

Welcome to Special Educational Needs and Disabilities (SEND)

SEND Information Report and Policy

Welcome to Friars Primary School and Nursery

Constable Way, Shoeburyness, SS3 9AX

This booklet is made for families. We hope this helps you to find SEND information easily.
If you have any questions or comments, please get in touch.

Our School	3
Our SEND Team	4
What is SEND?	5
Is it always SEND?	6
Referral Process Specialist Help	7
How do we identify children's needs?	8
Universal SEND Classroom Support	9
Graduated Response	10-14
How do we adapt extra curricular clubs, day trips and school life for children with SEN?	14
Behaviour Policy Parent Involvement	15-16
Support for parents	16-17
When children join or leave us	18
SEND and Children Looked After	19
Linked Policies	20
Annex A	21-25

Our School



Welcome to Friars Primary School and Nursery. My name is Mr Chris McClay and I am the school's Principal. I hope you find our SEND information booklet helpful.

At Friars Primary School and Nursery we teach children from the ages of 3 to 11 years old. We have one nursery class and two classes in all other year groups.

Staff who support children with SEND

Our Vice Principal, Assistant Principal and Assistant SENDCO all hold the National Award for SEN. Having so much high-level expertise makes our school rather unique.

Our inclusion team and child and family support teams strengthen inclusion at our school and bring a high level of SEND expertise. We feel it is important we refresh and develop our learning and further develop our skills by working with Tina Axup, who is a highly-experience Educational Psychologist.

Training and Development:

- Staff meetings and INSET day training
- Staff supporting each other
- Online courses and webinars leading to additional qualifications
- Trust training sessions

**"Every teacher is
a teacher of
SEND"**

Our Link Trustee with responsibility for SEND is Sue Hay

- I monitor and review long term plans for improving SEND in school
- I monitor SEND in our school. This includes our legal duties
- I meet with the senior leadership team, including the SENCo at least three times a year

Our SEND Team

Contact us:

- office@fps.porticoacademytrust.co.uk
- 01702 294837

Chris McClay Principal	
Natalie Turner Assistant Principal & SEND Coordinator (SENCO)	Philippa Lynch Assistant SENCO
Sharon Brady Inclusion Lead	Kirsty Duncan Inclusion Support
Joy Sharkey Child and Family Support Worker	Kim Stevens Child and Family Support Worker Portico Attendance Lead
Janice Colson LSA supporting children with SEN	Zoe Farrer SEND Teacher
Jo Sharp LSA supporting children with SEN	Jodie Smalley LSA supporting children with SEN

What do our teachers do for SEND?

- Teachers are responsible for the development of *every* child they teach.
- Teachers work closely with support staff to plan and review support.
- Teachers adjust lessons to make them accessible for every child.
- Teachers use assessments to plan inclusive lessons.
- Teachers follow advice from any support services.
- Teachers review each child's progress and plan the next steps.



Our School Values

At Friars, individual wellbeing comes first
We believe in Respecting
and Including everyone.
We Aim high and show
Resilience in our learning.
Our aim is to Succeed in everything we do!



What is SEND?

A child has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.

What are our ambitions for children who have SEND?

We want all children in our school to make excellent progress. We are ambitious for all children with SEND and want any child with SEND to have outstanding opportunities.

We think about both the long term and the short term. Our ambitions for our children with SEND include for them to:

- have personal, spiritual, moral and cultural awareness to learn and achieve
- have good friendships and relationships
- live a healthy and independent life
- be successful in work
- feel safe and secure

The four main groups of SEND

Schools follow the guidelines from the Government's SEND Code of Practice, where SEND is broken up into four groups:

1. Cognition and Learning including:
2. Communication and Interaction including:
3. Social, Emotional Mental Health including
4. Physical / Sensory needs, including:

We welcome children with all of the above types of SEND.

Is it always SEND?

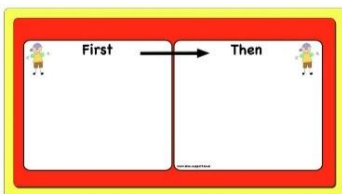
Slow progress and attainment does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider other factors which may cause a short-term impact to learning. These may include difficulties in that child's life (such as a bereavement, friendships and attendance).

Attendance

We expect children to attend school at least 95% of the time. If a child's attendance is below 90%, we are unable to determine if there is a SEN need or whether they have gaps in their learning due to missed lessons. Our Child and Family Support Workers provide advice and support to help the children at our school attend more. They would meet with the parent to discuss any attendance difficulties and place the child on a 'Ready to Learn, Ready to Attend Plan'.

We are committed to supporting every child's learning and development. If a child is experiencing ongoing difficulties in any area of their education or at home, we follow a structured referral process to ensure they receive the right support at the right time.

Please read our Attendance Policy for more information.



Children who speak a language other than English as their home language

A child does not have SEND just because English is not their first language (although they could have SEND as well). The term for children who speak English as an additional language is **EAL**.



Referral Process

If you have concerns about a child's progress, learning or development, please share these with the class teacher. Parent views are always valued and help us to make decisions. Sharing extra information such as a speech and language report, or an autism diagnosis letter is essential.

Please refer to the 'Graduated Response' to understand how we identify SEND.

A parent may request school support for a referral for a diagnosis if the child has attended the school for over a year, an ISP or school strategies are in place, and the child has attendance of 95% or over.

If a child's attendance is below 90%, we are unable to gather all the evidence we may need for a referral. If a child's attendance is below 90%, Child and Family Support Workers will work with families to increase attendance.

The referral process may often take up to a month to complete for the teacher and the SEND team. If forms are submitted before a holiday period, we will be unable to complete these until after the holiday. Once paperwork has been submitted by the SEND team, we are unable to resubmit the same paperwork until 12 months has passed.

If we are unaware of the referral or if school strategies are not in place to support your child, we will reply with the following statement:

'This pupil is making expected progress and is working within the age-related expectations for their year group. They are making developmentally appropriate progress in their social and communication skills.'

Can school access specialist help?

Yes. Some students have needs that are very specific or complex. We work with support services to benefit from specialist advice. Parents normally understand the many benefits for their child, but they are welcome to chat with the class teacher or SENCo. For most children, we meet their SEND needs without needing support services. This is because our staff have training and skills to **adapt classrooms and lessons** to meet their needs.

Support Services we work with include:

Educational Psychology (EP)

Southend Local Authority SEND advisors

Specialist Teaching Team

Occupational therapists

Paediatricians

School Nursing

Education & Welfare

Supporting families

Speech and language therapists

Social care

Support services advise teachers and the SENCo. Teachers make sure advice is followed and the SENCo monitors this. [Southend City Inclusion Ideas and Inspiration](#)

How do we identify children's needs?

1. We **assess** needs
2. We **plan** support
3. We action the support ('Do')
4. We **review** the effectiveness of the support and the difference it has made.



This four-part cycle is called our **Graduated Response**. We use our Graduated Response to meet the needs of all pupils, including those with identified SEND. Children who are being monitored as parents or teachers have started to have concerns. We call this an **initial concern**.

Our Graduated Response

Not all children need the same level of support. We match the level of support to the child's level of need. Where need is higher, we usually take more actions. Where need is lower, we might only need a few adjustments to access learning successfully.

All our support aims to promote children working towards becoming independent and resilient learners.

Our Graduated Response starts with quality first teaching for ALL pupils. This is called '**Universal Support**' and it is a style of teaching that is inclusive for every child or young person. This includes pupils who are not on the SEND register.

Some pupils need **targeted support** that is additional to and different from other pupils and this is called '**SEN Support**'.

A few pupils need **specialist support** and may need an Education, Health and Care needs assessment to find out more about their needs. This may or may not result in an **Education, Health and Care Plan (EHCP)**. Whatever the outcome, SEN Support and Universal Support continues. Please contact our SENDCo or Assistant SENDCo if you would like to discuss this further. When a child has an EHCP, as well as termly ISP learning conversations we invite parents to an **Annual Review Meeting** to set outcomes together for the next year.



Universal SEND Classroom Support

Our school provides **universal support strategies** to ensure all pupils, including those with additional needs, can access learning effectively. These approaches benefit the whole class and are embedded in everyday teaching practice.

1. Use of Fidget Tools

- A range of **appropriate fidget tools** are provided by school and available in every classroom. Pupils should **NOT** bring in fidget toys from home
- Clear expectations are established by teachers so tools are used **purposefully, not as distractions**
- Pupils are taught by teachers how and when to use them effectively

2. Classroom Adaptations

- **Flexible seating options** e.g. wobble cushions, standing desks, carpet spaces are provided by the Assistant SENCo
- **Visual supports** such as timetables, instructions, and prompts
- **Chunked instructions** and simplified language to aid understanding
- **Reduced cognitive load** through scaffolding and modelling

3. Environment and Routine

- Calm, structured classroom environments with **predictable routines**
- **Clearly defined spaces** to support focus and organisation
- Opportunities for **movement breaks and sensory regulation** are directed by the class teacher

4. Inclusive Teaching Approaches

- Tasks that allow **multiple ways to access learning**
- Regular **check-ins for understanding**
- Emphasis on **positive reinforcement and encouragement**

These universal strategies ensure that all pupils, including those with SEND, are supported proactively within the classroom, promoting independence, engagement and wellbeing.

We use our Graduated Response to meet the needs of all pupils, including those with identified SEND.

Universal This is quality teaching lead by the class teacher. It includes:
➤ Teachers who are ambitious for all their children. ➤ Well planned lessons that are adapted to engage all children. ➤ Resources that help all children succeed (such as writing frames, number lines or visual timetables). ➤ Opportunities for children to practice using their learning in different situations. ➤ Teachers assessing children to help them know when to move on and what to teach next. ➤ Short-term group or individual support to help some pupils 'fill gaps' in their learning or understanding. ➤ Behaviour and reward systems that motivate children. ➤ Children who are being monitored as parents or teachers have started to have concerns (we call this an 'initial concern').
Targeted This is for children who need additional support to catch up with their peers.
• Most pupils at this level will have identified SEND and are included on our SEN Register at SEN Support. • At SEN Support the class teacher will discuss and agree an Individual Support Plan (ISP) with parents and pupil. The SENCO will be involved. The ISP will include strategies; the support provided and targets the pupil is working towards. • Some pupils will have advice from outside agencies to inform support in school. Targeted support may include: ➤ Small group work in the classroom or a quiet room elsewhere in school ➤ Extra adult support in lessons by the class teacher or a learning support assistant (LSA). ➤ Group work to work on ISP targets ➤ Specific interventions to meet identified needs e.g., phonics, 'tricky' words (reading & spelling), reading comprehension, number skills, speech & language, listening & attention skills, social skills groups, emotion management strategies
Specialist This means personalised SEND provision
• All pupils at this level will have identified needs and be included on our SEN Register. • Additional agencies will be involved and their advice and recommendations will be included in the support provided in school. • Pupils at this level will usually have an EHCP (or evidence may be being gathered for an EHCP Needs Assessment). • Support provided at this level will usually be person centred, considering individual needs and styles of learning. • We personalise our curriculum where needed to promote opportunities for working independently wherever possible. • Pupils will be included in the school community and reasonable adjustments are made to enable participation in activities on offer or alternative activities offered.

Graduated Response

Assess

Initial Steps: Speak to the Class Teacher

If you have concerns about your child's progress or development, the first step is always to speak with their class teacher. They will also be able to share any observations or concerns they may have and discuss strategies that are already in place to support your child.

We assess a child's reading, writing, maths, social skills, speaking and listening or any other area we know will support us to identify SEND.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

- A child making slower progress than their peers;
- A child making less progress than they did before;
- A child not closing the gap between them and their peers (despite extra help that we have given).
- Sometimes we may ask outside agencies to also assess and give advice. When we contact outside experts, we ask parent permission. Parent views and those of their child are listened to and then shared with outside experts. We keep parents informed throughout the whole process.

If concerns continue after strategies have been tried, the class teacher may refer your child to the school's Special Educational Needs and Disabilities Coordinator (SENDCo).

Observation and Monitoring

If the Inclusion team agrees there could be a SEND need, the SENDCo may observe your child in different environments within the school and gather information from the staff who work with them. This allows us to build a clear picture of your child's strengths and needs, and to decide on the most appropriate next steps.

Working Together

Throughout this process, we value your input and will keep you informed. Our aim is to work in partnership with you to support your child's learning in the most effective way possible.

Plan

When a child is making slow progress often teachers make adjustments to what is already on offer, without needing SEND provision.

Some children may have a diagnosis or a physical disability. Once we have received the medical paperwork, we may organise a meeting between parents, pupils and school staff. During this meeting we can discuss any reasonable adjustments detailed in the SEN Information Report: Annex A and discuss the universal support your child will receive.

We strive to have close collaboration and communication with parents and support services. Teachers meet and provide a thorough transition for all children working through the graduated response. Shared communication with parents and school staff ensures that important information and support strategies are shared through a child-centered approach.

Individual Support Plan (ISP): Targeted Support

Plan

Area of Concern	Target	Desired outcome	Strategies & Provisions	
Decoding edit	To develop instant recognition of high frequency words. edit	Achieved in 1 weeks. edit	Flashcards, bingo, games, classroom posters, labels, sticky notes. edit	Mrs Carole Jacobson remove Mr Christopher Jones remove Select add
Listening edit	Show that you are listening by giving the speaker your attention. edit	Observed on 1 occasions. edit	Seating plan, ensuring pupil has good view of speaker. edit	Mr Clark Kent remove Mrs Carole Jacobson remove Select add
Dyslexia edit	Learn to spell high frequency words. edit	Correct spelling of high frequency words. edit	Flashcards, bingo, software. edit	Mr George James remove Ms Anne Little remove Select add
add target from the library add blank target reorder				



Once a child is placed on the SEN Register, we set targets for children with SEND so that staff, parents, and children know what we are all working towards. These targets are part of a child's SEND Individual Support Plan (ISP).

We often call these **SMART** targets. SMART targets are:

- ✓ **Specific:** We decide exactly what the next small step will be for the child.
- ✓ **Measurable:** We say how we will know if the child is meeting the target.
- ✓ **Achievable:** We will be ambitious for the child, but it still needs to be achievable.
- ✓ **Relevant:** We link it to the child's difficulties or what they need to achieve next.
- ✓ **Time bound:** Targets are set and reviewed each term.

The role of children is to **do their very best**.

It is important that adults listen to the views of children with SEND. The child's input can help us unlock extra progress. How we collect child views depends on the child's age and development.

Collecting child views include:

- Talking to the child
- Observing the child
- The child self-assessing their targets
- The child taking part in SEND review meeting.

Do: How is support organised for children with and ISP?

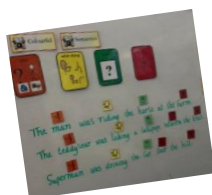
We support all children to achieve their very best. Planned support is carried out and the child's progress is closely monitored. The level and type of support depends on the child's individual needs and is discussed during the planning stage. Support may involve a child having:

- Small group or 1 to 1 intervention such as: speech and language, social groups, self-esteem groups, fine or gross motor skills groups
- Additional sessions for maths and English
- Small group support in the classroom



EHCP Provision and Support

Our children with high needs can access intervention rooms throughout the day to work on some of their individual targets. Children can work in a quieter environment with a range of multi-sensory resources to support both cognition and learning needs and attention and sensory needs. An individual timetable can be tailored to a child's specific needs as detailed on their EHCP.



Review

During the **Review** stage, staff, parents and, where appropriate, the pupil consider:

- What school stage your child is at and if they need to progress to an ISP.
- What progress has been made towards the agreed outcomes or targets on an ISP.
- Which strategies and interventions have been effective?
- Any remaining barriers to learning or participation.
- Whether support should continue, be amended, increased or reduced.
- What the next steps should be. (This then informs the next **Assess** stage.)

Collecting child views include:

- Talking to the child
- Observing the child
- The child self-assessing their targets
- The child taking part in SEND review meeting.

How do we adapt extra curricular clubs, day trips and school life for children with SEN?

A parent can talk to their class teacher or SENCo if they are worried that their child might need adjustments to be successful.

For children working on a personalised programme of study, we communicate with parents frequently to gather their views and gain their support for any changes that need to be made to the curriculum and wider school day. Children accessing a personalised timetable can attend specialised trips, these will be shared with you during your ISP or Annual Review meeting. We also offer engaging learning opportunities within our environmental garden.

It is very rare that we must make the hard decision for a child to not attend extra-curricular clubs. In the very small number of occasions, this is due to safety, wellbeing, or both.

We are always developing our curriculum offer to meet the needs of our children. We often attend the SEN Pentathlon events held across the year and enrich the curriculum offer with music tuition, dance sessions and swimming opportunities.



Behaviour Policy

We recognise that some children may require personalised strategies to help them successfully meet behaviour expectations. However, children with SEND are expected to follow the school's behaviour expectations. Consequences help children learn that their choices have an impact on themselves and others. We consider all consequences as a team and apply them consistently, fairly and proportionately. Consequences support children to develop responsibility, self-regulation and positive behaviour. Support is provided by our behaviour support team and the graduated response is followed.

To support your child's individual needs, we may ask you to collect them earlier or bring them to school later to avoid busy times of the day. We may also make adjustments to their timetable to help them access learning successfully. Where appropriate, we may implement new initiatives developed by the Portico Trust and seek advice from the Trust's Inclusion and Behaviour Team, who may also provide specialist interventions, including off-site provision where appropriate.

Parent Involvement

We value parent involvement in our school



- Their knowledge helps us to get a complete view of a child's SEND.
- They tell us what strategies work well at home (often good ideas from home can help the child in school).
- Parents use ideas from school to help the child at home.
- Parents share useful information with us to help us meet the child's SEND (such as medical reports).
- Parents are invited to ISP learning conversations once a term so that we can review a child's progress as a team.

When we think a child might have SEND, we discuss this with parents. This is so that we can:

- Find out more about the parent's views;
- Chat about what the next steps might be (this might include setting targets);
- Agree some long-term goals (we might refer to these goals as outcomes).

Co-production is really important to us. The word **co-production** means parents being a key part of planning SEND support and what is provided for SEND. Parents help by attending SEND reviews, sharing their views and by keeping us up to date on their child's life.

Support for parents

SENDIASS Southend

SENDIASS is the **Independent Advice and Support Service** for parents.

The service is free.

They offer a range of help:

- Information on local groups and services
- Information on SEND laws
- Information on local council procedures for SEND
- Help to prepare for meetings.



Parents do not need anyone to refer them to SENDIASS. They can just get in touch:

- Tel: 01702 215 499
- Email: iass@southend.gov.uk
- Web: www.sendiasssouthend.co.uk/
- Facebook: www.facebook.com/sendiasssouthend

SENDIASS also have leaflets available in the ten most spoken languages in Southend schools:

- European: Albanian, Czech, Polish, Portuguese, Romanian
- Asian: Bengali, Chinese (simplified font), Malay, Tamil, Urdu

The Local Offer:

[SEND Local Offer – Livewell Southend](#)

The Local Offer is a website that is written for families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

- Support services
- Health services (such as contacts for the NHS speech and language team)
- Schools
- Leisure activities (such as SEND sports clubs)
- Contacts for SEND charities

The staff, SENDIASS and the Local Offer can all help parents through the SEND maze



[Click here](#) for information about, providing your child with a nutritious diet and healthy lifestyle information, how to support the mental health of the whole family and how to help with the communication and language development of your child.



[Click here](#) for support from parents with autistic children who are happy to share their knowledge and experience.



[Click here](#) to find information, resources and training If your child is, or may be, dyslexic.



[Click here](#) for a directory of help services for families of autistic people.



[Click here](#) for information about the parent/carer forum who aim is to make sure that services in their area meet the needs of local disabled children and their families.



[Click here](#) for information leaflets about the needs of neurodevelopmental children including those with Autism Spectrum Disorder/Condition (ASD/C), Attention Deficit Hyperactivity Disorder (ADHD), tics and Tourette's, Dyspraxia.



School Nurses work in partnership with families and other professionals to promote the health of all children and to support children with health needs in the school environment. This includes care planning with schools and parents to ensure the needs of children with diagnosed conditions are met. Telephone

School Nursing

When children join or leave us

(This is called **transition**)

How do we help children joining our school?

When a new child joins our school, all SEND paperwork is shared with the SENDCO. We will plan how to support the child in starting our school. This may include the creation of a transition book that uses images to prepare a child for what their new classroom and learning activities will be like or additional transition sessions to their new class. Each transition plan is prepared on an individualised basis.

How do we help children leaving our school?

We take the same approach if a child with SEND leaves our school before the end of Year 6 (for example because of a house move). The SENDCO will meet with key staff and decide how best to support the move. Families will know the plan and will be able to talk about other worries they have.

When a child with SEND moves onto secondary school, the SENDCO and teacher will meet with secondary schools. We also invite the SENDCO of the child's secondary school to the Year 6 summer SEND review and to visit the child at our school.

Transition between Year Groups

Whenever a child moves to a new year group or key stage, careful planning takes place.

Before the end of the summer term, teachers pass on SEND information to the new teacher and the child gets to visit their new class ('Meet the Teacher' sessions)

If needed, extra visits to the new class or transition booklets are provided to help children with SEND have a smooth transition to their new class.

SEND and Children Looked After

CLA stands for Children Looked After. Being looked after means that parents are unable to care for a child and the council or court takes on parenting decisions. This can be temporary or permanent. There are a few ways the child's new care might be provided. Two common ways are foster care or children's homes.

For our pupils who are CLA and have SEND, we:

- Monitor progress through a termly Personal Education Plan (PEP).
- As often as we can, schedule PEP meetings at the same time as SEND meetings so that PEPs and SEND plans are joined up.
- Work well with CLA support services (e.g. social workers and the Virtual School).
- Make sure CLA pupils with SEND can join in extra activities, by making extra arrangements such as:
 - Permission from both a social worker and a pupil's carer to allow them to go on a residential trip
 - Liaising with carers and taxi drivers so that a pupil is collected early and gets to school in time for the day trip leaving at 8.00am.
- Use Pupil Premium plus money to get the best outcomes for the pupil.
- Give CLA children equal access to SEND provision that is no less than they would get if they were not CLA.

Children looked after may not always have SEND.

Linked Policies

- **Accessibility Plan**
- **Admission Arrangements**
- **Behaviour Policy**

Explains our behaviour expectations, rewards, rules and sanctions including information on exclusions.

- **Anti-bullying**

Information on our approach to tackling bullying

- **Attendance Policy**
- **Complaints Policy**

If you feel that you need to make a complaint at any time, please begin by talking with us about the perceived difficulty. This could be a conversation you have with your child's class teacher, a member of our SEND team, or a member of the Senior Leadership Team (SLT). Our Complaints Policy is always available on our school website and hard copies can be provided by our school office team.

Want to read more?

If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice

- This is the Government's SEND rulebook.
- Find out more [here](#).

Equality Act

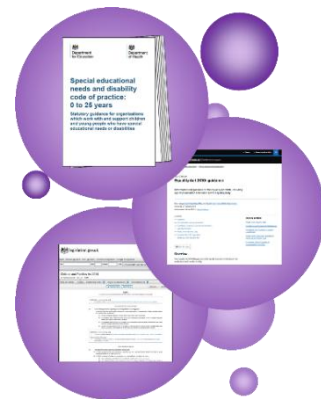
- This 2010 law outlines our duties to make reasonable adjustments and not discriminate.
- Find out more [here](#).

The Children & Families Act

- This 2014 law outlines our duties for children with SEND.
- Find it [here](#) (p.21 onwards).

We hope you found this SEND Information Report helpful. Thank you for reading.

We welcome questions and comments – please get in touch with our SENCo.



2 For ease of reading, this booklet uses the term “parents” to mean anyone who acts in the role of parent. This can include carers, other family members and, for children who are “looked after”, the local council

Annex A

Autism Diagnosis: Signs, Strategies and Adaptations

Social Communication Difficulties

Difficulty in understanding social cues such as facial expressions, gestures, and tone of voice.
Challenges in initiating and maintaining conversations.
Limited use of gestures and facial expressions to communicate.

Repetitive Behaviours and Routines

Engages in repetitive movements or actions, such as hand-flapping, rocking, or spinning objects.
Insistence on sameness and routines, becoming distressed by changes in routine or environment.
Fixation on specific interests or topics, displaying intense focus and knowledge in those areas.

Sensory Sensitivities

Heightened sensitivity or aversion to sensory stimuli such as loud noises, bright lights, or certain textures.
Seeks sensory input through repetitive behaviours like hand-flapping or spinning.
Difficulty filtering sensory information, leading to sensory overload or meltdowns.

Difficulty with Social Relationships

Difficulty forming and maintaining friendships, often preferring solitary activities.
Challenges in understanding and responding to social cues, leading to social awkwardness or misunderstanding.

Communication Challenges

Delayed or unusual language development, including echolalia (repeating words or phrases) or atypical use of language.
Difficulty in understanding and using non-literal language such as metaphors or sarcasm.
Limited use of imaginative play or pretending.

Hyper focus on Specific Interests

Intense preoccupation with specific topics or objects, often to the exclusion of other activities.
Displays in-depth knowledge and expertise in areas of interest, focusing on minute details.

Repetitive Speech Patterns

Repeats phrases or questions verbatim, without necessarily understanding their context or meaning.
May struggle with reciprocal conversations, dominating discussions with their own topics of interest.

Difficulty with Changes and Transitions:

Resistance to changes in routine or unexpected transitions, leading to anxiety or meltdowns.

Requires clear and consistent communication about upcoming changes to routine or environment.

Motor Co-ordination Difficulties

Awkward or unusual body movements, posture, or gait.

Challenges with fine and gross motor skills, such as handwriting, catching a ball, or tying shoelaces.

Difficulty Understanding and Expressing Emotions

Limited range of facial expressions and difficulty identifying or expressing emotions.

May misinterpret others' emotions or have difficulty empathising with others.

These signs of Autism can vary widely in severity and presentation among individuals.

Strategies and Adaptations

Make Sensory Accommodations

Create a sensory-friendly environment by minimising distractions and controlling noise levels.

Provide sensory breaks or quiet spaces when needed.

Use of school sensory tools for regulation.

Use Structured Routines and Predictability

Establish clear and consistent routines with visual and verbal cues.

Provide advance notice of changes or disruptions to routines.

Use Visual Supports

Implement visual schedules, timetables, and aids to help the child understand routines and expectations.

Use pictures, symbols, and diagrams to reinforce verbal instructions.

Use Clear and Unambiguous Language

Break down tasks into smaller steps using simple language and clear instructions.

Use visual supports and modelling to demonstrate expected behaviours.

Be Open to Flexible Seating and Workspace Options

Provide options for flexible seating arrangements and workspaces.

Allow for alternative seating such as standing desks or quiet corners.

Make Social Skills Support Available

Implement structured social skills programmes or peer buddy systems.

Provide opportunities for social skills practice through structured activities and games.

Individualised Support Adaptations and Differentiation

Tailor instruction and assignments to match the child's interests and learning style.
Offer alternative methods of assessment and expression to accommodate strengths and preferences.

Positive Reinforcement and Encouragement

Recognise and celebrate the child's efforts and achievements with specific praise.
Use rewards systems to reinforce desired behaviours and motivate participation.

Attention Deficit and Hyperactivity Disorder (ADHD): Signs, Strategies and Adaptations

Signs

Inattentive Presentation

Difficulty Sustaining Attention

Individuals with ADD often struggle to maintain focus on tasks or activities, becoming easily sidetracked by unrelated stimuli.

Easily Distracted

They may find it challenging to concentrate amidst environmental distractions, leading to frequent shifts in attention.

Forgetfulness and Disorganization

Those with ADD may exhibit forgetfulness in daily routines and tasks, often misplacing items or forgetting appointments. They might also struggle with organizing tasks and materials.

Avoidance of Mental Effort

Tasks requiring sustained mental effort, especially if they are perceived as tedious or uninteresting, may be avoided or postponed by individuals with ADD.

Careless Mistakes

Despite their capabilities, individuals with ADD might frequently make errors in schoolwork, work projects, or other activities due to lapses in attention or oversight.

Difficulty Following Through

They may have trouble following through on instructions, completing assignments, or fulfilling commitments, often leaving tasks unfinished.

Hyperactive-Impulsive Presentation

Hyperactivity

Individuals with ADHD often display excessive physical restlessness, such as fidgeting, squirming, or tapping hands or feet, even in situations where it may be inappropriate.

Restlessness

They may find it challenging to stay seated for prolonged periods and may exhibit restlessness in various settings, including classrooms, workplaces, or social gatherings.

Impulsivity

Impulsivity manifests as acting without forethought or deliberation, leading to behaviors like blurting out answers, interrupting others, or engaging in risky activities without considering consequences.

Difficulty Engaging Quietly

Leisure activities or tasks that require quiet engagement may be particularly challenging for individuals with ADHD, who may struggle to control their impulses and energy levels.

Excessive Talking

Individuals with ADHD may engage in frequent or excessive talking, often jumping from topic to topic without regard for others' responses or conversational cues.

Interrupting or Intruding

They may have difficulty waiting for their turn in conversations or activities, frequently interrupting or intruding on others' thoughts, conversations, or activities.

These symptoms can vary in intensity and presentation among individuals with ADHD, and a proper diagnosis should be made by a qualified healthcare professional based on a comprehensive evaluation of symptoms and their impact on daily functioning.

Strategies and Adaptations

Inattentive Presentation

Seating Arrangement

Place the child in a quiet area of the classroom away from distractions such as doors, windows, or high traffic areas.

Visual Aids

Utilise visual schedules, charts, and reminders to help the child stay on task and remember important information.

Chunking Tasks

Break down tasks into smaller, more manageable steps, and provide clear instructions both verbally and visually.

Use of Timers

Set timers or visual timers to help the child manage their time effectively and stay focused

on tasks.

Provide Organisational Support

Offer tools such as folders, colour-coded materials, and checklists to assist the child in staying organised and keeping track of assignments.

Regular Check-Ins

Check in with the child frequently to provide feedback, reinforcement, and redirection as needed.

Hyperactive-Impulsive Presentation

Movement Breaks/Sensory Circuits

Incorporate regular movement breaks or opportunities for the child to release excess energy through activities like stretching, jumping jacks, or short walks.

Fidget Tools

Allow the child to use discreet sensory tools provided by the school to help channel excess energy and maintain focus.

Structured Routines

Establish consistent daily routines and clear expectations for transitions between activities to help the child anticipate and prepare for changes.

Annex B: Provisions

<i>Cognition and Learning:</i> Nessy Dyslexia Online Intervention Touch Typing Intervention Reading Eggs Power of 2	<i>Communication and Interaction:</i> Lego Therapy Communication boards shared by Speech and Language
<i>Social Emotional and Mental Health:</i> Elsa groups for emotional literacy	<i>Sensory and physical:</i> Sensory resources