

School SEN Support Plan – 2025/26											
Name:		Alex Example			Year:	1	Teacher:		Mrs Teacher		
Primary need: (INDES 0-7)		Speech & Language		Social Comm. & Interaction	2	Cognition & Learning		Social, Emotional & Mental Health (SEMH)		3	Physical and/or Sensory
Vulnerability:		School support (K)			EHCP (E)		PP	LAC	EAL	Home Lang:	
Why do I need extra support?		Ann finds transitions challenging at times, and needs supporting in regulating their feelings when they feel unsettled. He had SCT work in 2025 on this. They also need support with their speech sounds, and has received a SaLT assessment.									
Area of need		My current SMART targets							Key Adults		
Speech and Language (target from SaLT)		Listen to and identify the difference between noisy vs quiet sounds with 80% accuracy.									
Speech and Language (target from SaLT)		Produce 'tr' at the start of short words with 80% accuracy.									
Speech and Language (target from SaLT)		Produce /v/ in all word positions in short words with 80% accuracy									
Social, Emotional and Mental Health (SCT)		I can use a strategy to help me regulate, sometimes by choosing from two options given to me by an adult									
How will you help me? Highlight all adaptations/supports in place to achieve targets									BLUE = EHCP Section F Provision		
	Speech and Lang.	Social Comm.	Cog. & Learning	SEMH	Phys & Sensory						
Universal Supports (INDES 1+)	<ul style="list-style-type: none"><li>Dual coding through visuals/objects (e.g. visual timetable, comic strips)</li><li>Cue in instructions by name</li><li>Simplify instructions</li><li>Thinking time before responding</li><li>Check understanding</li><li>Cue in changes of topic</li><li>Model how to ask for help / to clarify an instruction</li><li>Word banks</li><li>Pre-teach vocab</li><li>Considered partners for group work</li><li>Targeted questioning (based on Blanks levels)</li><li>Speech sound modeling when repeating back (My Turn, Your Turn)</li><li>Wellcomm / Neli / Group speech support</li></ul>	<ul style="list-style-type: none"><li>Dual coding through visuals/objects (e.g. visual timetable, timers)</li><li>Clear, consistent routines (e.g. seats)</li><li>Prep. for changes (e.g. timers, now/next phrasing)</li><li>Adapt to special interests</li><li>Agreed calming area or strategy</li><li>Modelled emotional language (I think you are feeling ....)</li><li>Explicitly teach social/emotional skills (e.g. PATHS / Zones of Reg.)</li><li>Adult-guided play/ group work to model social communication</li><li>Adapted play/lunch routines</li></ul>	<ul style="list-style-type: none"><li>Dual coding through visuals/objects (e.g. visual timetable, manipulatives)</li><li>Assessment for Learning &amp; adaptive teaching methods to pitch tasks appropriately</li><li>Simple, clear language</li><li>Revisit prior learning more frequently</li><li>Use real-life experiences for child</li><li>Thinking time before responding</li><li>Check understanding</li><li>Break down tasks into smaller chunks</li><li>Use alternatives to writing where poss.</li><li>Multi-sensory teaching</li><li>Small group in-class/ catchup/ pre-teach</li><li>Considered seating near adult/ role model</li><li>Fasttrack Phonics</li></ul>	<ul style="list-style-type: none"><li>Dual coding through visuals/objects (e.g. visual timetable, emotions visuals)</li><li>Responsibilities/roles to boost self-esteem</li><li>Clear modeling of positive behaviours and praise when seen ('Catch me good')</li><li>Fix it folder / restorative approaches to any challenging or harmful events</li><li>Positive Behaviour Strategies (Norfolk Steps)</li><li>PATHS / Zones of Regulation strategies around regulation</li><li>Adults 'annotate' or model their own feelings to the child</li></ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"><li>Fine/Gross Motor skills group interventions</li><li>Adapted equipment (pencils, grips etc)</li><li>For specific physical issues (such as hearing, sight or mobility) see SENDCo for guidance</li></ul> <p><b>Sensory</b></p> <ul style="list-style-type: none"><li>Sensory audit to identify triggers / calming strategies</li><li>Considered seating</li><li>Movement breaks</li><li>Adapted resources (fidget bands / cushions)</li><li>Multi-sensory teaching</li><li>Sensory Circuits</li><li>Ear defenders</li><li>Adapted play/lunch routines</li></ul>						
	Targeted (4+)	<ul style="list-style-type: none"><li>SLCN screening tool used to identify personalised targets</li><li>1-1 Speech sound intervention, guided by speech screener</li><li>1-1 or small group Blanks intervention (vocabulary)</li><li>Personalised visual aids / prompts (e.g. core board)</li><li>SENDCo to consider referral to SaLT/ATT</li><li>Attention Autism sessions</li><li>Colourful Semantics support / intervention</li></ul>	<ul style="list-style-type: none"><li>1:1 or small group work on specific issue</li><li>Lego/Brick-based therapy intervention</li><li>Social stories</li><li>Personalised visual timetable and prompts (e.g. Now and Next board)</li><li>Adult support in managing transitions</li><li>SENDCo to consider referral to Ed Psych. / ASD outreach / SCT</li><li>SENDCo to meet with parents/carers to consider NDS referral</li></ul>	<ul style="list-style-type: none"><li>Screening tools used to identify barriers &amp; set personalised targets</li><li>Consistent adult support in small group work in core lessons</li><li>Booster / pre-teach sessions on key skills</li><li>Additional 1:1 booster learning sessions</li><li>1:1 or small group memory skills sessions</li><li>SENDCo to consider referral to Ed Psych. / ATT/Dyslexia Outreach</li></ul>	<ul style="list-style-type: none"><li>Regular 1:1 check in time with an adult to discuss daily events &amp; strategies to manage feelings or anxieties</li><li>Increased Home-school communication to share positives and track triggers</li><li>Small group/1:1 work on nurture/emotional reg.</li><li>Personalised ZoR toolkit</li><li>Personalised 5 point scale</li><li>SENDCo to consider referral to Ed Psych/ Inclusion &amp; SEND / SCT</li></ul>	<ul style="list-style-type: none"><li>1:1 Gross/Fine motor skills intervention</li><li>Personalised equipment (scissors, writing area)</li><li>Individual sensory kit</li><li>Additional sensory breaks or strategies</li><li>Personalised workspace/ alternate working area</li><li>SENDCo to consider referral to OT/Physio</li><li>SENDCo to meet with parents/carers to consider NDS referral</li></ul>					
Specialist (6+)	<ul style="list-style-type: none"><li>SaLT input and plan</li><li>Alternative communication strategy (e.g. Obj. Of Ref; PECS; sign language)</li><li>SRB referral / outreach placement</li><li>Intensive Interaction</li></ul>	<ul style="list-style-type: none"><li>1:1 support at breaks and lunchtimes</li><li>1:1 support in class to help manage social interactions</li><li>Pos. Behaviour Support Plan (PBSP) for scripting</li><li>SRB referral / placement</li></ul>	<ul style="list-style-type: none"><li>1:1 support in class to help access a personalized curriculum</li><li>Personalised alternative recording method (e.g. ATT resources)</li><li>SRB referral / outreach / placement</li><li>TEACCH workstation</li></ul>	<ul style="list-style-type: none"><li>1:1 classroom support</li><li>CAMHS referral / support</li><li>1:1 counselling</li><li>Pos. Behaviour Support Plan (PBSP) for scripting</li><li>SRB Referral / outreach/ placement</li><li>Short-term reduced timetable</li></ul>	<ul style="list-style-type: none"><li>Physio or OT input</li><li>1:1 support for PE or other physical tasks</li><li>Personalised adaptive technology (ATT / medical team)</li><li>Personalised sensory diet (informed by OT)</li><li>Virtual Schools</li></ul>						
Other	<ul style="list-style-type: none"><li></li><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>SCT 1-1 work (Spring term)</li></ul>	<ul style="list-style-type: none"><li></li></ul>						