



SEN Strategies

Tuesday 5th April 2022





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What causes negative behaviour?

- Social attention, to get noticed
- Escape or avoidance
- Reward, to get something they want
- Communication barriers
- Feelings and emotions (comfortable and uncomfortable)
- Change
- Pain/feeling unwell
- Sensory

Behaviour is like an iceberg

What we see
(behaviours)

What we don't see
(underlying causes)

Feelings

Uncertainty

Needs

Thoughts

Overload

Feeling loved / happy / satisfied
Feeling detached / sad / angry
Feeling safe / connected / relaxed
Feeling confused / uncertain / anxious
Am I in control? Can I do this?
Am I valued? Am I included?
Am I understood? Do I matter?
Fears / perceived demands / threats
Sensory / social / processing capacity

Triggers of behaviour

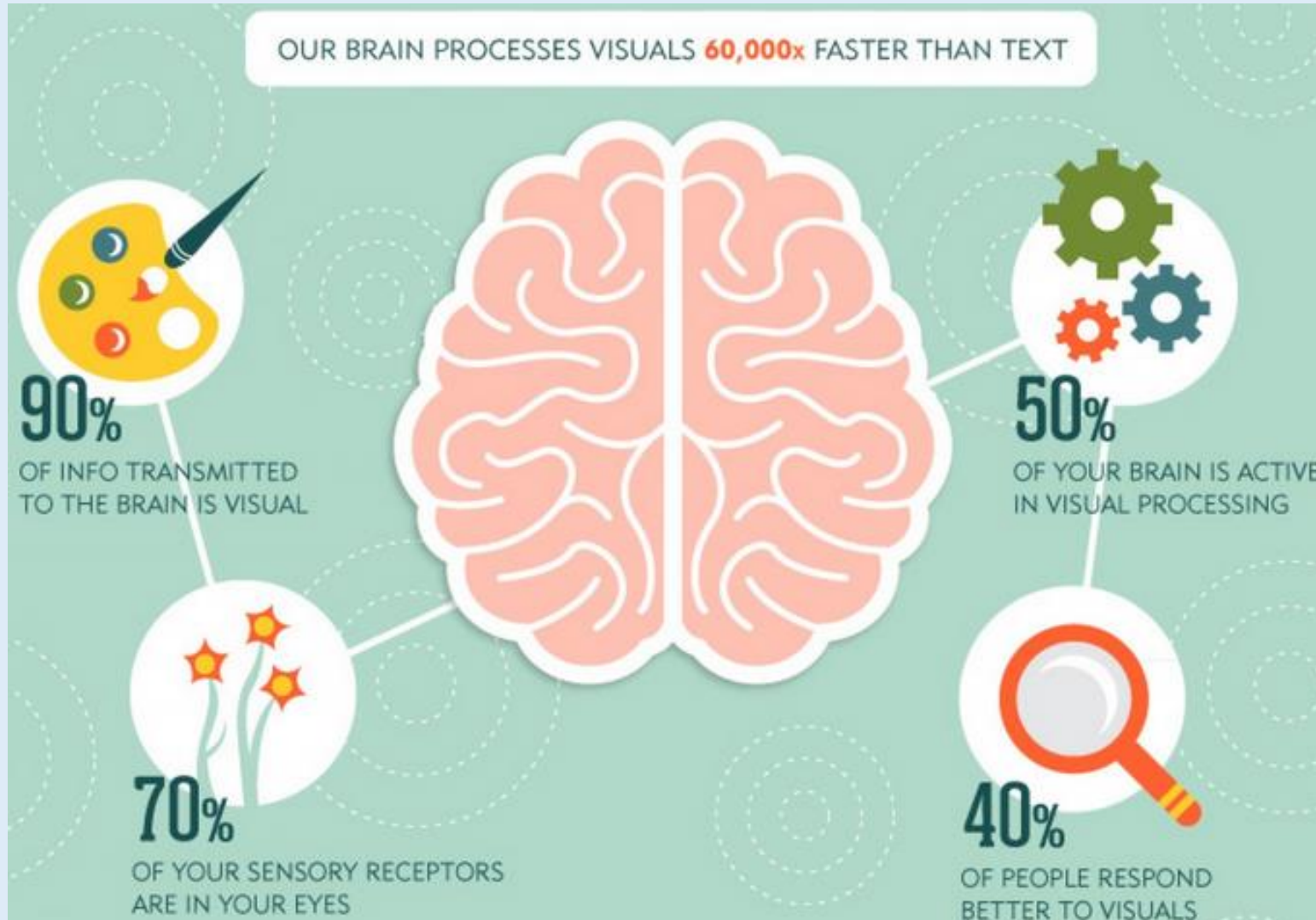
- Hormonal changes
- Frustration at being told off, not being listened to or not being understood
- Feeling upset or distressed about something, perhaps a change in routine
- Depression, anxiety or even excitement
- Boredom or lack of stimulation
- Lack of understanding
- Sensory stimulation
- Fear of the unfamiliar
- Friendships
- Masking

This animation gives the viewer a glimpse into sensory overload, and how often our sensory experiences intertwine in everyday life.

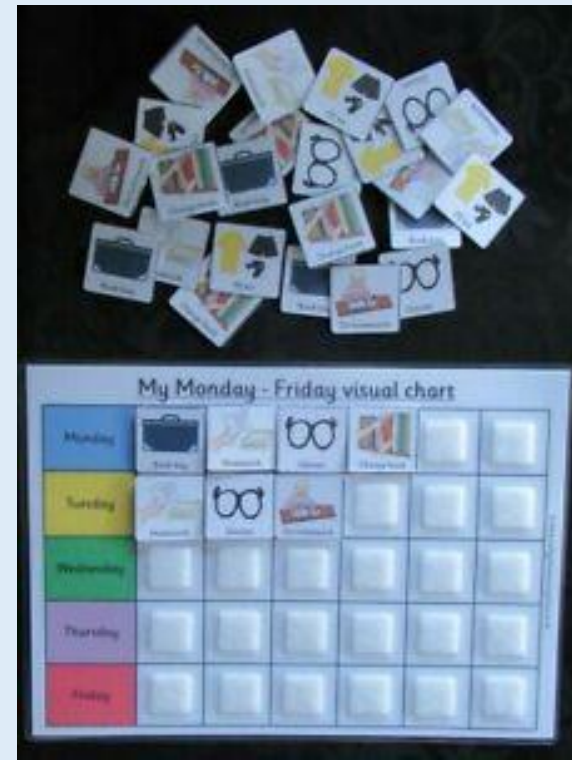
“Self-regulation is the ability to manage your own energy states, emotions, behaviours and attention, in ways that are socially acceptable and help achieve positive goals, such as maintaining good relationships, learning and maintaining wellbeing.”
- Stuart Shanker



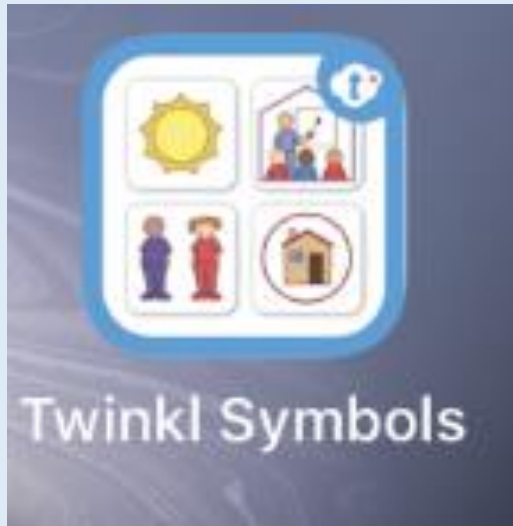
Behaviour management strategies



Visual Timetable

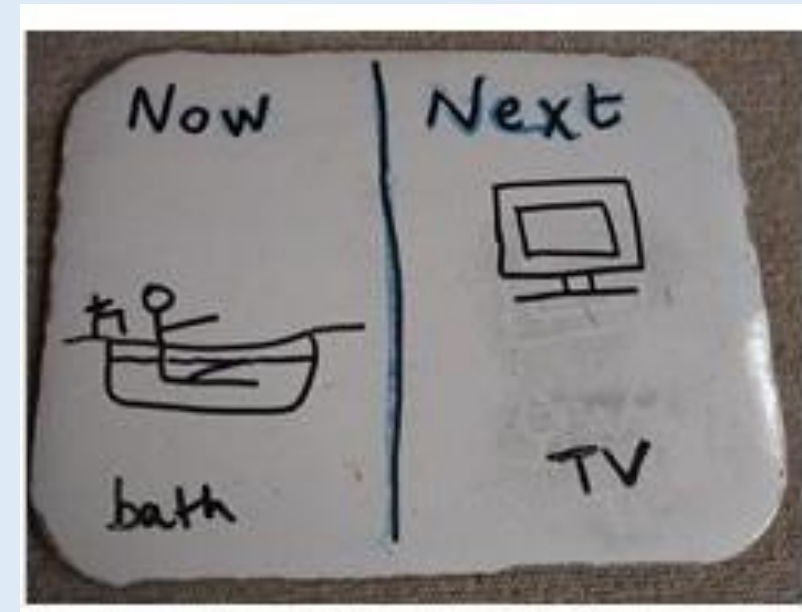
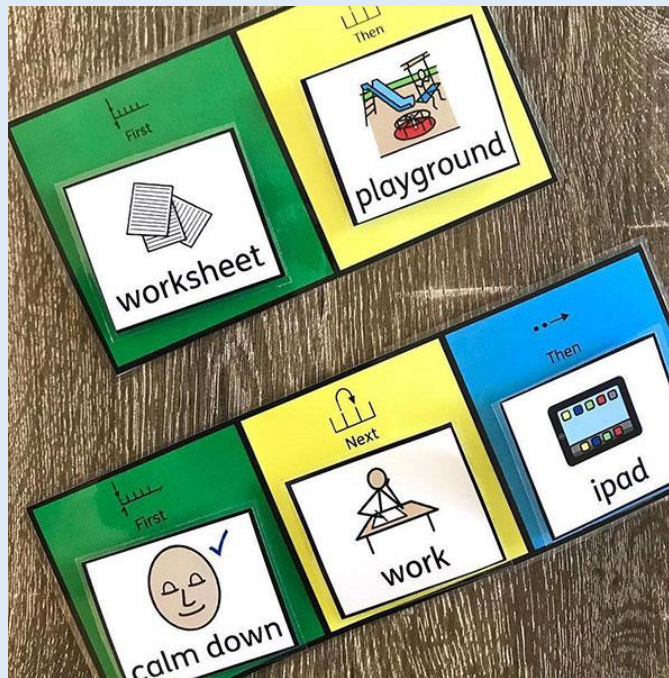
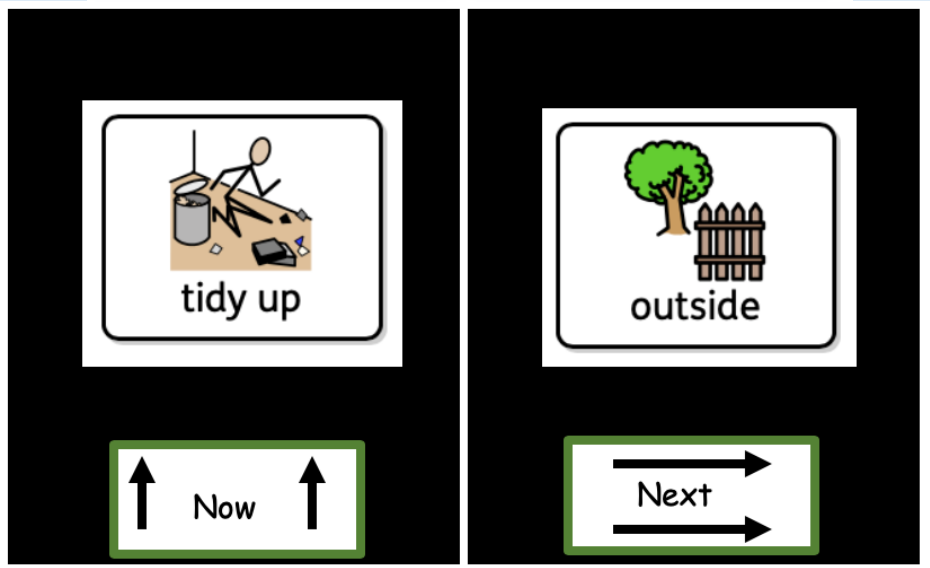
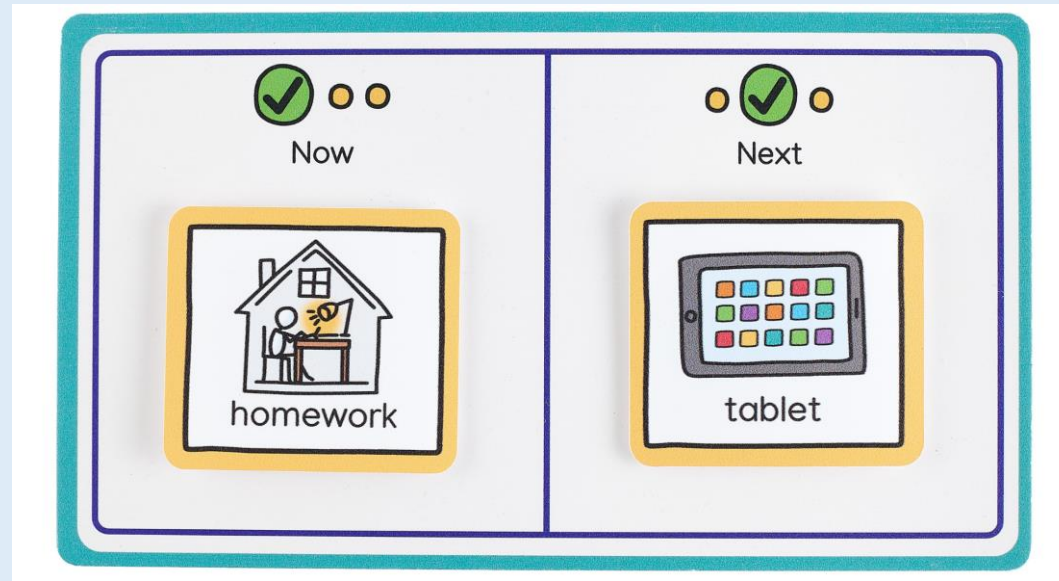
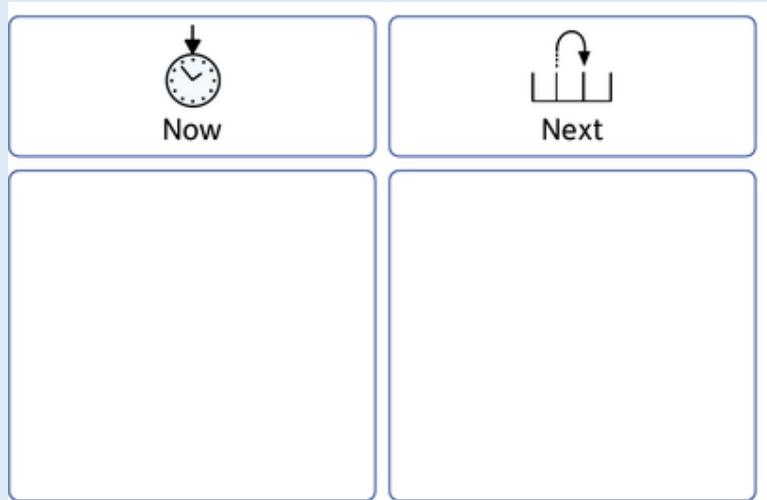


Twinkl Symbols



The screenshot shows the main interface of the Twinkl Symbols app. At the top left is the Twinkl logo and the word "Symbols". On the top right are three utility icons: "Help & Feedback" (a question mark), "Requests" (a speech bubble), and "Settings" (a gear). The main area contains eight large, rounded square buttons arranged in a 2x4 grid. Each button has an icon and a label: "Create" (calendar with pencil), "My Boards" (person with boards), "Type 2 Talk" (text input with keyboard and speaker), "Quick Chat" (two people talking), "Symbol Mode" (person on a screen), "Symbol Workshop" (camera and pencil), "Tools" (stopwatch and pie chart), and "Button Mode" (a red circle). At the bottom center, the text "Version 2.1.3" is displayed.

Now and Next



Warnings



Sensory box

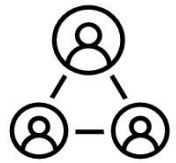


Emotional Toolbox

From an early age, children understand the concept of a 'toolbox' and that it contains a variety of tools that are there to repair or help fix a problem.

The idea of an 'Emotional Toolbox' (developed by Tony Attwood, PhD) is to develop different types of 'tools' that will help with the struggles associated with negative emotions (for example: anxiety, anger, depression, etc).





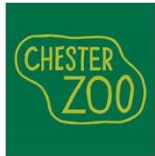
Social tools



Physical activities



Make time for what is important



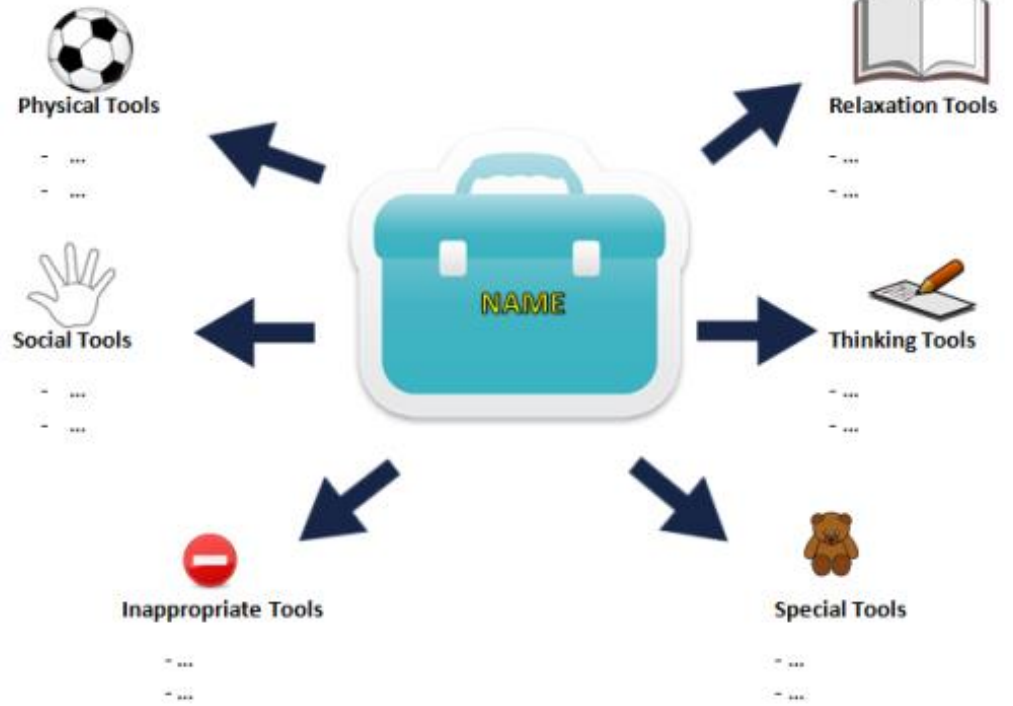
Thinking tools



Relaxing time

Emotional Toolbox

MY EMOTIONAL TOOLBOX



One Page Profile

Communicating the Needs Of Your Child/Young Person



- A One Page Profile summarises what matters to a young person and how to support them well
- Consider in-class, around school, travel, homework, organisation and friendship/social aspects of school
- Listen to what they want (e.g. they may prefer low key support to blend in with their peers)
- Regularly update school with what's working and what's not

One Page Pi

Pupil X

Date completed: XX



Things I like

- Literacy-based work
- Talking ideas through with an adult
- Being praised for trying, doing well or having good ideas
- Being creative with my ideas
- Visual reminders (e.g. power cards, task lists)



Things I don't like

- Working with difficult characters
- Working on things too long/editing my work
- Not being listened to by peers
- Not being sure what I'm doing
- Noise distractions

Things I need help with

- Getting started on a task
- Organising myself
- Managing anxiety and anger
- Accepting own behaviour
- Feeling less socially excluded
- Maths work

What's important to Me

- Meeting friends at break times
- Having something warm for lunch but somewhere quiet
- Having a book to read
- Being able to talk about magic tricks

What helps me

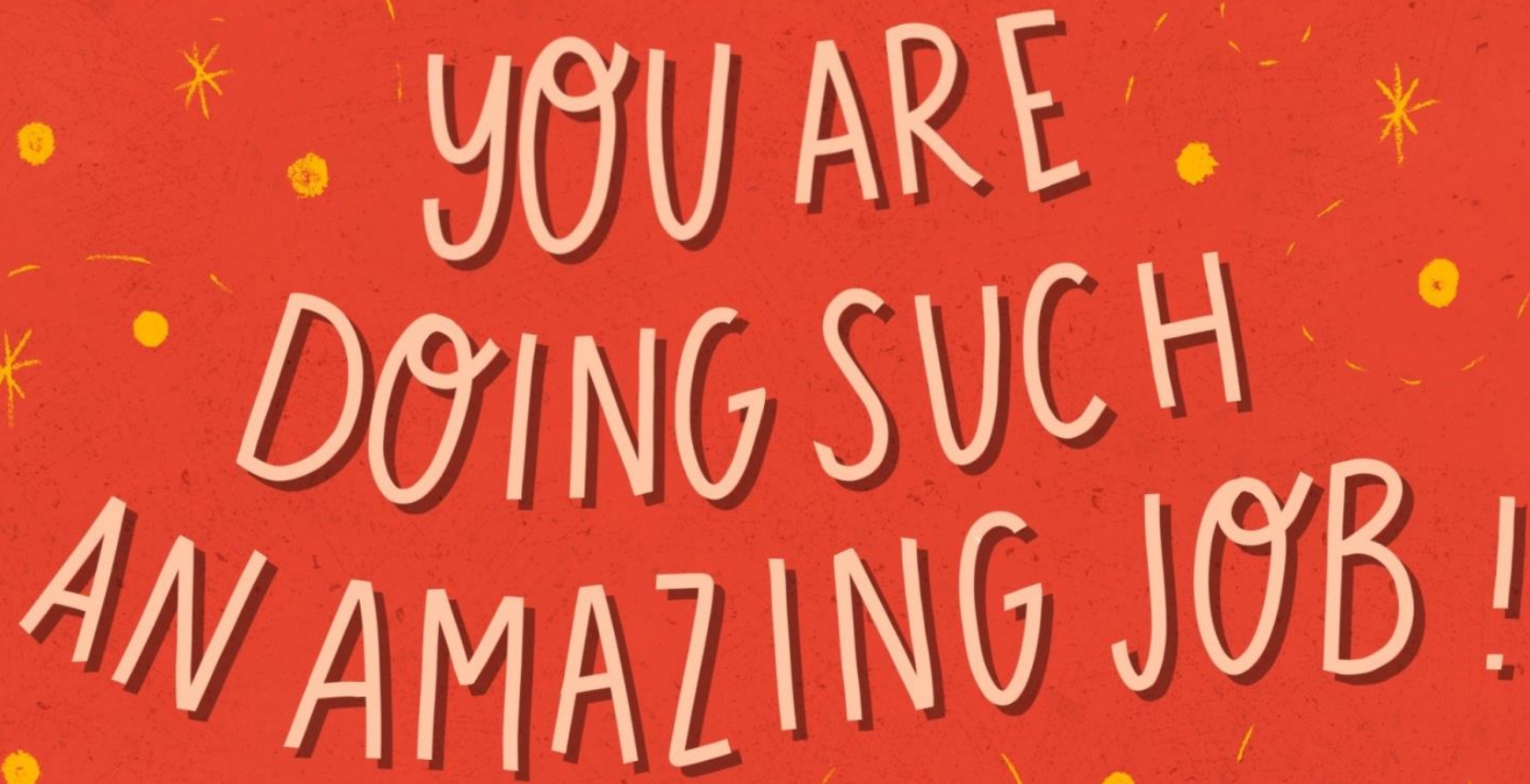
- Going through the day before lessons start
- Sitting at the side of the class
- Adult to check I've understood my task
- Clear task list
- Time out / break if overworked
- Early corridor pass to avoid the crush
- Drawing/art/reading to relax
- Choice or Comic Strip discussion



Cheshire West
and Chester

5 Point Scale

Rating	Looks/Sounds like	Feels like	People can help to/I can try to
5	<p>Angry</p> 	<ul style="list-style-type: none"> • I get hot feet • I stamp my feet • I shout 	<ul style="list-style-type: none"> • Adults to be with me but not to talk to me until I feel better • Exercise – Running
4	<p>Very anxious</p> 	<ul style="list-style-type: none"> • I get shaky legs • I can't concentrate • I feel sick 	<ul style="list-style-type: none"> • Calm area • Dark room • Cold drink • Listen to music
3	<p>Quite worried</p> 	<ul style="list-style-type: none"> • My heart starts to speed up • I have difficulty concentrating 	<ul style="list-style-type: none"> • Sit in the calm area • Wrap in a blanket • Do a job <u>e.g.</u> sharpen pencils, • Talk to an adult
2	<p>Happy but not calm</p> 	<ul style="list-style-type: none"> • I fidget 	<ul style="list-style-type: none"> • Blu tac • Take deep breaths • Have a cold drink
1	<p>Calm and happy</p> 	<ul style="list-style-type: none"> • I am relaxed 	<ul style="list-style-type: none"> • Have my pencil case • Use fiddle tools

The image features a vibrant red background adorned with scattered yellow confetti, including small circles and starburst shapes. The text is written in a white, bold, sans-serif font with a slight shadow effect, arranged in three lines that curve upwards from left to right.

YOU ARE
DOING SUCH
AN AMAZING JOB!

Claire Garnett

Inclusive Children & Youth Groups



We create engaging and inclusive group sessions where SEND children and young people can play, learn and build confidence. With themed activities, games and sports for all abilities, our safe and supportive sessions are a great way to have fun, make friends and flourish.

