



COGNITION and LEARNING

Provision Map Showing Waves of Intervention

The school has an inclusive ethos, understanding of Dyslexia and Dyspraxia and an awareness of any additional overlapping difficulties with Attention Deficit disorder (ADD), Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD), Speech Language and Communication Needs (SLCN), Social, Mental and Emotional Health.

<p style="text-align: center;">Wave 2</p> <p style="text-align: center;">Quality First Teaching (Wave 1) plus targeted intervention & support that is designed to accelerate learning. Short, highly focused GROUP interventions with entry and exit data to evaluate progress</p>	<p style="text-align: center;">Wave 3</p> <p style="text-align: center;">Quality First Teaching (Wave 1) & Wave 2 plus Personalised/individualised learning programmes. Individualised intensive interventions to address additional long-term learning and skills development consistent with a <u>diagnosis</u> of Dyspraxia, Dyslexia and/or ASD that are <u>unique to a particular pupil</u>.</p>
<p><i>Class teacher, Teaching Assistant and Higher Learning Teaching Assistant offer planned support and interventions including:</i></p> <ol style="list-style-type: none"> 1. 'Jump Ahead' for coordination, motor memory and concentration. 2. Surrey Occupational Therapy programme 3. Write From the Start -fine motor skills 4. Early Literacy Strategy 5. Accelerated/Accelwrite 6. Mission Vision -visual processing programme 7. Time to Talk 8. Surrey Phonology and Phonics Intervention Programmes 9. Pre-teaching for identified needs <p style="padding-left: 40px;">And those recommended by Educational Psychologist, Specialist Teachers, Speech and Language therapist, Occupational Therapist</p> <ul style="list-style-type: none"> • Modelling and coaching pupils to individual targets • Teaching of organisational skills • Reinforcing learning and developing the ability to reflect, recall and consolidate learning experiences • Reinforcement of 'talk' about learning through Talk Dice and Learning Passport in intervention groups. • Expressive and receptive language support if appropriate • Alternative strategies to promote progress in reading and writing • Group or individualised props, such as task planner • Planned activities during unstructured times, such as play and lunchtimes for 	<p><i>An education plan may include one or more of the following delivered by Special Educational needs assistant or Higher Learning Teaching Assistant:</i></p> <ul style="list-style-type: none"> • Fine/gross motor programme with Occupational Therapist • Sensory/motor integration with OT • Speech and Language therapy programme • Structured multi-sensory reading and spelling programmes • Strategies for developing self-help skills • Social Skills development programme • ICT skill acquisition/increased use of ICT • Nurture/counselling programmes • Differentiated home learning • Close liaison with parents • Home school link work • Transition Plan with outside agencies to support pupils and schools.

socialisation/gross motor skills development <ul style="list-style-type: none"> • Transition Planning with feeder schools: eg. Pen picture, • Transition Planning: Home School Link worker. 	
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Equipment/ Facilities	ICT Laptops, Communication with Symbols, Text Speak, specialised writing equipment, visual timetables, audio equipment. Nurture room.
Liaison with parents	Open-door email policy, extra Special Educational Needs parent meetings, Pupil Progress meetings, scheduled review meetings, SENCo Support Parent Forum run by SENCo SENCo 'open-door' policy, email. Home school link worker -via referral, Educational psychologist - via referral, Ethnic Diversity Service Interpreters-via referral Transition Support Parent Partnership, Voluntary Agencies eg. Disability Challenges
Partner Agencies	Literacy and Learning support (Surrey); Educational Psychology; Behaviour Support (Surrey); REMA (Race and Ethnic Minority Support); Physical and Sensory support; Physical Sensory ICT support; Educational welfare Officer; Home school Link Worker, Virgin care: Surrey Speech and Language Service, Virgin Care: Surrey Occupational Therapy Service; Child Adolescent and Mental Health Service (CAMHs); School Nurse; ASD Outreach; Short Stay School Outreach; ConneXions (Carers advice)
Continuing Professional development	Whole school INSETs and CPD based staff meetings, Inclusion Development Programme, Jump Ahead Training, Specialist Teaching Team Staff Clinics, Elklan Training Programme, Confederation Training Targeted individual training, SENCo keeps a log of training and expertise 'Every teacher a teacher of SEND', Inclusive practise evaluated, SENCo Area representative and SEND Confederation Chair.