

# What does SEND support look like at Chaucer Infant and Nursery School?



## Communication and Interaction

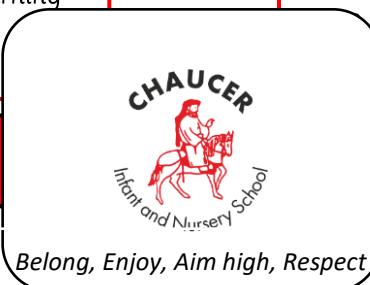
### Enabling access to QFT

- Adaptations to the classroom environment – visual timetables, visual cues, word mats, seating arrangements, listening trays
- Use of gesture and Makaton signs
- Speech & language therapy plans
- Autism Advocates
- Attention Autism sessions/Curiosity Programme
- Sealed Pot and Copy Box approaches
- Communication boards/PECs/Makaton signs
- Intensive Interaction techniques
- Access to trusted key adults (Class Teacher, Teaching and Learning Assistants, Senior Leadership Team) throughout the day

## Social, Emotional & Mental Health

### Enabling access to QFT

- Sensory and movement breaks
- Calm teaching environments with predictable routines and structure including quiet, calm spaces and calm boxes for individual children
- Timers, motivating activities, reward systems
- Attachment time with key adults (Class Teacher and Teaching and Learning Assistants)
- Positive approaches to Relationship and Behaviour Management
- PSHE matters
- Playtime and lunchtime provision
- Forest School
- Access to trusted key adults (Class Teacher, Teaching and Learning Assistants, Senior Leadership Team) throughout the day



## Cognition and Learning

### Enabling access to QFT

- Visual timetables/visual cues/word mats/ structure strips
- Task boards
- Listening trays
- Precision Teaching and pre-teaching sessions
- Small group work for Phonics, Reading, Writing and Maths
- Intervention groups and targeted 1:1 intervention for Phonics, Maths and Writing
- Small group or specific personalised interventions for fine motor, gross motor skills and to develop listening and attention skills/memory skills

Support from Schools Support Service for Educational Needs, Early Years SEN Service, Autism Outreach and Educational Psychologists



## Sensory and Physical Needs



### Enabling access to QFT

Individual occupational therapy and physiotherapy programmes

- Physical and Sensory breaks/access to sensory rooms
- Forest School
- Active Hands are Achieving Hands
- Access to a range of equipment and techniques e.g. calm spaces, weighted blankets, wobble cushions, proprioceptive activities, fidget toys, sensory and physical breaks
- Activities and visuals to support emotional self-regulation
- Access to trusted key adults (Class Teacher, Teaching and Learning Assistants, Senior Leadership Team) throughout the day
- Derbyshire Sensory Toolkit