

What we do if we have concerns about a child at Nook Lane.

Cognition & Learning	Emotional Health & Well-Being	Speech, Language & Communication	Developmental Co-ordination	ADHD/ADD
<p>All children are tested using the Suffolk Reading Test and whole school spelling test in September.</p> <p>A LUCID screening assessment will be completed for children scoring low with a focus on strengths and areas to support - working memory, auditory sequential memory, phonological skills.</p> <p>Sandwell maths assessment may also be completed to develop an understanding of basic maths skills.</p>	<p>Every child is encouraged to give a scaled score at morning and afternoon register. These numbers are monitored every week for low scores.</p> <p>A solution focus approach is taught to support children in how to feel content, happier or able to manage their feelings.</p> <p>Every child participates in a weekly emotional health and well-being lesson - using Mindful, Motivational and Sensory Minutes, Zones of Regulation, aspects of CBT (red and green thoughts) and aspects of Theraplay to support the recognition and understanding of regulating feelings and how to support changing feelings.</p> <p>Children who may find it difficult to manage their feelings/reactions may go to reflection time where it may be decided that children require additional help and support at unstructured times.</p> <p>Children may access 1:1 reflection time every week using the 5 point scale or Zones of Regulation to talk about their feelings.</p> <p>Lunch Supervisors and teaching assistants are briefed about children showing vulnerabilities.</p> <p>Children can choose a lunch supervisor to be their 'go to' person when feeling upset, to ensure consistency of support/develop secure relationships.</p>	<p>Discussion with parents.</p> <p>Communication checklist for home and school from The Communication Trust to assess the receptive and expressive language skills of a child - 'Indicators list for identifying communication difficulties' and 'What's typical talk' checklist and/or Speaking & Listening Assessment Focuses and Criteria and 'Universally Speaking Checklist' to be considered as baseline assessments.</p> <p>Quality first teaching strategies to include - talking partners, talking tins, additional time to process information, chunking information, visual support including timetable, word mats, writing frames, task boards, sequencing and ordering tasks. Pre-learning of new vocabulary.</p>	<p>Discussion with parents, looking at quality first teaching and use of supporting resources - sloped board, pencil grip, sensory considerations,</p> <p>Class teacher and teaching assistant to complete an observation/checklist with parental permission to look at fine and gross motor skills and any additional developmental co-ordination differences.</p> <p>Dyspraxia Initial Checklist/Fine & Gross Motor Checklist to be completed over half term with teacher/TA/parent.</p>	<p>Discussion with parents looking at quality first teaching adjustments to support child - regular breaks, sensory processing support, task boards, class management, opportunity to move around, 'heavy work' opportunities.</p> <p>Teachers to use 'A guide to ADHD and its treatment for teachers' information booklet (Ryeagte) to support quality first teaching strategies.</p>
<p>SENCo/class teachers meet with parents to discuss the results of the assessment.</p> <p>School assess reading fluency (Salford), comprehension skills (NFER) and spelling skills (Phase 2-5 words and relevant year group words).</p>	<p>The Boxall Profile assessment is used to score a child's emotional readiness.</p> <p>A Strengths & Difficulties questionnaire may be completed to establish areas to support.</p> <p>A CAMHs checklist of behaviours may be used to identify areas of strength and areas to seek support for.</p>	<p>Learning support assessment and/or a speech & language team referral after consultation with parents.</p> <p>Social Communication Skills Checklist to be completed to support referral if appropriate.</p>	<p>Parents to see their GP for a possible referral to Developmental Co-ordination Disorder Clinic at Ryegate. Children's centre.</p> <p>Occupational Therapy sessions.</p>	<p>School and home to complete a Strengths & Difficulties, ADHD and a SNAP questionnaire.</p> <p>Teaching Assistant to complete a period of observation and also complete</p>

	<p>Revised Children's Anxiety & Depression Scale could be referred to. Hope Attachment observation checklist may be used. Use of MAST threshold of need scale to support a possible referral to the multi-agency support team.</p>	<p>Sensory checklist to be discussed with parents and completed by school/home.</p>	<p>Resource support - Sloped board, pencil grip, use of a laptop after accessing Nessy Fingers touch typing program - via OT service.</p>	<p>a checklist of behaviours/on task focus.</p>
<p>Interventions take place: Rainbow Readers Zappers, STILE, TRUGs, 1:1 reading, liaise with home regarding best ways to support learning. Phonics group. RM Maths program, Same Day Maths support, Maths Fundamentals, Maths skills group.</p> <p>At the end of an intervention - usually 8 weeks, an assessment will take place to evaluate the effectiveness of the support and possible next steps.</p>	<p>Children can access: FRIENDs - Cognitive Behaviour Therapy approach - group work. Flowers 125 group Social Skills group 1:1 support using the Incredible 5 Point Scale</p>	<p>Language programmes advised by the speech and language team including - LEAP, VIP, NIP, Lego Therapy, Friends, social skills groups.</p>	<p>School to follow programmes to support OT recommendations. Children to continue to access a laptop.</p>	<p>Parents to see their GP to discuss a possible referral to Ryegate Children's centre</p> <p>Continue to implement recommended strategies to support the child's individual learning profile - this may include monitoring of the impact of medication.</p>
<p>School may request that the learning support teacher complete a short assessment to explore a possible slow processing speed or a full assessment of the child's learning skills. This assessment may indicate a specific learning difficulty (dyslexia) or a speech and language difficulty. The assessments include: Wide Range Achievement Test (WRAT 4) to assess letter recognition and single word reading. Diagnostic Reading Analysis to assess reading rate and comprehension. Wide Range Achievement Test (WRAT 4) to assess spelling and letter writing. Wide Range Achievement Test (WRAT 4) Maths.</p> <p>The SENCo can arrange for a family to meet with the school's Educational Psychology for an informal consultation, to discuss any learning differences/emotional well-being concerns. The school can refer the child for a formal assessment with the Educational Psychologist after this discussion.</p>	<p>After discussion with parents an Early Help referral to the MAST team can be made to support children with anxiety, low self- esteem and confidence, bereavement, separation needs, family difficulties. An intervention or prevention worker will be assigned to the family. Group support may also be available - e.g sleep clinics, anxiety. The MAST support worker may take advice from the primary mental health worker and a referral may be made to CAMHs - Child & Adolescent Mental Health service.</p>	<p>The speech therapist may refer to the Social Communication clinic at Ryegate - assessment for autism, ADHD, developmental language disorder.</p>		

