	Quality First Teaching (QFT)	Additional support Catch up/short term intervention. Guided/Group intervention Additional Enhanced support/some children (At Risk)	SEND support - Few children personalised learning (Working Below)
Social, Emotional and Mental Health	- Clear modelling of expectations - Positive reward systems – stickers, celebration assemblies. 'Good to be Green' system. - Forest School. - After school Clubs. - Visual Learning. - Colour Monster. - Teaching of calming techniques - Circle time	- Individual behaviour chart - Weekly discussions with parents - Access to Now and Next board - Home school book - Specific classroom seating arrangements - Meet and Greet - Lunchtime Nurture Group - SEND Team child observation. - Social Skills intervention - Lunchtime Deaf Club	- Key ring strategies - Empathic Behaviour Plans - Use of Sensory Room - Lego Therapy - Social Stories - Safe space within classroom - Fidget toys - Risk Assessments in place - Pastoral Support Plan - Access to resources related to behaviour/social skills

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	- Weekly PSHE lessons and assemblies - PSED (EYFS) - Opportunities for team building - School rules identified and discussed . - Points reward system - Structured classroom routines - Adaptations to classroom layout. - Attendance monitoring - Visual timetables - Emotions cards to support with identifying and expressing feelings. - Timers. - Positive communication in all lessons. - Pre-teaching to reduce anxiety.	- Individual visual prompts in class. - Sensory Room. - Fidget toys access. - Zones of Regulation. - 1:1 Mentoring Support	- Referral to Educational Psychologist - Referral to Health Team - Referral to Single Point of Access - Referral to CAMHs/Building Sound Minds - Boxall Profile Assessment - 1:1 Mentoring Support - Anxiety Gremlin Intervention - Support during unstructured times - Social Skills groups - Direct work with member of Safeguarding Team.

	• Consideration around classroom lighting and if this needs to be dimmed.		