



Dimension of Need: Cognition & Learning

<p><u>Wave 1 Provision</u></p> <p><u>Quality First Teaching for all pupils</u> *following assessment by the Assistant Headteacher for Inclusion and/or Outside Agencies this may be offered for specific pupils (depending on resources)</p>	<p><u>Wave 2 (Targeted) Provision</u></p> <p><u>Short term Targeted Interventions</u> Support for pupils who: are under-achieving, have English as an Additional Language (EAL), have Special Educational Needs/ Disabilities (SEN/D)</p>	<p><u>Wave 3 (Personal) Provision</u></p> <p><u>Long-term Targeted Intervention</u> Support for pupils where their additional needs cannot be met by Wave 1 or Wave 2 provision. Pupils who have an Education Health Care Plan (EHCP) or who require an EHCP <i>By referral only</i></p>
<p>Adapted lessons for pupils with SEN/D Trained teachers and Support staff. Home-school communication: pupil communication book, parent consultations, IEP meetings. Access to ICT provision: Interactive whiteboard (IWB); laptops, ipads, Easi-speak microphones; educational software e.g. Rigolo, Mathletics, Times Table Rockstars, Spelling Shed. Reading provision: Library, Reading scheme books, Reading records. Visual, Auditory, & Kinaesthetic equipment: Individual timers*, left-handed writing guides, writing slope*, coloured overlays*, visualiser, class camera, class and individual visual timetables, pencil grips*, word banks, writing frames. Stimulating Learning Environment: Talk partners, equipment (Sports, Religious, Scientific, Topic), dictionaries, thesaurus's, food technology facilities. Differentiated Curriculum planning and Homework: assessment for learning (peer, self, teacher). Rewards & Sanctions: Housepoints, Top Table, Headteacher awards, achievement certificates, achievement assembly. School Journeys and residential trips. Learning Partners (Y3 & Y6 – autumn term). Dyslexia-friendly provision: wide range of library books & book bands, Dyslexie font on IWB & documents Class libraries</p>	<p>In-class support from Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs).</p> <p>Target Intervention Programs:</p> <ul style="list-style-type: none"> • Key vocabulary • Phonics • Phonological awareness training (pat) • Word blaze (spelling, grammar) • Spelling • Reading comprehension • Toe by toe • Phonics • Word wasp • Colourful semantics • Mind mapping • Maths booster • Snap onto maths • Precision teaching • Little Wandle Catch up phonics & reading 	<p>Input from Surrey CC Outside Agencies:</p> <ul style="list-style-type: none"> • Specialist Teachers for Inclusive Practice (STIPs) • Educational Psychology (EP) (<i>No preventative service following the Pandemic</i>) <p>In-class support from Teaching Assistants (TAs) and Higher-Level Teaching Assistants (HLTAs).</p>

Dimension of Need: Communication & Interaction

including Speech & Language Needs, Autistic Spectrum Condition

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<p>Adapted lessons for pupils with SEN/D Support for Communication & Interaction (including hearing impairments): Microphone system in all classes, classroom visual timetables, individual visual timetables*, individual whiteboards & pens, writing slope*, wobble cushion *. Access to ICT provision including: interactive whiteboard (IWB); laptops, ipads.</p> <p>Visual- Auditory - Kinaesthetic equipment: pencil grips*, left-handed writing guides, individual timers*, monitor responsibilities, rewards and sanctions, word bank displays, timeline displays.</p> <p>Before school, lunchtime & after-school curricular clubs.</p> <p>Stimulating Learning Environment: clear, colourful, interactive displays in classroom and corridors.</p> <p>Differentiated curriculum planning and homework: activities, delivery, expected outcomes e.g. simplified language</p> <p>School productions / assemblies.</p> <p>Creative, broad and balanced curriculum – use of drama/ role play, speaking & listening activities, talk partners, groups e.g. envoy groups & jigsaw groups, themed Topic days, visitor speakers, use of outdoor environment.</p> <p>Structured school day & routines.</p> <p>Residential trips and school journeys.</p>	<p>In-class support from Teaching Assistants (TAs) and Higher-Level Teaching Assistants (HLTAs).</p> <p>Target Intervention Programs:</p> <ul style="list-style-type: none"> • Circle of Friends • Focus Skills/ Social Skills • Transition to Secondary School • Structured Play at lunchtimes 	<p>Input from Freemantles ASC Outreach Service</p> <p>Input from Surrey CC Speech and Language Therapy Service</p> <p>Targeted intervention from an Emotional Literacy Support Assistants (ELSA)</p> <p>Access to Family Support Worker</p> <p>In-class support from Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs)</p> <p>Input from Youth Mental Health First-Aider</p> <p>Input from Senior Mental Health Lead</p> <p>Input from Link Mental Health Nurse</p>

Dimension of Need: Physical & Sensory

Including Visual impairment; Hearing impairment; Physical Disability

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<p>Adapted lessons for pupils with SEN/D Access to ICT provision: interactive whiteboard (IWB), laptops, ipads, Bikeability: In Years 5 & 6. Swimming lessons: In Years 4 & 5. Movement breaks Physical & Sensory aids: fiddle toys, writing slopes*, left-handed writing guides, pencil grips, Blue-tack, wobble cushions*, weighted lap cushions*. Visual aids: Coloured reading overlays*, visual prompts, anti-glare film on windows, visualiser, Widget symbols, blinds in all classrooms, individual whiteboards & pens, individual visual timetables*, class visual timetables, display boards and word banks. Hearing aids: Microphone system in all classes.</p>	<p>In-class support from Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs).</p> <p>Target Intervention Programs to support the development of fine and gross motor skills:</p> <ul style="list-style-type: none"> - OT program - Write From The Start - Handwriting - Fine Motor Skills - Gross Motor Skills 	<p>Input from the School Nurse</p> <p>Input from Surrey CC Physical and Sensory Support Service (PSSS)</p> <p>Input from Central Surrey Health Occupational Therapy Service (OT)</p> <p>Variety of equipment for children with specific identified needs/disabilities</p> <p>In-class support from Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs)</p> <p>Input from Surrey CC Physiotherapy Service</p>

Dimension of Need: Social, Emotional and Mental Health

Including Attention Deficit Hyperactivity Disorder (ADHD)

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<p>Adapted lessons for pupils with SEN/D</p> <p>PSHCE Curriculum including RSE updates</p> <p>E-Safety Curriculum Anti-bullying week</p> <p>Before school, lunchtime & after-school curricular clubs</p> <p>Access to support for all pupils: Worry box in all classrooms, Male/Female whole school worry box, Worry clouds</p> <p>Celebrations of success: Rewards - Housepoints, Tablepoints, Headteacher lottery, achievement assembly, achievement awards, postcard home, Mathletics certificate, Top table lunchtime award.</p> <p>Christian values: Charity work, links with churches and community, collective worship, school chaplain.</p> <p>Positive behaviour management</p> <p>Whole School Behaviour policy: individual behaviour charts*, Anti-bullying charter.</p> <p>Transition programs: links with infant & secondary schools, move up morning/meet new teacher.</p> <p>Childline & Online safety information displays Learning Partners: Y3 & Y6 – autumn term.</p> <p>Talk Partners</p> <p>Residential trips, school journeys & in-school workshops</p> <p>School Council representatives in each class</p> <p>Home- School communication book</p>	<p>In-class support from Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs).</p> <p>Targeted Intervention Programs to support the development of social skills, emotional resilience and increase in self-esteem.</p> <p>Use of Social Stories</p> <p>Use of Behaviour Log</p> <p>Access to Concentration Station</p> <p>Targeted intervention from Emotional Literacy Support Assistants (ELSAs)</p>	<p>Input from Freemantles ASC Outreach Service</p> <p>Input from Surrey CC Speech and Language Therapy Service</p> <p>Input from Link Mental Health Nurse</p> <p>Input from School Nurse</p> <p>Access & advice from Mindworks Surrey (<i>formally known as CAMHS</i>)</p> <p>Access to Family Support Worker</p> <p>In-class support from Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs)</p> <p>Input from Youth Mental Health First-Aider</p> <p>Input from Senior Mental Health Lead</p>

