

# Steps to success for pupils with significant SEND needs

Plan to develop each of the aspects below daily. Give equal importance to each aspect.

Ensure that you provide a way for pupils to communicate non-verbally e.g. through the use of visuals

## Develop Attention

- The Curiosity Programme
  - getting connected
  - signature songs
  - creating curiosity
  - let's play
- Attention Autism 4 stage programme
  - Focus-the bucket
  - Sustain - attention builder
  - Shift-turn taking & shifting attention
  - Transition -focus shift & re-engage attention

## Develop a love of reading

- Read books to the child.
- Share rhyme and stories
- Explore wordless / picture books
- Provide a range of reading materials e.g. pop up books, moving books, books with sounds, comics.
- Use Story Sacks
- Listen to storyphones / audiobooks.
- Utilise e-readers such as kindles

## Develop Language

- Conduct Wellcomm Screening Check/NELI assessment
- Implement activities from Wellcomm screening 'Big Book of Ideas' / or Implement NELI / Talk Boost
- Implement interactive stories
- Utilise the ShREC approach
- Build sentences orally
- Share music, songs and nursery rhymes
- Utilise strategies from Word Aware
- Use total communication approach utilising visuals, Makaton, communication board/books

## Foundations to phonics

Both Phase 1 and 2 should be taught simultaneously. Ensure incidental practise outside of phonics time.

### Teach Phase 1

- Rhyme time
  - listening
  - syllables
  - rhyming
  - alliteration
  - sound knowledge
- Tuning into sounds
  - what's in the box
  - sound games
  - blend from the box
  - oral blending games (Fred games)

### Teach Phase 2

- Teach first group of GPCs
- Teach oral blending followed by blending with first group of GPCs
- Teach tricky words
- Repeat cycle for next group of sounds
- Apply skills to matched wordless / phonetically decodable books

## Assess and develop comprehension

Provide the child opportunities to show understanding by pointing to nouns in the text or a range of images or emoticons.

## **The Curiosity Programme**

<https://attentionautism.co.uk/curiousty-programme/>

## **Attention Autism**

<https://attentionautism.co.uk/attention-autism-programme/>

## **Wellcomm Screening Check**

<https://www.gl-assessment.co.uk/assessments/products/wellcomm/>

## **NELI**

<https://www.teachneli.org/>

## **Interactive Stories**

[https://padlet.com/Camden\\_IEYS/camden-kids-talk-resources-for-practitioners-n7fgtcnl2x6sdg9v](https://padlet.com/Camden_IEYS/camden-kids-talk-resources-for-practitioners-n7fgtcnl2x6sdg9v)

## **ShREC**

<https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children>

## **ECR7 Booklet for Parents**

<https://camdenlearning.org.uk/wp-content/uploads/2024/12/ECR7-Booklet-for-Parents-Jan-24.pdf>

### Other points to remember

- Ensure all visuals and text are consistent and match mainstream curriculum where possible.
- Use real like visual and physical resources e.g. a shell not plastic representation and where possible.
- Ensure the content of interventions e.g. Attention Autism relates to the mainstream curriculum wherever possible and reading/phonic focus to reduce overall cognitive load.
- When sharing stories or reading, make links with any relevant emotion coaching interventions e.g. Zones of Regulation ‘Is the character in the red zone? How must they be feeling?’