

Wave 2 provision at Long Ditton Infant and Nursery school.

These short-term interventions may be delivered by class teachers, teaching assistants or by the Special Needs Support assistant. A qualified teacher directs the appropriate provision with support from the Inclusion Manager and /or the Senior Leadership Team.

The impact of these provisions is monitored regularly and informs if, and what ongoing provision is required.

Which interventions are running at any point in time depends on the needs of the children.

Below are examples of some of the interventions.

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| <ul style="list-style-type: none">• SNAP on to Maths (key number facts and strategies)• 1 to 1 FRED (Read ,Write Inc) tutoring for phonics and reading• Precision teaching (over learning of literacy and/or maths either in small groups, pairs or 1 to 1)• Jump ahead (gross motor skills)• Funky Fingers (fine motor skills)• Language groups to develop interaction, receptive and expressive communication skills and understanding of vocabulary.• Social skills groups• Self Esteem development group (Happy to be me)• Breaking Down Barriers (specific communication need)• Phonological Awareness Programme• Developing Written Language Skills• Language for Thinking | <p>With parental consent:-</p> <ul style="list-style-type: none">• Referral to outside agencies for assessment, review of interventions currently in place and advice (e.g. the Educational Psychologist (EP); Learning and Language support teacher (LLS); Behaviour, Emotional and Social support teacher (BES); Physical and Sensory support teacher (PSS) ; Speech and Language service (SALT); occupational Therapy service (OT); Child and Adolescent mental Health Service (Camhs)• Home School Link Worker (HSLW) to support at home and /or at school• Linden Bridge Outreach team to support children on the Autistic spectrum• REMA service which includes English as an Additional Language support service and the Traveller support service |
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Wave 3 provision

This is long-term continuing support. It is specific to an individual child's needs and is usually part of a Statement of Special Educational Needs.