

If your child has fully engaged in repeated cycles of intervention and support but not made progress from their starting point, then more specific assessment may be required to establish the nature and level of need. There are four broad areas of need, and the boxes below show some of the ways through which these can be supported.

Social, Emotional and Mental Health	Sensory and Physical	Communication and Interaction	Cognition and Learning
The Boxall Profile Mindfulness Restorative approaches Zones of Regulation Play therapy Wellbeing support GP referral to Point 1 and CAMHS Lego therapy	Sensory equipment/spaces Support from outreach services such as the hearing or visual impairment or physical disability teams GP referrals to physio and occupational therapy Assistive technologies and or equipment	Phonological awareness Vocabulary games Repeat instructions Teach listening skills Visual timetables Social stories Pre-teaching Colourful semantics Core vocabulary	Differentiation in class Support from adults Multi-sensory teaching strategies Phonics Working memory Motor skills Reasonable adjustments to the classroom Equipment - pencil grips, slopes etc Use of ICT

Schools do not ‘fit’ a pupil into a category, but rather provide support based on their level of need.

The majority of children identified as having SEN can be supported at SEN support level.