



**Stoke Holy Cross Primary School Primary School
SEND Information Report
(December 2025/2026)**

**At Stoke Holy Cross Primary School Primary School our
vision is:**

Safe Happy Community Polite Success

**This SEND Information Report describes the
support available for children who have Special
Educational Needs.**

Publication Date: December 2025
Review Date: November 2026



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Key contacts within school

Welcome to our Special Educational Needs (SEND) Information Report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEND). The Norfolk Local Offer outlines the provision available within Norfolk for children with SEND across education, health and social care. It can be found at [Norfolk Local Offer](#)



Our school SENDCo is Mrs Blackman and she can be contacted via the school office

office@stokeholycross.norfolk.sch.uk

Mrs Blackman is in school 2 days a week (Tuesdays and Thursdays).

If you have any questions or concerns about your child the class teacher is your primary contact.

Miss Chaney, Headteacher, has overall responsibility for the SEND provision, and can be contacted through office@stokeholycross.norfolk.sch.uk

Our SEND governor is Amanda Patterson and she can be contacted via the school office

office@stokeholycross.norfolk.sch.uk

People who support our children who have SEND

Mrs Alison Blackman (SENDCo) - Role and Responsibilities

- Ensuring that individual children are assessed to identify specific learning needs or barriers to learning.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what they need to enable them to learn and make progress.
- Ensuring that all staff members working with your child in school are supported to deliver planned work/programmes for your child, so they can achieve the best possible progress. This may involve input from external specialists.
- Maintaining a conversation between school and parents as necessary (in person, telephone or via email).



- Co-ordinating Annual Review meetings (EHCP) and ensuring the provision as outlined in the EHCP is reviewed on a termly basis.
- Liaising with all the other people who might contribute to and support your child's learning e.g. Educational Psychologist, Access Through Technology, etc.
- Making sure that staff are provided with high quality training so they are aware of, and confident in meeting, the needs of your child and others within our school.
- Developing the school's provision to ensure that every child receives a consistent, high quality response to identified needs in school.
- Ensuring that the Governing Body is kept up to date with what provision we are providing to meet the SEND needs of the children at Stoke Holy Cross Primary School.
- Working with the children and ensuring their voice is heard and developing their self-advocacy skills.
- To oversee the provision and measure its impact on meeting the needs of the children with SEND.

Miss Chaney (Headteacher) - Roles and Responsibilities

- The overall strategic development of the school
- The day to day leadership and management of all aspects of the school including having an overview of SEND.
- Ensuring staffing levels are appropriate to meet the needs of the children with SEND.

Class teachers - Roles and Responsibilities

- Supporting your child on a day-to-day basis
- Ensuring that the well-being of all pupils in the class is nurtured and any concerns discussed with parents/carers and other members of staff as appropriate
- Holding an overview of each child's academic progress
- Ensuring all children have access to a curriculum that is adapted to meet their needs

Teaching Assistants

- We have 10 teaching assistants at Stoke Holy Cross Primary School and they provide invaluable support in enabling the teacher to fulfil their responsibility to meet the individual needs of the children at Stoke Holy Cross Primary School.
- Under the direction of the class teachers and SENDCo our teaching assistants lead many of our interventions both before school and during school time.

Mr Claxton (Assessment Lead) - Roles and responsibilities

- Gathering evidence of access arrangement requirements for statutory testing.
- Applying for access arrangements and communicating the results of application to parents/carers, pupils and staff.



Amanda Patterson (SEND governor)

- Amanda meets regularly with the SENDCo to make sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Amanda also makes sure that the school has an up to date SEND Policy and asks questions to ensure we are doing our utmost to support the needs of all our children with SEND.

What do we mean by SEND?

At different times in their school career, a child or young person may have a Special Educational Need. The [Code of Practice](#) defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

**Have significantly greater difficulty in learning than the majority of others of the same age: or
Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.”**

If a child is identified as having SEND, we will provide provision that is **'additional to or different from'** the normal differentiated curriculum, with the intention to overcome the barrier to their learning.

What are the different areas of SEND?

The SEND Code of Practice recognises four broad areas of need:

Communication and Interaction - for example speech and language difficulties and Social Communication Difficulties including Autism

Cognition and Learning - including Specific Learning Difficulties like Dyslexia, Dyscalculia and Moderate Learning Difficulties

Social, Emotional and Mental Health (SEMH) – this includes anxiety and low mood, difficulties regulating your emotions and Attention Deficit Hyperactivity Disorder (ADHD)

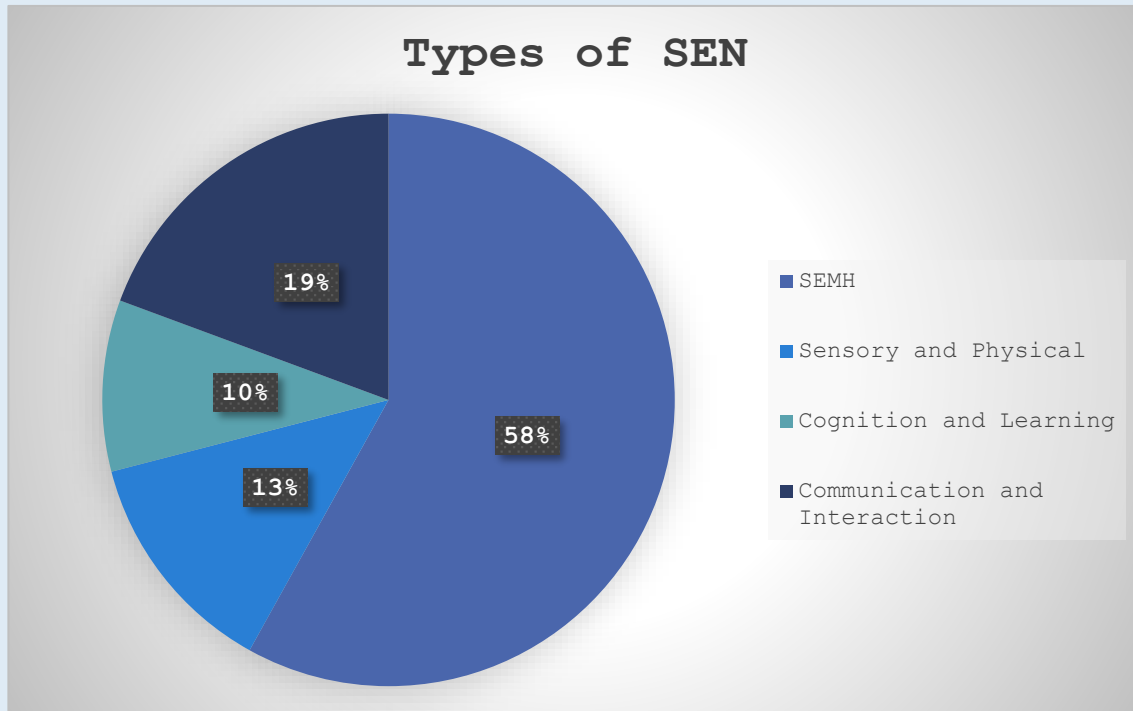
SENDSory and/or Physical – this includes children with a hearing or vision impairment and those with SENDsory processing difficulties or physical difficulties.



The SEND profile for Stoke Holy Cross Primary School

Although in the figures below, children are categorised by their primary need, in real life they are likely to have needs in more than one area. **We respond to the needs of the child, not their label or diagnosis.**

Our SEND profile for 2025 - 26 shows that 16% of children attending Stoke Holy Cross Primary School Primary School are identified as having SEND (4% have an Education Health and Care Plan and 12% require in-school SEND support).



SEMH continues to be the highest area of need for children on our SEND register.

How do we identify and assess if a child has Special Educational Needs?

When assessing whether a child has a SEND or not we do a thorough assessment and this includes:

- looking at the progress they are making across all areas of the curriculum
- speaking to the child
- speaking to the parents/carers
- observing the child in class and at playtime
- looking at attendance data
- looking at whether the child has attended lots of different schools
- consider whether English is an additional language (EAL)



- identify whether the child has experienced any trauma or significant life events (Adverse Childhood Experiences or ACE's)

This assessment is carried out in line with our [SEND policy](#). Other relevant policies include our [Equality Policy](#) and our [Accessibility Plan](#).

As a school it is our responsibility to identify the possible barriers to learning for each child and put provision in place to overcome these barriers to learning. We do not assess for or give a diagnosis. However, we will work alongside health professionals to complete questionnaires and provide an educational perspective on the needs of the child.

How do we work with parents/carers?

At Stoke Holy Cross Primary School Primary School, we regard it as esSENDtial to work in partnership with families to achieve the best outcome for their child. Good communicate is key. Examples of how we strengthen this relationship include:

Parents' evening twice a year with class teacher

In class parents' events including Maths café and reading cafes

Annual reviews for children with EHCP's where parents' views are sought and action plans created

Children on the SEND register have a Graduated Learning Conversation with the class teacher where targets are agreed with parents and actions for home and school are shared. These are reviewed at parents evening.

Termly inclusion events and workshops for parents often with external professionals. We seek parent views as to what they would like to be discussed at these events.

Targeted support planning meeting with class teacher where parent views and child views are used to help plan next steps

Teachers and SENDCo contactable by email via the school office

Fortnightly newsletters with signposting and links to local events

Email contact from SENDCo regarding interventions that are on offer to your child

End of year reports from class teacher

For children on SEND register review meetings with SENDCo and other professionals as required



Teachers and SENDCo contactable by email via the school office

How do we ensure the children are involved?

Getting it right for the children is at the heart of what we do. Listening to them, observing them, teaching them and sharing activities with them enables us to get to know them and find out what makes a difference to them. Examples of how we ensure we gain the child's voice include:

Seeking pupil voice as part of the Annual Review process for children with EHCPs.

Completing pupil voice questionnaires

School council

Wishes and feelings activities

Young Carers group

Pupil well-being survey

Asking the children about whether they found an intervention helpful

Having emotionally available adults who the children feel comfortable talking to

Children's views included as part of Graduated Learning Conversation

Soft starts and emotional check-ins throughout the day.

Completing the Norfolk SEND survey



How do we teach children with SEND?

“Every teacher is a teacher of SEND”

SEND Code of Practice

Quality First Teaching is esSENDtial for meeting the needs of all children including those with Special Educational Needs.

What does Quality First Teaching look like at Stoke Holy Cross Primary School?

Quality First Teaching are inclusive approaches that are provided for ALL children. Examples include:

<p>Social Emotional and Mental Health</p> <ul style="list-style-type: none"> • Zones of regulation • Daily Mile • Regular movement breaks, • Class Worry box • Feelings and wishes support • Consistent routines 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • SENDtence stems and SENDtence modelling • Word mats and Sound mats • Dyslexia friendly classrooms • Allowing children to use quiet spaces to study • Working with a partner • Model answers • Flexible groupings • Early morning interventions
<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Social Stories • NELI intervention • Visual timetables • Peer buddy systems 	<p>SENDSory and Physical</p> <ul style="list-style-type: none"> • Daily Mile • Regular movement breaks • Playground equipment • Clutter free classrooms

For some children they might need more focused support:

Targeted Support – when children need specific targeted support, usually for a short period of time, for example a term

SEND support - when the child is on the SEND register and needs regular provision that is “different from or additional to” that of their peers.

Enhanced support – when children need bespoke support to meet their SEND. Many of these children also have EHCPs.



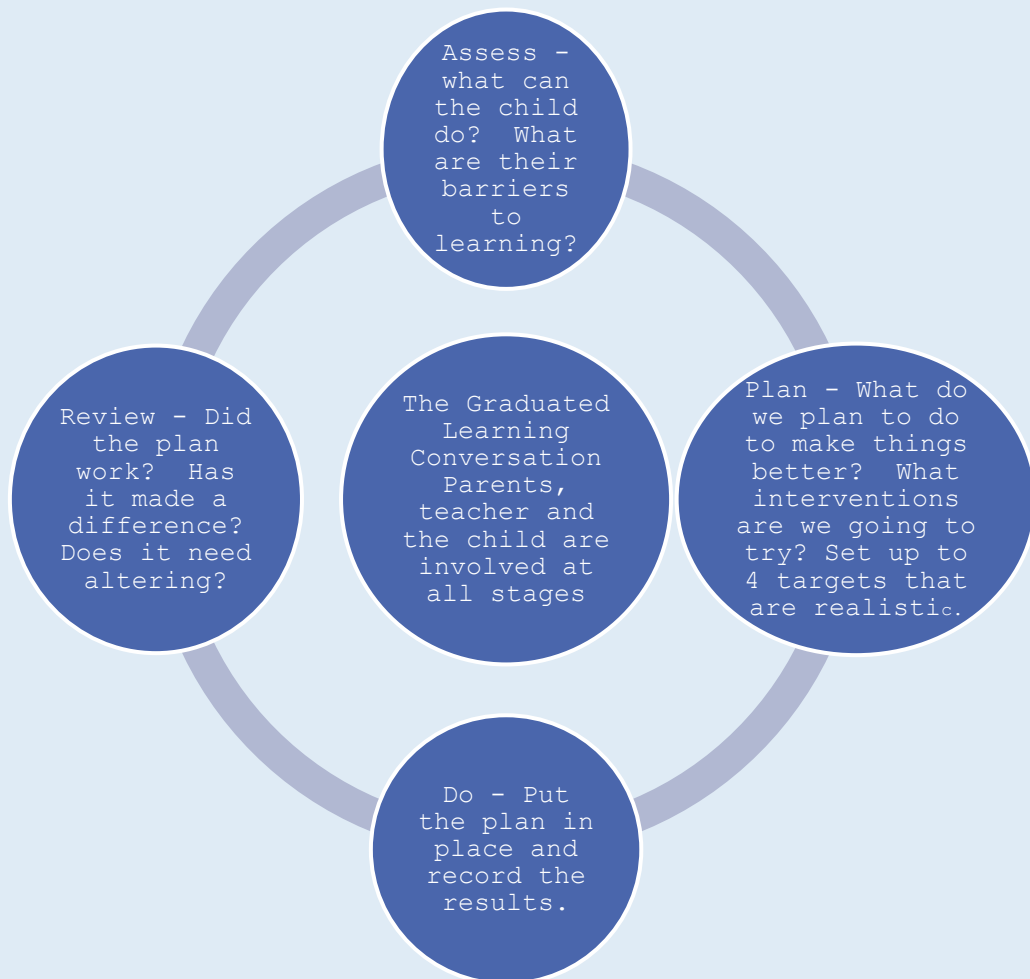
The tables below give a few examples of the provision that is offered at each stage of our tiered provision planning:

<p>Enhanced/EHCP support</p>	<ul style="list-style-type: none"> • SENDsory circuits • Bespoke timetable • Positive Behaviour Support Plans • Communication Plans • Part time timetable • Intimate Care Plans
<p>SEND support</p>	<ul style="list-style-type: none"> • Graduated Learning conversation • Soft start • First/ then boards • Use of Chromebooks to record written work • Liaising with external professionals including Speech and Language Therapist, Occupational Therapists, Specialist Learning Support Teachers
<p>Targeted Support</p>	<ul style="list-style-type: none"> • Zones of Regulation / colour monsters interventions • Coloured Overlays / work printed on coloured paper • Writing slopes • Use of chrome books to record written work • NHS SaLT referrals • NELI intervention • Lego therapy • Ear defenders • Wobble cushion • Thera-band • Use of fidgets

Please see Appendix 1 for more detailed examples of the provision that we provide. Each class has their own provision map, which is reviewed termly to ensure that the provision they provide meets the needs of the children.

How do we find out if the support we provide is effective?

Monitoring children's progress is an integral part of teaching and learning at Stoke Holy Cross Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions and support for learners with SEND. We follow the 'assess, plans, do, review', graduated approach model and aim to involve parents/carers and children in each step. At Stoke Holy Cross Primary School we call this a **Graduated Learning Conversation**. All children on the SEND register will have a Graduated Learning Conversation which takes place as part of parents' evening.



The Graduated Learning Conversation front sheet is a one-page profile for your child: identifying what they like/enjoy, what they find difficult, as well as what helps them learn.



What happens if my child's needs are complex and cannot be met at SEND Support?

Most children at Stoke Holy Cross Primary School Primary School have their needs met with **SEND Support**. However, if a pupil has complex and significant SEND, that cannot be met through the provision that is available through SEND support, it may be appropriate to request an EHC (Education, Health and Care) needs assessment from the local authority. This can only happen once all avenues of SEND support have been investigated. More information about **Education Health and Care plans** can be found [here](#).










The flow chart on the following page repreSENDts the levels of provision and what happens at each level.

Are the child's needs being met? Have we overcome the barriers to learning?	Support level	Process – what will happen at this level
	EHCP	<ul style="list-style-type: none"> • Termly review of provision and outcomes • IEP linked to EHCP outcomes • Annual review
<p>No – complete up to 3 cycles and then consider applying for EHCP needs assessment</p> <p>Yes – stay at this level and review each term</p>	Enhanced Support	<ul style="list-style-type: none"> • Bespoke timetable • Bespoke Support plans for example, Positive Behaviour Support Plan, communication plan • Bespoke interventions • Referral to SEND and inclusion team • Referral to SRB
<p>No – move up to enhanced level</p> <p>Yes – stay at this level and review each term</p>	SEND support (SEND register)	<ul style="list-style-type: none"> • Referral to other professionals including Educational Psychology Team • Graduated Termly Learning conversations reviewed each term. • INDES to be completed • Regular interventions
<p>No – repeat up to 3 cycles then move up to SEND support</p> <p>Yes – move down to universal provision</p>	Targeted Intervention	<ul style="list-style-type: none"> • Meeting with parents/carers and class teacher. Targeted support Plan to be completed and review date set. • Capture child's voice • Short term interventions either led by school or outside agency
<p>No move up to next level</p>	Universal Provision	<ul style="list-style-type: none"> • See provision plan for each area of need


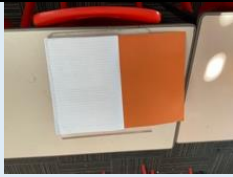

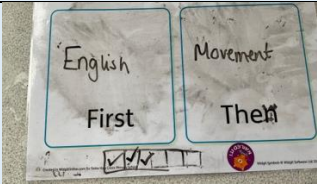

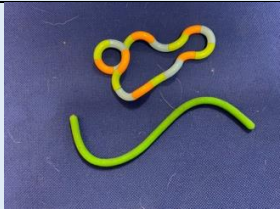



How accessible is Stoke Holy Cross Primary School Primary School?

Our accessibility plan is reviewed and updated regularly as is our inclusion policy.

Accessibility and inclusion is strengthened by:

		
<p>Ramp access across the school</p>	<p>Lift access between lower school and upper school</p>	<p>Blinds at windows to reduce glare</p>
		
<p>Power assisted door</p>	<p>Wide doors</p>	<p>Accessible toilet</p>
		
<p>Hand rails in toilets</p>	<p>Tactile paving and high contrast markings</p>	<p>Clutter free corridors</p>

Inclusive Classrooms

		
<p>Zones of regulation to support emotional regulation</p>	<p>Writing slopes to support posture and SENDsory needs</p>	<p>Visual timetables to support routines and knowing what is happening next</p>
		
<p>First then boards - Supporting routine and transitions</p>	<p>Meeting proprioception needs</p>	<p>Fidgets to support focus and concentration</p>
		
<p>Use of specialist technology to support independence</p>	<p>Use of Chromebooks to support learning</p>	<p>Quiet learning spaces to support concentration and focus</p>



Inclusive learning beyond the classroom

We have high expectations of all learners and encourage them all to be able to join in with all aspects of school life. We observe the Equality Act (2010) and ensure reasonable adjustments are put in place for children where it is needed.

- School trips - A group risk assessment is carried out and approved by the Headteacher and where appropriate personalised risk assessments may be written to reflect the individual needs of children. Parents/carers will be involved in these discussions.
- Teachers or TAs trained in first aid accompany all school day and residential trips. If a child has a specific need which requires 1:1 support, this will be provided to ensure all children can attend safely.
- We offer a range of extra-curricular activities and these are shared via our school newsletter. These are open to all children but where there are concerns of safety and access, we will endeavour to put additional arrangements in place to ensure that needs are met. We involve parents/ carers in these discussions.

We are an inclusive school so aim to ensure no child is excluded or prevented from participating in and enjoying the range of experiences offered at Stoke Holy Cross Primary School Primary School

Supporting children's Social, Emotional and Mental Health

Supporting a child's social, emotional and mental health is vital and we do this through a range of different ways including whole class provision, small group interventions and personalised support.

Level of support	Examples of Provision offered
Enhanced Provision	Personalised SENDsory Circuits
Support SEND (children on SEND register)	Small group zones of regulation intervention SENDsory circuits Emotional check ins Positive Behaviour Support Plan Soft starts
Targeted Support	Starfish mentoring Schools and Communities Group intervention Therapeutic Story writing Drawing and Talking End of the day Regulation

	<p>Mental Health Support Team</p> <p>Movement breaks</p> <p>Colour Monsters intervention</p> <p>Fidgets</p>
<p>Whole school (Universal Provision)</p>	<p>SCARF curriculum</p> <p>Zones of Regulation (whole class)</p> <p>Daily Mile</p> <p>Feelings and wishes</p> <p>Worry Box</p>

How do we support children with medical and health needs?

Children with medical needs often have an Individual Health Care plan, which is written by medical professionals along with parents/carers and sometimes the child. These are shared with all staff and reviewed regularly. We also ensure training is delivered to reflect the needs of our children including moving and handling training and epilepsy awareness.

To support children with specific medical needs, the curriculum is adapted to meet their needs or to make it more accessible to them, for example, equipment can be used to support access, adaptive teaching strategies are implemented and professional advice sought and implemented.



For further details on the administering of medication please contact the school office.

Funding for SEND

Stoke Holy Cross Primary School Primary School receives funding directly to the school from the Local Authority to support the needs of the learners with SEND. This is described in the [SEND memorandum](#).

The funding we receive is used to provide teaching assistant support, interventions, resources, outside professional advice, placements at SRB's and additional support as described on our Provision Map. Over the past couple of years there have been significant changes to SEND funding in Norfolk but we strive to be creative and use the funding as effectively as possible to meet the diverse range of SEND at Stoke Holy Cross Primary School Primary School.

Our provision maps help us to ensure that the support we are providing accurately reflects the needs of our children.





Staff training to support children with SEND

Recent staff training

- Feeling and Wishes
- Using visuals in the classroom
- Writing Positive Behaviour Support Plans
- Step on - Norfolk STEPS
- TEACCH principles to support children with Autism
- Clicker 8 training
- Accessibility features on the Chromebook
- Moving and Handling
- Attention Autism
- Safeguarding – Keeping children safe in education
- Class Provision Planning
- Graduated Learning Conversations

Recent SENDCo training

- Reading for All
- INDES
- Moderation
- Inclusion in reality
- NPQSENDCo
- SEND Cast (weekly podcast)

School matters relating to SEND are discussed and shared in weekly staff meetings, including the introduction of new documents and any updated behaviour plans.

Supporting future aspirations

Supporting significant transitions for children with SEND

to working in partnership Transition is a part of life for all learners. This can be transitions to a new class in school, having a new teacher, or moving on to another school or setting. Stoke Holy Cross Primary School is committed with children, families and other professionals to ensure positive transitions occur.



When a child with SEND joins Stoke Holy Cross Primary School Primary School:

The SENDCo/class teacher will liaise with the current Early Years Provider or School

We will invite families into school to have a look around and to meet key members of staff. Enhanced transition is available for those needing greater familiarisation. This might include additional visits to Stoke Holy Cross Primary School, staff visiting your child in their current setting or a home visit.

We also work closely with the Schools and Communities team who offer additional support for children moving school.

Where necessary we will have a transition meeting where action plans are created.

Moving Class

Moving classes will be discussed with you and your child towards the end of the summer term.

Transition visits to the new classroom as well as new members of staff visiting your child in their current class will support the transition. Where necessary social stories and photos will be used to help prepare your child for their new class.

Moving to a different school:

This is personalised to meet the needs of your child but could include:

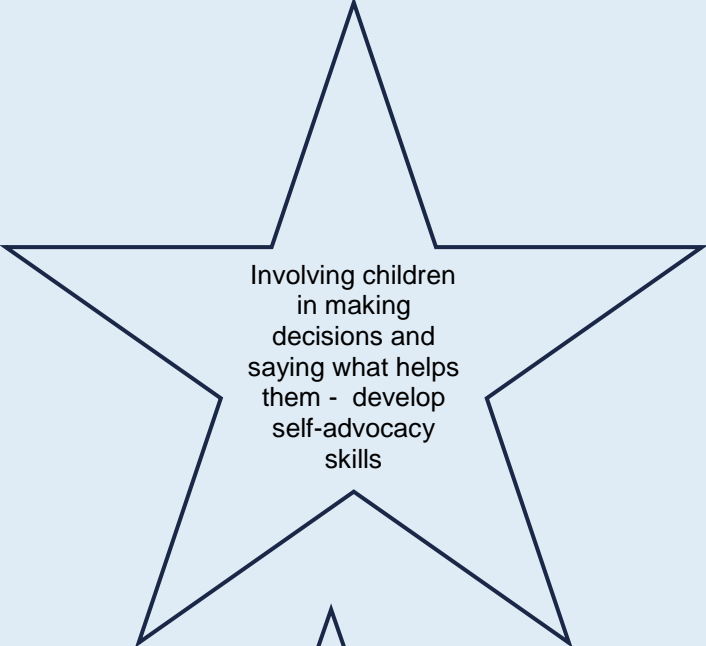
- Phone/email contact with new school
- Social stories about moving to a new school
- Visits to the new school, with extra visits planned if needed
- The new school coming to Stoke Holy Cross Primary School to meet your child.
- Transition planning meetings with parents and both schools where action plans are created.

Moving up to Framingham Early High School or another Secondary School


We offer a range of transition programmes depending on the needs of the child. Bespoke transition packages can start as soon as the high school has been named.

Employability and lifelong learning

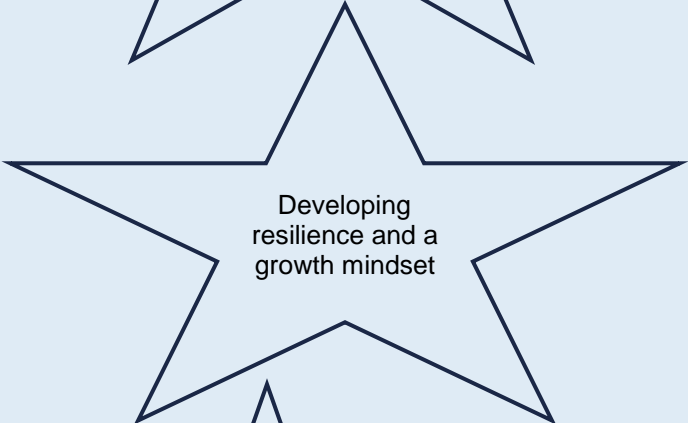
Developing employability skills is vital for all of our learners and this is something that needs to start at primary school. Developing an awareness of the world of work and developing key skills needs to start before the child thinks about specific careers. At Stoke Holy Cross Primary School we do this by:

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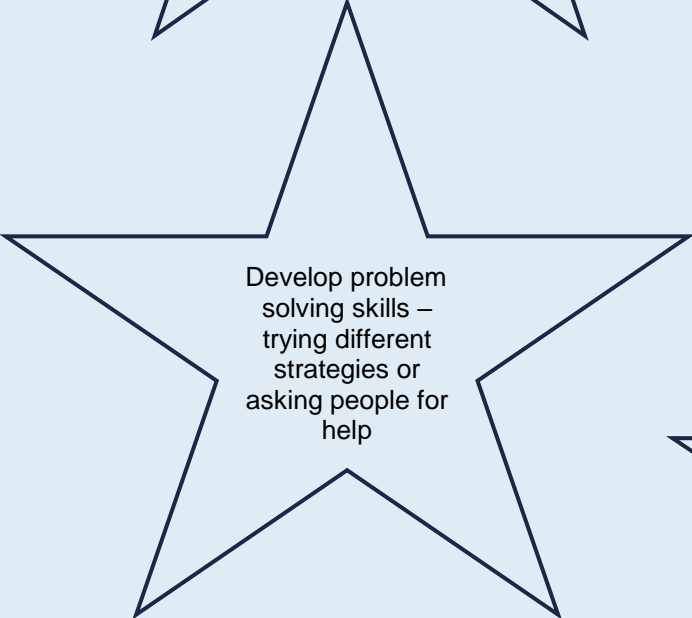
Involving children in making decisions and saying what helps them - develop self-advocacy skills

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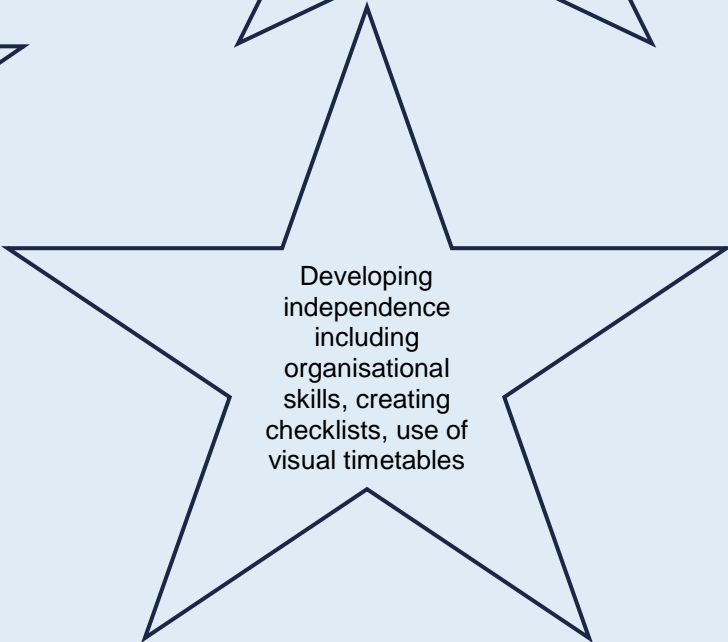
Develop communication skills in a way that works for your child

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Developing resilience and a growth mindset

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Develop problem solving skills – trying different strategies or asking people for help

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Developing independence including organisational skills, creating checklists, use of visual timetables



Have your say...

Please get involved by attending SEND coffee mornings, responding to any surveys, talking to your child's class teacher at parents' evening or making an appointment with our SENDCo.

Appointments to talk to your child's class teacher or the SENDCO can be made through the school office office@stokeholycross.norfolk.sch.uk

If you are concerned about the provision that is in place for your child, please:

- Speak to your child's class teacher in the first instance
- If after a couple of weeks you are still concerned, then contact the school office to arrange a meeting with Mrs Blackman the school SENDCo.
- If the issue continues to be unresolved please follow our [complaints procedure](#).

Where can Parents get advice and support about SEND?

Norfolk SENDIASS can offer information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education. They can be contacted by phone on 01603 704070 or by email norfolkSENDiass@norfolk.gov.uk

SEND and inclusion advice line The phone line is open on weekdays from 9am until 5pm. It is for professionals and families to get the information they might need relating to SEND.

Norfolk Local Offer-and-families/SEND-local-offer Shares what is available in Norfolk for children and young people with SEND aged 0-25 and those who support them.

Parent Carer needs assessment - If you are a parent looking after a child with disabilities or additional needs, you can ask for a parent carer needs assessment. The parent carer needs assessment is a chance for you talk to someone about how caring for your child affects you and where you might need some extra help. It looks at things like your health and wellbeing, your work, your free time and your relationships with family and friends.

It is **not** a test of your parenting or caring skills. It is there to help you find and get support that could make your life easier. It is different to any assessment that your child might have, which focuses on their needs.



Appendix 1 – Detailed Provision for each area of need

Level of provision	SENDSory and Physical
Enhanced Support	<ul style="list-style-type: none"> • Intimate care plans • Moving and Handling training • Specialist equipment • Fine motor skills interventions • SENDsory profiling
SEND support Provision	<ul style="list-style-type: none"> • Movement breaks • Laptop for writing • Referral to Access Through Technology
Targeted Provision	<ul style="list-style-type: none"> • Ear defenders • Wobble cushion • Thera-band • Wibble wobble feet • Writing slope • Fidgets • Chew buddies
Whole School Provision	<ul style="list-style-type: none"> • Regular brain breaks • Outdoor gym • Movement wall • Blinds on windows • Clutter free corridors • Contrast markings on steps



Level of provision	Communication and Interaction
Enhanced Support	<ul style="list-style-type: none"> • Weekly Speech and Language Therapy • Annual Speech and Language training • Bespoke Lego therapy • Attention Autism • Core communication boards • Intensive interaction • Personalised timetables and visuals to support communication • Personalised Communication Plan • Social Communication Intervention • Use of photos to support with transitions
SEND support Provision	<ul style="list-style-type: none"> • Social stories • Social Communication intervention • First then boards • Transition supports
Targeted Provision	<ul style="list-style-type: none"> • NHS SaLT referrals • NELI intervention • Socially Speaking • Lego therapy • Personalised visual prompts • Friendship club • Internal SaLT interventions
Whole School Provision	<ul style="list-style-type: none"> • NELI Assessment • Partner talk • Visual prompts • Whole class social stories • Visual timetable • To provide verbal, visual and written scaffolds. • Making SENDse of Autism Training



Level of provision	Cognition and Learning
Enhanced Support	<ul style="list-style-type: none"> • Bespoke timetable • Personal learning station • Access Through Technology • Alternative Provision
SEND support Provision	<ul style="list-style-type: none"> • Touch Typing intervention • Use of laptops for writing • SEND phonics • Focused readers • EPSS 1:1 referral
Targeted Provision	<ul style="list-style-type: none"> • Morning work including TT Rock stars, handwriting, times tables, phonics, comprehensive • Coloured overlays • Access to quiet learning space • In class interventions – target readers, SENDtence writing, number facts, phonics • Visuals to support with writing • Before school interventions • Targeted support in lessons • Phonics interventions • Work printed on coloured paper
Whole School Provision	<ul style="list-style-type: none"> • SENDtence stems / modelling • Word mats / Sound mats • Individual whiteboards • Think, Pair, Share • Concrete resources • Working walls • Dyslexia friendly classroom • EPSS – SLST group/class • Pre-teaching Vocab • Targeted readers • Differentiated homework • Talking tins • Responsive Seating layout



Level of provision	SEMH
Enhanced Support	<ul style="list-style-type: none"> • Access to Low Arousal Area • Positive Behaviour Support Plans • Bespoke SENDsory diet • Nurture lunch times • Nurture table at lunch • Nurture play times • Wow book • Personalised reward system • Daily colour monsters interventions • Interoception • SRB • SENDsory circuits
SEND support Provision	<ul style="list-style-type: none"> • Meet and Greet with trusted adult • Soft start • End of the day daily mile • Use of script – children • Drawing and Talking • Movement breaks / special jobs • Use of visuals to support regulation
Targeted Provision	<ul style="list-style-type: none"> • Nurture – half termly block • Zones of Regulation / colour monsters interventions • Access to Calm Safe Space • Starfish mentoring programme • Referral to Mental Health Support Team • Mindful interventions • Enhanced daily mile • Uses of fidgets • Calm and predictable entry into school
Whole School Provision	<ul style="list-style-type: none"> • Zones of regulation • Mindfulness minutes • Daily Mile • Whole class movement breaks • SENDsory Awareness training • Scarf • Worry box • Restorative flow chart • Themed days • Universal reward systems • Forest school • Step on training • SENDior Mental Health Lead • Soft starts • Wishes and Feelings • Strengths and Difficulties questionnaire