**Federation of Liphook Infant School and Liphook C of E Junior School**

**SEND Mainstream Core Standards Reflective checklist**

Pupil name: Class: Date:

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| **Cognition and Learning** (tick any that apply) | Tick |
| I have considered the best placement for the pupil in the classroom, whether that is near the front, on the periphery or closer to the back to ensure minimal distraction for the pupil as well as to the learning of peers. |  |
| I have used modified language and short step instructions, repeating these where necessary to support the pupil in understanding what they need to do. |  |
| I have organised (where appropriate) peer support and sensitive grouping/pairing for practical activities. |  |
| I have adapted planning/resources e.g reading rulers, taskboards to ensure the work is well matched to the pupil’s individual needs. |  |
| I have ensured my class additional needs provision map shows a clear plan, do, review cycle of interventions to address gaps in learning. |  |
| I have adapted personal targets more frequently if the pupil has either made accelerated progress or has found the planned strategies more difficult. |  |
| I have provided Visual timetables, Now/Next boards, taskboards, differentiated word banks etc, to support independent learning. |  |
| I have used timers and/or incentives to promote independence, motivation and focus. |  |
| I have planned ICT based activities to try to overcome barriers to learning. |  |
| I have ensured homework is adapted to meet the child’s needs. |  |
| I have given opportunities for ‘rest breaks’ and broken tasks into smaller chunks if needed. |  |
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| **Communication and Interaction (inc ASC) / sensory / physical** (also tick any that apply from above) |  |
| I have provided an individual workstation or quiet space for when the pupil needs time away from their peers. |  |
| I have used incentive rewards utilising the pupil’s individual interests (dinosaurs, animals, trains, etc) |  |
| I have tried to ensure my classroom is not overly stimulating to avoid sensory overload as much as possible. |  |
| I have used simple social stories to help the pupil deal with change or unexpected events. |  |
| I have provided the pupil with sensory equipment such as fidget toys or ear defenders as necessary. |  |
| I have tried a floor chair or standing desk for a period of time (if the pupil is unable to sit still or sit due to weak core stability). |  |
| I have tried chair bands on the chair legs and/or wobble cushion or cushion for a period of time. |  |
| I have tried a range of strategies to support social skill development, e.g. circle time/class buddy/talk partner. |  |
| I have completed a Pupil Plan and identified specific areas of strength and difficulty. |  |
| The pupil’s comprehension skills have been assessed using Language Link / BPVS and any specified targets are being actioned. |  |
| I have used Subject, Verb, Object, Location (SVOL), alongside colourful semantics using cubes, to support independent sentence creation with the pupil. |  |
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| **SEMH** (also tick any that apply from above) |  |
| I have used de-escalation strategies by using language positively to promote well-being and calm including body language, posture and facial expression. |  |
| I have given the pupil a responsible role or ‘special job’ to support self-esteem. |  |
| I have planned active learning/opportunities to burn off excess energy (e.g. ‘around the room’ tasks) or active 5 min brain breaks e.g, trim trail time, time to run, 5 min football. |  |
| I have completed at least 2 weeks of ABCC charts to show antecedents (triggers), behaviour and consequences. |  |
| I have used Now/Next as incentive to complete a short learning task e.g; “ Now we have to complete a maths task, next you can have 5 mins lego time”. |  |
| I have used the Zones of Regulation colour scale, alongside Trick Box, and/or the Stress Scale to try to support the pupil in understanding their emotions. |  |
| I have started to complete an Individual Support Plan for the pupil and would like additional support with this. |  |