



SOCIAL, MENTAL and EMOTIONAL HEALTH Provision Map showing Waves of Intervention

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

<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.</p> <p style="text-align: center;">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.</p> <p style="text-align: center;">Individualised intensive interventions to address additional long-term learning and skills development consistent with a <u>diagnosis</u> of Social, Mental and Emotional Needs 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. Social Skills and Emotional Literacy Programmes 2. Specific interventions designed to improve receptive and expressive language using the ELKLAN programme. 3. 'Time to Talk' -Social Communication Programme . 4. Circle of Friends 5. 'Jump Ahead' for motor memory and concentration. 6. 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"> • Use of Nurture/ Time Out room • Modelling and coaching pupils to individual targets • 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 socialisation/gross motor skills development • Transition Planning with feeder schools: eg. Pen picture, • Transition Planning: Home School Link worker. 	<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"> • Art Therapy • Social stories and individual reward systems • Therapeutic stories • Personalised support plan and work station if appropriate • 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.

Equipment/Facilities	SEND/Nurture Room and sensory box, ICT equipment Soundfield system, ICT access eg. Lap tops, Writing with Symbols, support for alternative forms of communication, visual organiser, audio equipment.
Liaison with parents	Open-door email policy, extra Special Educational Needs parent meetings, Pupil Progress meetings, scheduled review meetings, SEND 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) Nurture Unit.
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.