapes, colours, rhyme, syllables or demonstrate ability to engage in pre-reading activities)	<ul style="list-style-type: none"> Hearing and sight check Model use and enjoyment of books through storytelling and shared reading at School and Home (throughout Primary). Enable role play to develop mark making and general writing skills at School and Home. Letters and Sounds programme – Phases 1 and 2
	KS1 issues E.g: low attainment, slow progress, despite teaching and additional support.	<ul style="list-style-type: none"> See Performance descriptors, check hearing and sight, check attendance. Share Paired Reading approach with Home. Letters and Sounds programme - up to Phase 6 Interventions E.g: Phonics groups; Early Reading Programme (SEN)*; Project X (Y2+ any child needing additional). Precision Teach Methods e.g: for specific sounds in Phonics/reading/spelling Black Sheep Narrative Packs (See Communication & Interaction)* Trugs cards (Box 1 - Games for reading and spelling – Boxes 2 and 3 as extension for more able)*
	KS2 issues (as above)	<ul style="list-style-type: none"> See assessment analysis, check hearing and sight, check attendance. Share Paired Reading approach with Home. Letters and Sounds programme - up to Phase 6 Interventions E.g: Early Reading Programme (SEN)*; Toe by toe (Precision teach programme of phonics)* Trugs cards (Boxes 1, 2 and 3 - Games for reading and spelling for SEN)*; Comprehension Textbooks (a range available) * Lexion programme – assessment and activities to develop awareness, knowledge and memory for sounds and symbols *
	<i>Severe, or ongoing issues, despite prior intervention, at any stage (seen in My Plan)</i>	Active Listening for Active Learning resource (See Communication & Interaction)* <i>Referral to Education Psychologist / Referral to SALT (Speech & Language Therapy)/ Contact Queen Elizabeth School- Dyslexia Dept.</i>
<p>Numeracy</p> <p>Number Counting Calculation</p>	Early Years/ Reception –issues on entry (E.g: cannot recognise patterns/ sequence simple events, recognise different sizes, shapes or quantities etc)	<ul style="list-style-type: none"> Recommend hearing and sight checks if concerned. Enable role play to develop number knowledge and counting skills at School and Home. Use Counters/Number lines/ Numicon/ Diennes (visual resources)* Interventions E.g: 1:1 counting, representing a number, taking away or adding one, matching digits and quantities etc.
	KS1 issues E.g: low attainment, slow progress, despite teaching and additional support.	<ul style="list-style-type: none"> See Performance descriptors, check hearing and sight, check attendance. Enable role play to develop to number and calculation skills, using money and other resources, at School and Home. Interventions E.g: Precision teaching of numbers, number bonds etc. Every Child Counts (ECC) Mighty Maths Programme (SEN)*
	KS2 issues (as above)	<ul style="list-style-type: none"> See assessment analysis, check hearing and sight, check attendance. Interventions E.g: Precision teaching of number bonds, multiplication facts etc. Counting to Calculating programme (TA led) Mighty Maths Programme (SEN)*. (Also various games and resources available for number bonds, place value etc.)
	<i>Severe, or ongoing issues, as above.</i>	<i>Referral to Education Psychologist via SEN Team.</i>

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