

Nook Lane Junior School - What we do if we have concerns about a child

| Cognition & Learning  |  | Emotional Health & Well-Being  | Speech, Language & Communication  | Developmental Co-ordination   | ADHD/ADD  |
|---|--|--|---|---|---|
| Suffolk Reading Test<br>Whole School Spelling Test  | Sandwell assessment<br>Use of appropriate resources to support maths - quality first teaching assessment - Numicon, number lines, grids etc. | Monitor scaling scores<br>Monitor Red Box<br>Observations and feedback from other staff  | Communication checklist for home and school.  | Checklist to complete - home and school.<br>Quality first teaching adjustments - sloped board, pencil grip. | Checklist to complete - home and school<br>Quality first teaching - adjustments to support child - regular breaks, sensory processing support, task boards. |
| LUCID screening for strengths and areas to focus on - working memory, auditory sequential memory  | LUCID screening for strengths and areas to focus on - working memory, auditory sequential memory   | Leuven Scale<br>Boxall Profile for strengths and areas to develop<br>Strengths & Difficulties questionnaire<br>CAMHs checklist of behaviours | Speech & Language Team referral after consultation with parents   | Home - GP referral to DCD clinic  | Home - GP referral to Ryegate   |
| School assessment - Salford/NFER  | RM Maths - omputer program<br>Same Day Maths<br>Work for home to support maths   | FRIENDs - Cognitive Behaviour Therapy approach - group work.<br>Social Skills group<br>1:1 support   | Language programmes - VIP, NIP, Lego Therapy, Friends, social skills groups.  | Resource support - Sloped board, pencil grip, laptop<br>Occupational Therapy sessions                       | Continue to implement recommended strategies to support the child's individual learning profile - this may include monitoring if the impact of mediation.   |
| Intervention<br>Rainbow Readers<br>Zappers<br>STILE, TRUGs, 1;1 reading, liaise with home regarding best ways to support learning.                        | Learning Support assessment - full assessment of pupil's learning profile.   | Early Help referral to MAST<br>Prevention worker<br>Group support - e.g sleep clinics, anxiety.  | Possible referral to the Social Communication clinic at Ryegate - assessment for autism, ADHD, developmental language disorder. | School to follow programmes to support OT recommendations.  |   |
| Learning Support - short assessment for slow processing and/or full assessment.<br>Educational Psychology support - consultation, working with the child. | Intervention based on advice from outside agencies   | Family Common Assessment Framework Form (FCAF) for extended support - Intervention worker  |   |   |   |
| Intervention based on advice from outside agencies  | Educational Psychology support - consultation, working with the child.   | CAMHs  |   |   |   |

