



## Dimension of Need: COGNITION & LEARNING

<p><b><u>Wave 1 Provision</u></b></p> <p>Quality first inclusive teaching for all pupils *following assessment by the Inclusion Leader and Outside Agencies this may be offered for specific pupils (depending on resources).</p>	<p><b><u>Wave 2 (Targeted) Provision</u></b></p> <p>Short term targeted interventions / support for pupils who: are under-achieving, have English as an additional language (EAL), have Special Educational Needs/ Disabilities (SEN/D), are Gifted &amp; Talented (G&amp;T).</p>	<p><b><u>Wave 3 (Personal) Provision</u></b></p> <p>Long-term targeted intervention/ 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 might require an EHCP. <i>By referral only</i></p>
<p><b>Trained teachers and Support staff.</b></p> <p><b>Home-school communication:</b> pupil communication book, parent consultations, IEP meetings.</p> <p><b>Access to ICT provision:</b> Interactive whiteboard (IWB); Alphasmart keyboards*, internet/wi-fi, laptops, ipads, EasiSpeak microphones; educational software e.g. Rigolo, Mathletics, Times Table Rockstars, Spell-better predictive text App.</p> <p><b>Reading provision:</b> Library, Reading scheme books, Reading records.</p> <p><b>Visual, Auditory, Kinaesthetic equipment:</b> Individual timers*, left-handed writing guides, writing slopes*, coloured overlays*, visualiser, class camera, class and individual visual timetables, pencil grips*, word banks, writing frames.</p> <p><b>Stimulating Learning Environment:</b> Talk partners, equipment (Sports, Religious, Scientific, Topic), dictionaries, thesauruses, food technology facilities.</p> <p><b>Differentiated Curriculum planning and Homework:</b> assessment for learning (peer, self, teacher).</p> <p><b>Rewards and Sanctions:</b> housepoints, Top Table, Head Teacher awards, achievement certificates, achievement assembly.</p> <p><b>School Journeys and residential trips.</b></p> <p><b>Learning Partners (Y3 &amp; Y6 – Autumn term).</b></p> <p><b>Dyslexia-friendly provision:</b> wide range of library books &amp; book bands, Dyslexie font on IWB &amp; documents</p> <p><b>Class libraries</b></p>	<p><b>In-class support from Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs).</b></p> <p><b>Target Intervention Programs:</b></p> <ul style="list-style-type: none"> <li>• Key Vocabulary</li> <li>• Phonics</li> <li>• Phonological Awareness Training (PAT)</li> <li>• LLS Writing Intervention Program (WIP)</li> <li>• Word Blaze (Spelling, grammar)</li> <li>• Spelling</li> <li>• Reading Comprehension</li> <li>• Handwriting</li> <li>• Write From The Start</li> <li>• Toe by Toe</li> <li>• Phonics</li> <li>• Word Wasp</li> <li>• Colour Semantics</li> <li>• Mind Mapping</li> </ul>	<p><b>Input from Surrey CC Outside agencies:</b></p> <ul style="list-style-type: none"> <li>• Language &amp; Learning Support – LLS</li> <li>• Educational Psychology – EP</li> <li>• SEN ICT-VT Service.</li> </ul> <p><b>In-class support from Teaching Assistants (TAs) and Higher-Level Teaching Assistants (HLTAs).</b></p> <p><b>Targeted intervention from Emotional Literacy Support Assistants (ELSAs).</b></p> <p><b>Target Intervention Programs:</b></p> <ul style="list-style-type: none"> <li>• SNAP onto Maths</li> <li>• Precision Teaching</li> <li>• Designated Adult Support*</li> </ul>

## Dimension of Need: Communication & Interaction

including Speech & Language, Autistic Spectrum Condition

<p style="text-align: center;"><b><u>Wave 1 Provision</u></b></p> <p style="text-align: center;">Quality first inclusive teaching for all pupils *following assessment by the Inclusion Leader/ Outside Agencies this may be offered for specific pupils (depending on resources).</p>	<p style="text-align: center;"><b><u>Wave 2 (Targeted) Provision</u></b></p> <p style="text-align: center;">Short term targeted interventions / support for pupils who: are under-achieving, have English as an additional language (EAL), have Special Educational Needs/ Disabilities (SEN/D), are Gifted &amp; Talented (G&amp;T).</p>	<p style="text-align: center;"><b><u>Wave 3 (Personal) Provision</u></b></p> <p style="text-align: center;">Long-term targeted intervention/ 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 might require an EHCP. <i>By referral only</i></p>
<p><b>Support for Communication &amp; Interaction (including hearing impairments):</b> Soundfield microphone system in all classes, classroom visual timetables, individual visual timetables*, classroom clock, individual whiteboards &amp; pens, writing slope*, wobble cushion*, EasiSpeak microphones.</p> <p><b>Access to ICT provision:</b> interactive whiteboard (IWB), Alphasmart keyboards*, internet/wi-fi; laptops, ipads</p> <p><b>Visual, Auditory, Kinaesthetic equipment:</b> pencil grips*, left-handed writing guides, individual timers*, monitor responsibilities, rewards and sanctions, word bank displays, timeline displays.</p> <p><b>Before school, lunchtime &amp; after-school curricular clubs.</b></p> <p><b>Stimulating Learning Environment:</b> clear, colourful, interactive displays in classroom and corridors.</p> <p><b>Differentiated curriculum planning and homework:</b> activities, delivery, expected outcomes e.g. simplified language</p> <p><b>School productions and assemblies.</b></p> <p><b>Creative curriculum:</b> use of drama/ role play, speaking &amp; listening activities, talk partners, groups e.g. envoy groups &amp; jigsaw groups, themed Topic days, visitor speakers, use of outdoor environment.</p> <p><b>Structured school day &amp; routines.</b></p> <p><b>Residential trips and school journeys.</b></p>	<p><b>In-class support from Teaching Assistants (TAs) and Higher-Level Teaching Assistants (HLTAs).</b></p> <p><b>Target Intervention Programs:</b></p> <ul style="list-style-type: none"> <li>• Circle of Friends</li> <li>• Focus Skills</li> <li>• Transition to Secondary School</li> <li>• Structured Play at lunchtimes</li> </ul>	<p><b>Input from Linden Bridge ASC Outreach Service.</b></p> <p><b>Input from Central Surrey Health (CSH) Speech and Language Therapy Service.</b></p> <p><b>Targeted intervention from Emotional Literacy Support Assistants (ELSAs).</b></p> <p><b>School Counsellor.</b></p> <p><b>Home School Link Worker.</b></p> <p><b>‘Designated Adult’ support.</b></p> <p><b>In-class support from Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs).</b></p> <p><b>Youth Mental Health First-Aider.</b></p>

## Dimension of Need: PHYSICAL & SENSORY

Including Visual impairment; Hearing impairment; Physical Disability

<p style="text-align: center;"><b><u>Wave 1 Provision</u></b></p> <p style="text-align: center;">Quality first inclusive teaching for all pupils *following assessment by the Inclusion Leader/ Outside Agencies this may be offered for specific pupils (depending on resources).</p>	<p style="text-align: center;"><b><u>Wave 2 (Targeted) Provision</u></b></p> <p style="text-align: center;">Short term targeted interventions / support for pupils who: are under-achieving, have English as an additional language (EAL), have Special Educational Needs/ Disabilities (SEN/D), are Gifted &amp; Talented (G&amp;T).</p>	<p style="text-align: center;"><b><u>Wave 3 (Personal) Provision</u></b></p> <p style="text-align: center;">Long-term targeted intervention/ 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 might require an EHCP. <i>By referral only</i></p>
<p><b>Access to ICT provision:</b> interactive whiteboard (IWB), Alphasmart keyboards*, internet/wi-fi, laptops, ipads, EasiSpeak microphones.</p> <p><b>Bikeability:</b> In Years 5 &amp; 6.</p> <p><b>Swimming lessons:</b> In Years 4 &amp; 5.</p> <p><b>Movement breaks.</b></p> <p><b>Physical &amp; Sensory aids:</b> fiddle toys, writing slopes*, left-handed writing guides, pencil grips, Blue-tack, wobble cushions, weighted lap cushions.</p> <p><b>Visual aids:</b> Coloured reading overlays*, visual prompts, anti-glare film on windows, visualiser, Widget symbols, blinds in all classrooms, individual whiteboards &amp; pens, individual visual timetables*, class visual timetables, display boards and word banks.</p> <p><b>Hearing aids:</b> Sound-field microphone system in all classes.</p>	<p><b>In-class support from Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs).</b></p> <p><b>Target Intervention Programs to support the development of fine and gross motor skills:</b></p> <ul style="list-style-type: none"> <li>- OT program</li> </ul>	<p><b>Input from the School Nurse.</b></p> <p><b>Input from Child &amp; Adolescent Mental Health Service (CAMHS).</b></p> <p><b>Input from Surrey CC Physical and Sensory Support Service (PSSS).</b></p> <p><b>Input from Central Surrey Health Occupational Therapy Service (OT).</b></p> <p><b>Variety of equipment for children with specific identified needs/disabilities.</b></p> <p><b>In-class support from Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs).</b></p>

## Dimension of Need: Social, Mental and Emotional Health

<p style="text-align: center;"><b><u>Wave 1 Provision</u></b></p> <p style="text-align: center;">Quality first inclusive teaching for all pupils *following assessment by SENCo/ Outside Agencies this may be offered for specific pupils (depending on resources).</p>	<p style="text-align: center;"><b><u>Wave 2 (Targeted) Provision</u></b></p> <p style="text-align: center;">Short term targeted interventions / support for pupils who: are under-achieving, have English as an additional language (EAL), have Special Educational Needs/ Disabilities (SEN/D), are Gifted &amp; Talented (G&amp;T).</p>	<p style="text-align: center;"><b><u>Wave 3 (Personal) Provision</u></b></p> <p style="text-align: center;">Long-term targeted intervention/ support for pupils where their additional needs cannot be met by Wave 1or Wave 2 provision. <i>By referral ONLY</i></p>
<p>PSHCE Curriculum including Circle time</p> <p>E-Safety Curriculum</p> <p>Before school, lunchtime &amp; after-school curricular clubs</p> <p><b>Access to support for all pupils:</b> Worry box in all classrooms, Male/Female whole school worry box, Worry clouds</p> <p><b>Celebrations of success:</b> Rewards - Housepoints, Tablepoints, Headteacher lottery, achievement assembly, achievement awards, postcard home, Mathletics certificate, Top table lunchtime award.</p> <p><b>Christian values:</b> Charity work, links with churches and community, collective worship, school chaplain.</p> <p><b>Positive behaviour management</b></p> <p><b>Whole School Behaviour policy:</b> individual behaviour charts*, Anti-bullying charter.</p> <p><b>Transition programs:</b> links with infant &amp; secondary schools, move up morning/meet new teacher.</p> <p><b>Childline &amp; Online safety information on display in all classrooms.</b></p> <p><b>Learning Partners:</b> Y3 &amp; Y6 – Autumn term.</p> <p><b>Talk Partners.</b></p> <p><b>Anti-bullying week.</b></p> <p><b>Residential trips, school journeys &amp; in-school workshops.</b></p> <p><b>School Council representatives in each class.</b></p> <p><b>Home- School communication book.</b></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 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>Input from Surrey CC Educational Family Support Assistant – EFSA.</p> <p>Input from School Nurse.</p> <p>Input from Child &amp; Adolescent Mental Health Service (CAMHS).</p> <p>Input from Surrey CC Outside agency, Behaviour Support – BS.</p> <p>Emotional Literacy Support Assistants (ELSAs).</p> <p>School Counsellor.</p> <p>Home School Link Worker.</p> <p>Designated adult support.</p> <p>In-class support from Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs).</p> <p>Youth Mental Health First-Aider.</p>