

EYES	<u>Level One</u>	<u>Level Two</u>	<u>Level Three</u>	<u>Level Four</u>	<u>Level Five</u>
Cognition and Learning	Varied Learning Styles Clear learning objectives and success criteria Quality Phonics teaching Multi-sensory teaching Quality and structured phonics teaching Additional reinforcement of learning Differentiated input/outcomes Open door policy Regular parent / teacher communication Flexible grouping AFL strategies Individual reading books home /school Appropriate spellings set Daily PC use Talking Partners Concrete apparatus Learning Diary	Support groups Intervention Plans Closer Monitoring Over learning / extra practice with adult support. Advice from SENCo Additional home /school links Focussed small group work. Programmes / materials from the SENCo Resource Room. Class based specific interventions	Personalised interventions from the intervention team.	Top –Up funded support Advice from Educational Psychology Advice from VLS Advice from CAMHS Advice from Paediatrician Individual curriculum Highly differentiated work Individual timetable SEN Plan Portage Bridge MAISEY panel	Statement / EHC Plan Annual Reviews
Communication	Whole Class Visual timetable Illustrated Word Banks Visual resources Additional Reinforcement of learning Differentiated input / outcomes General Makaton Auditory activities /resources Multi-sensory teaching and learning Listening skills Activities	Support groups Closer Monitoring Over learning / extra practice with adult support. Advice from SENCo Additional home /school links Focussed small group work. Increased use of Makaton Speech and Language programme followed in class. Speech and Language groups	Work with Speech and Language assistant Narrative Pack Speech and Language programme followed in class.	SEN Plan Top-Up funded support SALT programme Makaton Communication books Communication in print Advice from Speech and Language Therapy Individual visual timetable Advice from external agencies Alternative, Augmented Communication. Communication books Communication in print Portage Bridge Individual visual timetable Advice from Educational Psychology Advice from Child Paediatrician MAISEY panel	Statement / EHC Plan Annual Reviews

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<p style="text-align: center;">Behaviour, Emotional and Social</p>	<p>Whole School Behaviour policy in child friendly language, clearly displayed. Certificates in assembly Class Code Circle Time SEAL SEAL certificates Time out Rainbow Charts Immediate Rewards WOW days Letters home Informal Learning Mentor 1:1 Whole school trips After school club Breakfast club PCSO input</p>	<p>Behaviour log ABC / STAR chart Individual success chart Home-school book Learning Mentor 1:1 Learning Mentor Groups EWO PSA support for parents Pastoral support Plan Daily review with parents Regular telephone calls to parents Lunch club Break club SEAC Circle of friends BIP / MAPs PSP PCSO input Chill room when required Social skills groups</p>	<p>Pastoral support Plan Learning Mentor 1:1 support Superflex curriculum 1:1 Parenting support from Learning mentor</p>	<p>SEN Plan Advice from Educational Psychology Advice from VLS Advice from CAMHS Advice from Paediatrician Social Care Advice from school nurse CAF Alternative provision Individual visual timetable Top-Up funded 1:1 support PSP MAISEY panel</p>	<p>Statement / EHC Plan Annual Reviews</p>
<p style="text-align: center;">Sensory / physical</p>	<p>Triangle Pencils Multi-sensory teaching Finger gym</p>	<p>Additional Visual Resources Individual Health Care Plan Advice from Sensory Support Service Dough gym Use of Sensory tent</p>	<p>Significant modifications to curriculum Specialised Equipment</p>	<p>SEN Plan Top-Up funded support Advice from Occupational Therapy Advice from Paediatrician Active involvement fro Sensory Support Service School Nurse Social Care Disabled Children's team MAISEY panel</p>	<p>Statement / EHC Plan Annual Reviews Significant changes to the environment to allow access to the social and academic curriculum.</p>