

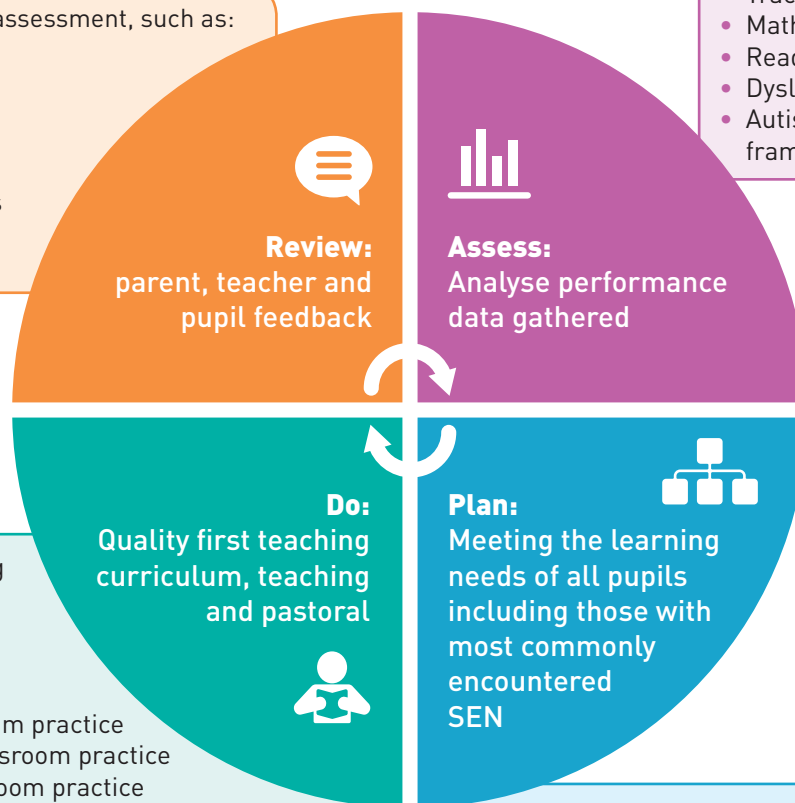
Standard/Universal Support Provision examples in Nottinghamshire

(Compiled from a bank of examples provided by primary and secondary schools across Nottinghamshire)

- Whole school tracking data
- Whole school behaviour tracker e.g.: PARS, Praising Stars or similar
- End of Key Stage data
- Phonics check
- Multiplication check
- Early Language Screener
- GCSE 4-9
- GCSE / Progress 8 data
- Reporting
- Comparison to national and local data
- Benchmarking
- Tracking intervention groups
- Maths screening tests
- Reading assessments
- Dyslexia screening
- Autism Education Trust (AET) framework

Collate information for assessment, such as:

- Work scrutiny
- Pupil profiles
- Pupil voice
- Reporting
- Parent voice
- Know pastoral factors
- Reviewing targets
- Observations



- Quality First Teaching
- Fun Fit
- SEAL
- Visual timetable
- Signs and symbols
- ASD friendly classroom practice
- Dyslexia friendly classroom practice
- ADHD friendly classroom practice
- Sensory friendly classroom practice
- Attachment friendly classroom practice
- Awareness of simple adaptation of communication
- Differentiation: adaptation of teaching as per the teaching standards
- Reasonable adjustment to the physical and social environment and curriculum
- Booster groups e.g.: Catch up, Every child a reader/talker/counter, First Class Number, Reading Recovery, Streamed phonics groups, Book bands, Read Write Inc
- **Emotional Health and Wellbeing** e.g.:
 - Peer massage / mindfulness / resilience
 - Use of Social Stories
 - Opportunities for parental participation
 - Circle of friends/peer supporters
 - Generic self-regulation strategies
 - ELSA

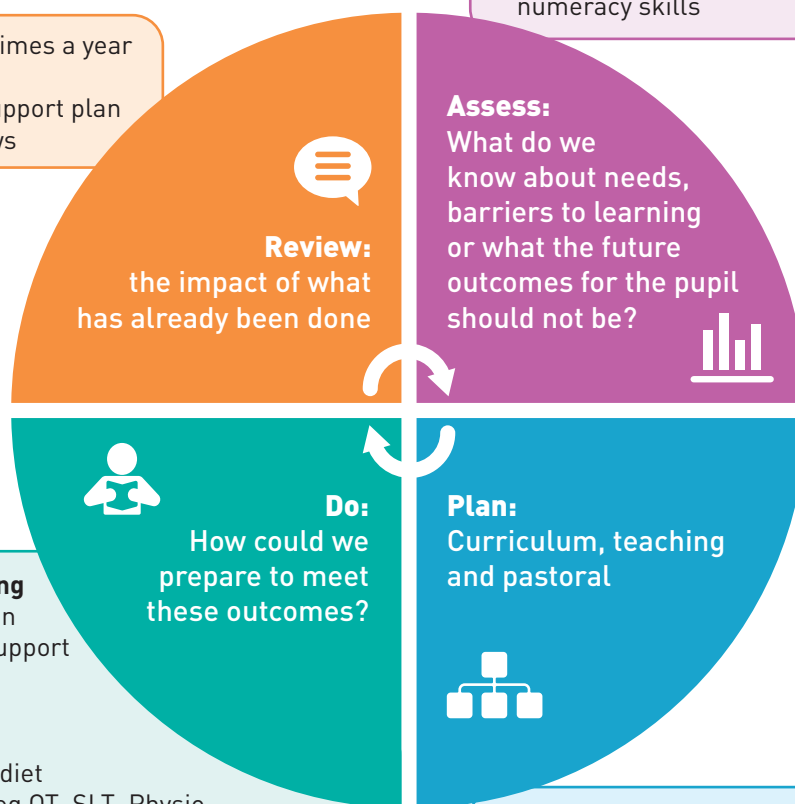
- Differentiation
- Ensuring awareness i.e. basic knowledge and understanding or all staff in all four areas of SEN
- Access plan
- Whole school CPD
- AET Making sense of Autism Training
- EPS training offer
- SFSS training offer
- Independent and voluntary sector training e.g.: PATOSS / Optimus
- Family CPD SEND Development Plan
- Midday supervisor training
- Notts Dyslexia Friendly Schools Folder and Notts Dyslexia Guidance
- Autism Education Trust (AET) materials
- Consult with the School based Mental Health support worker
- NASEN online offer
- Below Age Related Expectations Checklist
- Annual SEN information report

SEN Support Provision examples in Nottinghamshire

(Compiled from a bank of examples provided by primary and secondary schools across Nottinghamshire)

- Performance information
- Small steps tracker eg PIVATS, B Squared, Boxall, Routes for learning, Portage, Precision Teaching
- Provision map
- Personal Passport
- Sensory checklists
- SEND support plan
- Personalised outcomes
- Fine and gross motor assessment tool
- Pupil profiles
- Known pastoral factors
- Communication tools such as ELKLAN
- Pupil Voice - e.g. 'All About Me' or Mapping the Landscape tool
- Autism Education Trust Progression Framework
- Regular, planned conversations with parents
- Observation and feedback
- Pre-key Stage standards
- Engagement model observations
- Specific assessments for unpicking literacy and numeracy skills

- A minimum of three times a year with parents
- Recorded in a SEN support plan
- Pupil and Parent views



- Curriculum and Teaching**
- Personalised provision
 - Potential specialist support
 - Signing
 - Now and next boards
 - Work baskets
 - Sensory programme/diet
 - Specific programme eg OT, SLT, Physio
 - Specific interventions such as Precision Teaching
 - Specific TA support in class with agreed outcomes
 - Access to interventions in a way which is different from their intended use (e.g. for a personalised outcome.)
 - A collective provision which may be composed of lots of interventions, that are individually standard, however cumulatively they build into a more bespoke provision and can now be considered SEN support
- Pastoral:** e.g. Emotional health and wellbeing
- Counselling/therapy eg Casy, Place to be, Think Children
 - Therapeutic play
 - Bespoke package of provision – off site
 - Outcome specific nurture programme
 - Consider Specialist IT Equipment and Software
 - CRB
 - Social programmes such as Talk About, Socially Speaking, SULP
 - Peer mentoring around an identified need
 - Health Assessment Pathways

- CPD**
- e.g. Specialist – In depth training for enhanced level skills
 - AET Good Autism Practice
 - AET Leading Good Autism Practice for SENCO's
 - Outside agency staff training around a specific pupil
 - Whole class planning should include differentiation for individual needs
 - Consider Mental Health support team
 - Training from SFSS and EPS services
 - Collaborative planning with all staff involved
 - Specifically adapting mainstream lessons to meet individual needs