

# Surrey Inclusion and Additional Needs service schools offer



The purpose of this document is to help schools and settings understand our service offers available to support schools to meet pupils needs as they emerge. It is to be used as a resource guide for settings to support their graduated response and a Healthy Schools Approach. Whilst Occupational Therapy and physiotherapy do not sit within SCC Inclusion and Additional Needs team, they are a commissioned service and a valuable part of the support offered to schools.

## Support with using this document

**UNIVERSAL:** Whole school approaches that will meet the needs of all children as set out in the Surrey Healthy Schools Self Evaluation Tool [Surrey Healthy Schools 2020 to 21 to Healthy Surrey](#)

**SCHOOL SEND SUPPORT:** These sections focus on screening tools and interventions that schools can use to support children with additional needs

**SPECIALIST SEND SUPPORT:** These sections focus on the support available from specialist teams to enable schools to meet need of children and young people with SEND at a pre to statutory level.

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## Universal (across all categories of need)

### Surrey Healthy Schools Programme

- The Surrey Healthy Schools approach aims to empower schools to identify strengths and areas for development. It provides opportunities for training and effective communication from across the Local Authority and wider.
- The Surrey Healthy Schools approach applies evidenced based practice promoting positive physical, emotional, and mental health and wellbeing. It will also support to ensure accessibility to learning for all pupils regardless of their additional needs and culture.
- Schools with a commitment to pupil voice have reported many positive outcomes including a reduction in exclusions, better behaviour, better relationships across the school community, and improving attainment and attendance
- Free Surrey Healthy Schools approach training available for all Surrey maintained and academy schools.
- The Surrey Healthy Schools Self Evaluation Tool is available for all Surrey Schools [Surrey Healthy Schools 2020 to 21 to Healthy Surrey](#). The Self Evaluation tool supports the development of effective high to quality teaching and learning.

### High Quality Teaching (HQT)

- High Quality Teaching: Supporting Inclusion in the Classroom
- We know that the majority of children can be fully included, both social and academically, through the provision of high to quality teaching across settings. Without this universal approach to teaching and learning the success of further interventions is likely to be limited.
- In addition to this whole school approach additional training and support can be provided to newly qualified teacher
- Schools should ensure that within their High to Quality Teaching they are considering accessibility and learning approaches to meet the needs of pupils with English as an Additional Language (EAL) or those from an ethnic minority background, including Gypsy, Roma and Traveller families or they should seek support to do so.
- [Educational advice and support for teachers to Surrey County Council \(surreycc.gov.uk\)](#)
- [Information for Gypsy, Roma and Traveller families to Surrey County Council \(surreycc.gov.uk\)](#)
- Training provided by Specialist Teachers for Inclusive Practice (STIP) and REMA

## School Support

### Critical Incident Support

- Critical incidents and bereavement are a tragic reality facing schools. By their very nature they stretch and sometimes overwhelm normal coping strategies and throw systems into confusion. **Educational Psychologists** are available to complement the school's response and provide specific guidance to those co-ordinating that response.
- Contact Area Schools officer to coordinate the appropriate response.
- The Surrey Healthy Schools Self Evaluation Tool provides signposting for proactively planning for a range of incidents including bereavement, as well as policy support. [Surrey Healthy Schools 2020 to 21 to Healthy Surrey](#)

### SENCo Circles

- All SENCos are invited to join a professional support network which fosters the sharing of information, ideas and learning through other experiences. Reported benefits include developments in practice, peer learning, enhanced relationships, and confidence
- Contact the Educational Psychology Service

## School Planning Meetings

### Primary

- Educational Psychology provide annual planning meetings for key school staff, including head teachers to support the setting to identify priority work in relation to individual pupils, groups of pupils and systemic work in line with the school's development plan, e.g. professional support networks, staff training.
- The schools link STIP will be available for up to 90 minutes over an academic year to meet with the school SENCo to review our work and plan future interventions. Ideally this discussion happens alongside other support services working with the school
- REMA provide GRT support for maintained primary schools.
- The Speech and Language Therapy Team are available for termly planning and advice meetings to discuss pupils SLCN needs.

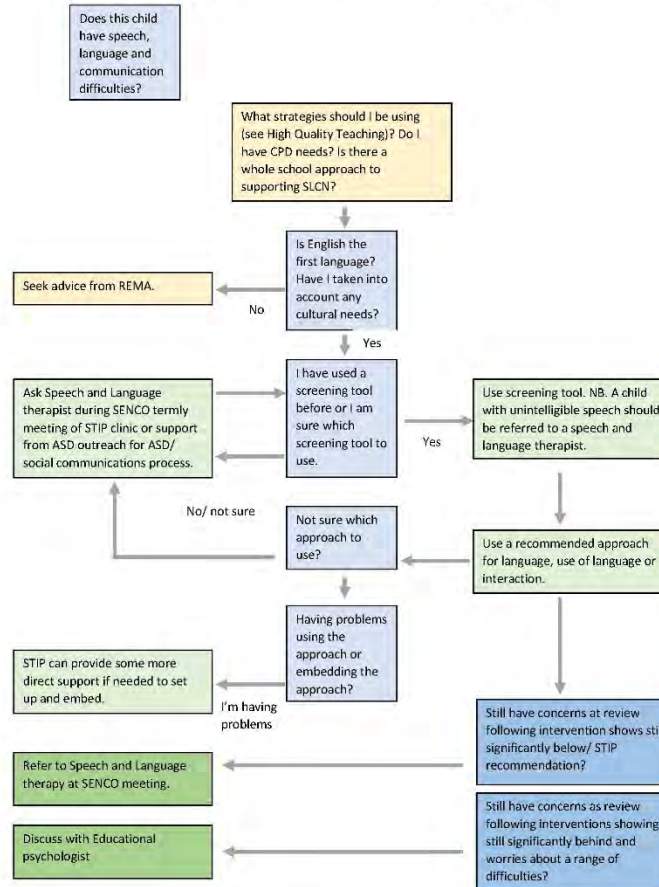
### Secondary

- An annual joint planning meeting for key school staff, including head teachers, by the link educational psychologist and speech and language therapist and STIP to support the setting to identify priority work in relation to individual pupils, groups of pupils and systemic work in line with the school's development plan, for example professional support networks, staff training
- Contact the Educational Psychology and Speech and Language Therapy Services
- The Speech and Language Therapy Team are available for termly planning and advice meetings to discuss pupils SLCN needs.

# Communication and Interaction

## Communication and Interaction decision making guide

Communication and interaction decision making guide



## Universal

Contact REMA for support if English is not the child's first language and/or if a child is ascribed as Gypsy, Roma or Traveller heritage [Race equality and minority achievement \(REMA\) to Surrey County Council \(surreycc.gov.uk\)](https://www.surreycc.gov.uk) to determine how any needs relating to their first language and culture are impacting the child's presentation.

## High Quality Teaching Strategies to support the development of speech, language, and communication (see Universal, Whole School Approach)

### Audit Tool (recommended for all settings)

1. The Speech, Language and Communication Framework
  - The Speech, Language and Communication Framework (SLCF) is a free online professional development tool, accessible to all, which sets out the skills and knowledge that everyone working with children and young people should have in order to support children and young people's speech, language, and communication (SLC)
  - <https://www.slcframework.org.uk/>
2. Communication Supporting Classroom Observation Tool [Classroom Supporting Observation Tool \(ican.org.uk\)](https://www.ican.org.uk)

## Training Support

### Speech and Language

Programme	Description	Delivered by:
ELKLAN 3 to 5	A practical training course for staff working in preschool/ reception classes to enable them to develop the speech and language skills of All children but especially those with speech and language difficulties.	Training by STIP/ Speech and Language Therapy
ELKLAN 5 to 11	A practical training course for staff working in primary schools to enable them to develop the speech and language skills of All children but especially those with speech and language difficulties.	Training by STIP/ Speech and Language Therapy
ELKAN 11 to 16	A practical training course for staff working in secondary schools to enable them to develop the speech and language skills of All children but especially those with speech and language difficulties.	Training by STIP/ Speech and Language Therapy

### Use of Language/ Interaction

Programme	Description	Delivered by:
Autism Awareness	During the sessions you will receive training on Autism Awareness, helping to build your understanding of the day to to day difficulties experienced by someone with ASD both in Early Years and Primary Classroom settings.	ASD Outreach

## School SEND Support

NB: If English is not the child's first language you need to access a First Language Assessment through the REMA service to determine whether it is EAL or SEN

### Screening Tools

#### Wellcomm Early Years and WellComm Primary\*

\*This was the screening tool most widely used as per the June 2020 Survey

- WellComm Early Years and the new WellComm Primary toolkits enable you to identify children needing speech and language support quickly and easily, which can make a crucial difference to their confidence and attainment
- Both toolkits come with an age to appropriate 'Big Book of Ideas' providing a total of over 150 instant, play to based activities so you can take action straight away
- The activities can be used at home too so that effective support is provided and may not require a child to be referred to a Speech and Language Therapist. <https://www.gltassessment.co.uk/wellcomm/>

#### Speech Link/ Language Link

- Online packages combine a standardised assessment, planned interventions, resources and measured outcomes. Empowering schools to take control of their own SLCN needs, Junior Language Link improves children's understanding to boost their literacy skills, enabling them to access the curriculum
- There is an Infant, Junior and Secondary version of Language Link and Speech Link for those with speech delay. <https://speechandlanguage.info/>

#### Talkboost

- ICAN produce a series of Trackers that can support with identifying needs
- [https://ican.org.uk/media/1964/tbks1\\_to\\_tracker\\_to\\_reception.pdf](https://ican.org.uk/media/1964/tbks1_to_tracker_to_reception.pdf)
- [https://ican.org.uk/media/1962/tbks1\\_to\\_tracker\\_to\\_y1.pdf](https://ican.org.uk/media/1962/tbks1_to_tracker_to_y1.pdf)
- [https://ican.org.uk/media/1961/tbks1\\_to\\_tracker\\_to\\_y2.pdf](https://ican.org.uk/media/1961/tbks1_to_tracker_to_y2.pdf)

#### Communication Trust Progression Tools

- The Progression Tools aim to support teaching staff to identify children who may be struggling to develop their speech, language, and communication skills. This tool highlights children and young people's language skills at the following key ages of development: 4, 5 to 6, 7 to 8, 9 to 10 in early years and primary school, as well as 11 to 12, 13 to 14, and 16 to 18 in secondary school.
- They can also be used to track progression of these skills over time or following interventions
- The Tools are based on theoretical information on typical language development and the Universally Speaking booklets
- [https://www.thecommunicationtrust.org.uk/resources/resources/resources\\_to\\_for\\_to\\_practitioners/progression\\_to\\_tools\\_to\\_primary/](https://www.thecommunicationtrust.org.uk/resources/resources/resources_to_for_to_practitioners/progression_to_tools_to_primary/)



## Speech – Interventions that can be implemented from a Resource Manual i.e. for schools to purchase and implement themselves

All children will benefit from improving phonological awareness skills. Developing these skills can have a positive impact on speech and literacy development.

Programme	Description	Age	Implementation	Link
<b>School Start to Sound and Language Awareness</b>	School Start to Targeted intervention for language and sound awareness in reception class is a practical resource that can be used with children who need additional help in developing communication skills during the first year of school.	Reception	Groups	<a href="https://www.routledge.com/School-Start-to-Sound-Awareness-and-Language-Awareness/9781138000000">School Start: Targeted Intervention for Language and Sound Awareness i (routledge.com)</a>
<b>The Ultimate guide to Phonological Awareness</b>	The resource pack helps school staff better understand the stages of phonological awareness and provides structured activities and materials to teach early phonological awareness skills, paving the way for the systematic teaching of phonics as described in Phase Two of the Letters and Sounds document. It can also be used to support children who have not made the expected progress in literacy because of identified difficulties with phonological awareness, as well as with children who have difficulties with speech production, who may be working in similar areas, possibly supported by a Speech and Language Therapist.	Primary	Groups	<a href="https://www.routledge.com/The-Ultimate-Guide-to-Phonological-Awareness/9781138000000">The Ultimate Guide to Phonological Awareness.</a>

## Training

Programme	Description	Delivered by:
<b>An Introduction to Phonological Awareness</b>	This course will look at the identification of children's phonological awareness difficulties and consider strategies and resources that can be used to enable them to progress within their learning. It will provide an overview of how children can be supported within the classroom and /or through targeted intervention. It will enable staff to use the SCC publication 'Developing Phonological Awareness Skills' programme.	STIP: <a href="https://www.surreycc.gov.uk/education-services/specialist-teachers-for-inclusive-practice-stip">Specialist Teachers for Inclusive Practice (STIP)   Surrey Education Services (surreycc.gov.uk)</a>

## Language – Interventions that can be implemented from a Resource Manual i.e. for schools to purchase and implement themselves

Programme	Description	Age	Implementation	Link
<b>Elklan Language Builders</b>	Focuses on attention and listening, understanding spoken language, developing verbal reasoning skills, expressive language. Further aims include speech articulation, the development of phonological processing skills, social skills story writing and use of mind maps.	5 to 11	Groups	<a href="#">Elklan Training Ltd</a>
<b>Semantic Links</b>	Designed for children and adults who have semantic difficulties, to aid categorisation skills, improve word finding and support vocabulary learning.	All	Groups	<a href="#">Elklan Training Ltd</a>
<b>Pre to Teaching Vocabulary</b>	Provides a principled, evidenced approach for demonstrating, modelling, and teaching children how to learn new words to promote independent word learning. It aims to support and scaffold the naturalistic way teachers already discuss new words in their classrooms by providing a structured pathway for word learning, ensuring children learn the words well enough to understand and use them effectively.	Primary/ secondary	Whole class approach	<a href="#">Search Tes Resources</a>

Programme	Description	Age	Implementation	Link
<b>Victoria Joffe Narrative</b>	Enhance the understanding and use of vocabulary in secondary school students and young adults. It focuses on enhancing the understanding and expression of vocabulary and word meanings	8 to 18	Groups	<a href="http://www.routledge.com/Narrative-Intervention-Programme-to-1st-Edition-to-Victoria-Joffe-to-Rou">Narrative Intervention Programme to 1st Edition to Victoria Joffe to Rou (routledge.com)</a>
<b>Word Aware</b>	A whole school vocabulary approach to promote vocabulary development in children.			<a href="http://www.thinkingtalking.co.uk/word_aware">http://www.thinkingtalking.co.uk/word aware</a>
<b>Pie Corbett – Talk For Writing</b>	The Talk for Writing approach enables children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version	Primary/ secondary	Groups/ whole class	<a href="https://www.talk4writing.co.uk/about/">https://www.talk4writing.co.uk/about/</a>
<b>Becky Shanks Narrative</b>	The Becky Shanks Narrative Intervention was developed by Becky Shanks (2001). It focuses on understanding and using story grammar to support children to tell verbal narratives and stories and is specifically designed for children with language difficulty.	Preschool/ primary	Groups	<a href="#">You searched for speaking and listening narrative to Black Sheep Press</a>

Programme	Description	Age	Implementation	Link
<b>Teaching children to listen</b>	A whole to school approach to teaching children to listen.	3 to 11yrs	Groups	<a href="#">Search Results: Bloomsbury Publishing (UK)</a>
<b>See and Learn Language and Reading</b>	Designed to teach children to understand and use spoken language from first words to early grammar and simple sentences. It also introduces first sight words, learning letter to sounds and using phonics for reading.	12 months to 7 years		<a href="http://www.seeandlearn.org/en to gb/">http://www.seeandlearn.org/en to gb/</a>
<b>Active Listening for Active Learning</b>	Comprehension monitoring develops child's meta to awareness of comprehension.	All	approach	<a href="#">Active Listening for Active Learning   Qedpublications</a>

### Language – Interventions that require a level of training – but can be implemented by school staff after some training

Programme	Description	Age	Implementation	Training Provider
<b>Talk Boost</b>	Targeted approach for children with delayed language development which aims to close the language gap between language delayed children and their peers	4 to 7 years	Groups	Training available from Surrey County Council Speech and Language Therapy Team: <a href="#">Speech and Language Service for children and young people to Surrey County Council</a>

Programme	Description	Age	Implementation	Training Provider
				<a href="http://surreycc.gov.uk">surreycc.gov.uk</a>

Programme	Description	Age	Implementation	Training Provider
<b>Colourful Semantics</b>	Uses coloured visual prompt cards to develop vocabulary, spoken and written language and understanding and development of structures for writing narratives. Resources can be accessed: <a href="https://integratedtreatmentservices.co.uk/resources/speech%20to%20and%20to%20language%20to%20therapy/">https://integratedtreatmentservices.co.uk/resources/speech to and to language to therapy/</a>	5 to 12	1:1 or small group	Training available from Surrey County Council Speech and Language Therapy Team: <a href="https://www.surreycc.gov.uk/education-services/speech-and-language-service-for-children-and-young-people-to-surrey-county-council">Speech and Language Service for children and young people to Surrey County Council (surreycc.gov.uk)</a>
<b>NELI</b>	The Nuffield Early Language Intervention targets children who show weakness in their oral language skills at school entry. The programme is designed to help improve children’s vocabulary, develop their narrative skills, encourage active listening, and build confidence in independent speaking. In addition, it includes activities to promote phonological awareness and letter – sound knowledge. All these skills will in turn help with their literacy development.	4 to 5 years YR R	Small Group	Training available from STIP: <a href="https://www.surreycc.gov.uk/education-services/specialist-teachers-for-inclusive-practice-stip">Specialist Teachers for Inclusive Practice (STIP)   Surrey Education Services (surreycc.gov.uk)</a>
<b>Makaton</b>	Makaton is a language programme using signs and symbols to help people communicate.			<a href="https://www.makaton.org/">https://www.makaton.org/</a>
<b>Attention Autism</b>	Attention Autism is an intervention model designed by Gina Davies, Specialist Speech, and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. Gina’s primary objective is that the sessions are fun and “offer an irresistible invitation to learn”!	Primary	Groups	<a href="https://www.gina-davies.co.uk/">Practical Help with Autism   Gina Davies Autism Centre</a>

## Use of Language – Interventions that can be implemented from a Resource Manual i.e. for schools to purchase and implement themselves

Programme	Description	Age	Implementation	Link
<b>Language for Thinking</b>	Aims to support the development of children's higher level language skills using "Levels of questioning" (Blank, Rose and Berlin 1978)		Groups	<a href="#">Language for Thinking: A structured approach for young children: The C (routledge.com)</a>

## Use of Language – Interventions that require a level of training – but can be implemented by school staff after some training

Programme	Description	Age	Implementation	Training Provider
<b>Makaton</b>	Makaton is a language programme using signs and symbols to help people communicate.			<a href="https://www.makaton.org/">https://www.makaton.org/</a>
<b>Attention Autism</b>	Attention Autism is an intervention model designed by Gina Davies, Specialist Speech, and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. Gina's primary objective is that the sessions are fun and "offer an irresistible invitation to learn"!	Primary	Groups	<a href="#">Practical Help with Autism   Gina Davies Autism Centre</a>

## Interaction – Interventions that can be implemented from a Resource manual i.e. for schools to purchase and implement themselves

Programme	Description	Age	Implementation	Link
<b>Comic Strip Conversations</b>	Developed by Carol Gray and uses drawings of stick figures with speech and thought bubbles to show what people think and what they say in different situations. They are intended to show that people can say one thing and think another. They are often used to look back on situations and talk about the different ways students could have behaved.	All ages	Individual or groups	Comic Strip Conversations: Illustrated interactions that teach conversation skills to students with autism and related disorders Paperback – Illustrated, 15 Jan. 1994 by Carol Gray (Author)
<b>Time to Talk</b>	Designed to teach and develop oral language and social interaction skills with younger children. Helps teach and develop the 'rules' of interaction including eye contact, sharing, greetings, awareness of feelings, giving and following instructions, listening, attention and play skills.	4 to 8 years	40 sessions (2 to 3 times weekly)	Time to Talk: A Programme to Develop Oral and Social Interaction Skills for Reception and Key Stage One Paperback – 29 Mar. 2001 by Alison Schroeder (Author)



Programme	Description	Age	Implementation	Link
<b>Thinking Together</b>	Thinking Together is a dialogue to based approach to the development of children's thinking and learning.	Primary and reception	Groups	<a href="http://thinkingtogether.educ.cam.ac.uk/about/">http://thinkingtogether.educ.cam.ac.uk/about/</a>

Programme	Description	Age	Implementation	Link
<b>Social Use of Language Programme</b>	<p>Focuses on Social Communication Skills and Self/Other Awareness. It uses a multi to sensory, Meta to cognitive approach that enables children and adolescents to understand fully the skills being learned, before practising and using them in real to life situations.</p>	5 to 18 years	Groups	<p> <a href="#">Wendy Rinaldi to Communication, Learning and Wellbeing</a>   <a href="https://www.wendyrinaldi.com/SecSULPBR O.pdf">https://www.wendyrinaldi.com/SecSULPBR O.pdf</a> </p>
<b>Talkabout</b>	<p>Range of books to tackle – self to esteem – assertiveness – body language – conversation skills</p> <p>A Social, Communication and Skills Package (2nd Edition)</p> <p>Talkabout for Teenagers is a comprehensive program of professional resources to help you deliver group sessions on social and relationship skills for teenagers with social, emotional, or behavioural difficulties.</p>			<p> <a href="#">What is TALKABOUT? – Alex Kelly Ltd</a>   <a href="#">Resources for Therapists, Teachers, Parents and Carers   The Talkabout Series   Winslow (winslowresources.com)</a> </p>
<b>Language for Behaviour and Emotions</b>	<p>Targets: Emotion literacy, Blank Levels 3 and 4, narrative skills – higher level</p> <p>An intervention that helps young people overcome problems with language and emotional skills and develop more positive interactions. Can be used with any age but need basic understanding of language to access introduction activities.</p>	All	Groups/ 1 to1	<p>           Language for Behaviour and Emotions            A Practical Guide to Working with Children and Young People            By Anna Branagan, Melanie Cross, Stephen Parsons:  <a href="#">Language for Behaviour and Emotions: A Practical Guide to Working with (routledge.com)</a> </p>

**Interaction – Interventions that require a level of training to but can be implemented by school staff after some training**

Approach	Description	Age	Implementation	Training
<b>Lego Therapy</b>	LEGO® to based therapy is a social development programme for young people with autism spectrum disorders or related social communication difficulties	all	Individual or groups	<a href="#">Play Included</a>   <a href="#">Play Included</a>
<b>Social Thinking</b>	Social Thinking is based on the ILAUGH Model of Social Thinking as described by Winner (2000). It is designed to: 1) Help speech and language therapists, educators and parents make sense of the challenges faced by children who struggle to interact socially; and 2) Provide a direction for therapists to build on the student's strengths and areas of need in order to tailor intervention.	KS1/2	Groups	<a href="http://www.socialthinking.com">www.socialthinking.com</a>
Approach	Description	Age	Implementation	Training
<b>Social Understanding</b>	A training package including Comic Strip Conversations, Social Context and Social Stories. This can support use of language and interaction.			Freemantles ASD Outreach: <a href="http://www.freeoutreach.org.uk/training">www.freeoutreach.org.uk/training</a>
<b>Social Stories</b>	A Social Story is individualised to a child's specific social or communication behaviour.	All ages	Individual	Freemantles ASD Outreach: <a href="http://www.freeoutreach.org.uk/training">www.freeoutreach.org.uk/training</a>

**School Support**

Service	Description
<b>ASD Outreach</b>	Autism Friendly Learning Walks to support with embedding strategies in the classroom
<b>SLCN Champion Network</b>	A network set up for SLCN champions to support and learn from each other as well as receive support and informal training from the speech and language therapy service.
<b>Speech and Language Therapy SENCo Meetings</b>	Termly meetings with the school speech and language link therapist, therapist may offer advice or signpost. Specific support to implement approaches should be sought from the Specialist Teachers for Inclusive Practice.

Service	Description
<b>Post ELKLAN support group</b>	Primary and secondary termly support groups are available for staff who have accessed the ELKLAN training with STIP
<b>Psychological Consultations: Telephone</b>	School staff and parents/carers can speak to an EP about children or broader practice issues every Wednesday afternoon of during term time. EPs will focus on problem solving, providing information, and signposting as appropriate. This is not a formal means of referring an individual child to an EP and consultations about children will be anonymous.
<b>Bookable psychological consultations</b>	In addition to our work in schools we offer bookable psychological consultation sessions on a regular basis across the year. Dates and venues of these may be obtained from your link EP. These are held at local host schools and will be open to SENCOs, teachers/TAs, and the parents of children about whom you are concerned. EPs will not be directly involved with children as part of these consultations. School staff will be encouraged to record key discussion points and recommendations in order to support early intervention.
<b>Specialist Teacher Observation and Support</b>	Specialist Teachers can offer practical advice to support teachers to apply strategies in their everyday classroom practice. They can also support SENCO's and teachers to unpick needs signposting to services as appropriate or offering support themselves.

## Online Support

Service	Description	Website
Communication trust	A range of advice and resources to support practitioners and parents	<a href="https://www.thecommunicationtrust.org.uk/">https://www.thecommunicationtrust.org.uk/</a>
ICAN	A range of advice and resources to support practitioners and parents	<a href="https://ican.org.uk/i-to-cans-to-talking-to-point/">https://ican.org.uk/i-to-cans-to-talking-to-point/</a>
NAS	A range of advice and resources to support practitioners and parents	<a href="https://www.autism.org.uk/">https://www.autism.org.uk/</a>
Aphasic	A range of advice and resources to support practitioners and parents	<a href="https://www.afasic.org.uk/">https://www.afasic.org.uk/</a>
RADLD	A range of advice and resources to support practitioners and parents	<a href="https://radld.org/">https://radld.org/</a>

## Specialist SEND Support

### Communication and Interaction pathways for:

#### Speech

- Assessment
- Direct intervention based on speech diagnosis and severity

#### Language

- Assessment
- Direct intervention based on area of need; grammar, Grammar (syntax and morphology), Semantics and vocabulary, Word finding
- Verbal learning and memory

#### Use of Language (Functional Communication)

- Assessment
- Direct intervention based on area of need, developing functional communication, alternative methods of communication, pragmatic (higher level language skills)

#### Interaction

- Assessment
- Direct Intervention to work on social interaction, friendships.

From Speech and Language Therapy (through school link therapist). Specialist AAC support can also be accessed through this route Whereas for some children it is clear that their needs relate to speech and language and therefore needs can be met by speech and language therapy (SLT) team some children's needs are more complex and may require SLT and Educational Psychology team to work together.

### **School based Psychological Consultation**

- A Psychological Consultation is a joint problem to solving meeting to share concerns, deepen understanding and generate a plan of action to improve outcomes for a child or young person, group, or area of school development.
- Psychological Consultations take place between the EP and those key adults expressing concern including parents, teachers and other staff working with the child. Where appropriate the EP may undertake further assessment work with the pupil.

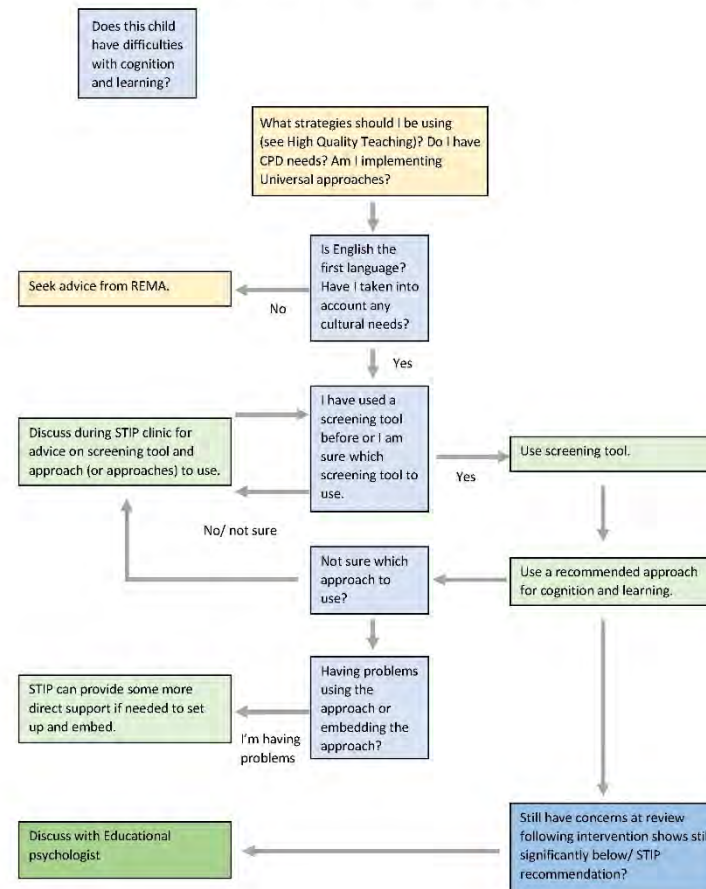
### **Groups for parents of children with ASD**

- CYGNET is a parenting programme for parents/carers of children and young people aged 5 to 19 with a diagnosis of autism.
- The programme works best when a school staff member attends alongside the parents.
- The course is delivered over seven sessions supporting parents/carers in developing their understanding of autism to guide parents through practical strategies they can use with their children.
- For more information and to register your interest in the programme please go to:  
[https://family.sendteachingschool.co.uk/services/cyqnet to 5 to 19 to programme/](https://family.sendteachingschool.co.uk/services/cyqnet%20to%205%20to%2019%20to%20programme/)

# Cognition and learning

## Cognition and learning decision making guide

### Cognition and learning decision making guide



## **Universal: Whole School Approaches**

**‘High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.**

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.’

See <https://thirdspacelearning.com/blog/quality-to-first-to-teaching/> for Top Tips.

STIP provide regular centralised training on High Quality Teaching, the Inclusive Classroom, Literacy difficulties

### **Meta to Cognitive Approaches**

- Questioning techniques are used to encourage children to problem solve, make links in their learning, and take the initiative for themselves to become more independent learners
- [Educational psychology information for schools to Surrey County Council \(surreycc.gov.uk\)](#)

### **Listening and Attention**

- Listening and attention is the ability to detect sound and attach meaning to it; it is vital in any classroom scenario and underpins all learning
- This course aims to encourage participants to understand how listening and attention develops in children, the ways to support development of these skills in the classroom and how to remove barriers effectively
- Training provided by STIP

Contact REMA for support if English is not the child’s first language and/or if a child is ascribed as Gypsy, Roma or Traveller heritage [Race equality and minority achievement \(REMA\) to Surrey County Council \(surreycc.gov.uk\)](#) to determine how any needs relating to their first language and culture are impacting the child’s presentation.



## School SEND Support Screening Tools

Screening Tool	Description	Age	Implementation	For more information:
Assessment through teaching	Teacher assessment can provide invaluable insight into the learning process as well as outcomes, monitoring progress in different areas and assessing impact of differentiated learning and intervention.		Individual Group Whole class	
Wide Range Achievement Test, 5 <sup>th</sup> Edition (2017) (WRAT to 5)	Updated version of the WRAT4 screening assessment tool which measures and monitors fundamental reading, spelling, and maths skills, identifying areas of difficulty to inform and evaluate interventions and planning. Four areas: word reading, sentence comprehension, spelling, maths computation. Generates a reading composite score. Can be paper or digitally completed.	5+	Individual Groups	<a href="http://www.annarbor.co.uk/">www.annarbor.co.uk/</a> <a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a> <a href="http://www.dyslexiaactionshop.co.uk">www.dyslexiaactionshop.co.uk</a>
York Assessment of Reading Comprehension (YARC)	Reading and comprehension assessment which breaks down comprehension and decoding skills, provides reading age, percentile ranks and standardised scores Primary and Secondary assessments available.	Primary Secondary	Individual	<a href="http://www.dyslexiaactionshop.co.uk">www.dyslexiaactionshop.co.uk</a>
Cognitive Ability Test (CAT4)	This is a portfolio of reasoning assessments aims to capture abilities in verbal, non to verbal, quantitative, and spatial reasoning.	6 to 17	Individual	<a href="http://www.gltassessment.co.uk">www.gltassessment.co.uk</a>
Dynamo Maths	Dynamo assessment tool aims to identify pupils at risk of dyscalculia, providing a profile of number sense strength and areas of need. Provides an individual support plan for use with Dynamo intervention.	6 to 11	Individual	<a href="http://www.dynamomaths.co.uk">www.dynamomaths.co.uk</a>
Phonological Assessment Battery (PhAB2 to Primary)	A comprehensive set of assessments to assess phonological awareness in children. The assessments help to identify phonological difficulties and can inform planning for appropriate intervention to develop underlying literacy skills. Can be used with children where English is not their first language	Primary	Individual	<a href="http://www.gltassessment.co.uk">www.gltassessment.co.uk</a> <a href="http://www.helenarkell.org.uk">www.helenarkell.org.uk</a> <a href="http://www.dyslexiaactionshop.co.uk">www.dyslexiaactionshop.co.uk</a>

Sandwell Early Numeracy Test	Baseline assessment exploring five strands of basic numeracy skills: identification, oral counting, value, object counting and language. Useful assessment, by breaking down the different strands, allows identification of gaps in learning and/or areas of weakness. Also gives you a standardised score.	4 to 8 8 to 14	Individual Group	<a href="http://gl.to.assessment.co.uk">Sandwell Early Numeracy Test to GL Assessment (gl.to.assessment.co.uk)</a>
Detailed Assessment of Speed of Handwriting (DASH) (DASH17+)	Assessments which test different aspects of handwriting speed examining fine motor and precision skills, speed of production, ability to alter speed of performance on two tasks with identical content and free writing competency.  These assessments can provide evidence for Access Arrangements for Key Stage 2 National Curriculum Tests.	9 to 16 17 to 25	Individual	<a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a>
Progress In Reading Assessments (PIRA)	Reading comprehension tasks which provide reading age and standardised score outcomes	KS1 and KS2		<a href="http://www.risingstars.to.uk.com">www.risingstars.to.uk.com</a> <a href="http://www.hoddereducation.co.uk">www.hoddereducation.co.uk</a>
Progress In Maths Assessments (PUMA)	Maths tasks which provide standardised scores outcomes and maths age. Requires decoding and comprehension skills to access.			<a href="http://www.risingstars.to.uk.com">www.risingstars.to.uk.com</a> <a href="http://www.hoddereducation.co.uk">www.hoddereducation.co.uk</a>
Diagnostic Reading Analysis	The DRA is an oral, one to one standardised reading test designed to assess listening and reading comprehension.	7 to 16		Hodder and Stoughton: <a href="http://hoddereducation.co.uk">Diagnostic Reading Analysis to Assess Reading Accuracy (hoddereducation.co.uk)</a>

## Memory – Interventions that can be implemented from a Resource manual i.e. for schools to purchase and implement themselves

Resource	Description	Link
Understanding Working Memory: A Classroom Guide	This booklet, devised by Gathercole and Alloway, outlines the common difficulties faced by pupils with working memory difficulties in the classroom and outlines and programme of support for them.	<a href="#">WM to classroom to guide.pdf (cam.ac.uk)</a>

## Literacy

Please see **Teaching Children and Young People with Literacy Difficulties, Practise Guidance April 2022**

[Surrey Literacy Difficulties Policy and Practice Guidance April 2022 \(surreylocaloffer.org.uk\)](#)

Literacy to Interventions that can be implemented from a Resource manual/website i.e. for schools to purchase and implement themselves

Programme	Description	Age	Implementation	Link
Reciprocal Teaching for Reading Comprehension	This is used to develop reading comprehension skills. It is an instructional activity in which students can go on to become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.	KS2 / 3	Groups	<a href="https://www.readingrockets.org/strategies/reciprocal_teaching">https://www.readingrockets.org/strategies/reciprocal_teaching</a>
Read, Write Inc Phonics	Teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step by step. There are half termly assessments	KS1	1 hour a day Teachers/TAs Groups	<a href="https://www.ruthmiskin.com/en/programmes/phonics/">https://www.ruthmiskin.com/en/programmes/phonics/</a>
Catch Up Literacy	A book to based reading intervention which enables struggling readers to achieve more than double the progress of typically developing readers.		Individual 2 x 15 to minute per week, TAs	<a href="https://www.catchup.org/">https://www.catchup.org/</a>
THRASS	Teaching Handwriting Reading and Spelling Skills. THRASS helps children to understand the relationships between the forty to four phonemes (speech sounds) of spoken English and the twenty to six letters of the alphabet, which are the key to		Educators classroom	<a href="http://www.thrass.co.uk">www.thrass.co.uk</a>

Programme	Description	Age	Implementation	Link
	successful reading and writing. It concentrates on the word level but recognises the importance of the other two levels: sentence and text levels. It is part of a balanced literacy programme.		assistants and parents	
Toe by Toe	A highly structured, multi to sensory Reading manual		Teachers/ parents	<a href="https://toe to by to toe.co.uk/">https://toe to by to toe.co.uk/</a>
Lexia	Lexia® Core5® Reading supports primary school educators in providing differentiated instruction for pupils of all abilities (R–Y6). Lexia’s research to proven program provides explicit, systematic, personalised learning in the five areas of reading instruction.	KS1 / 2		<a href="https://www.lexiauk.co.uk/">https://www.lexiauk.co.uk /</a>
Lexia	Lexia® PowerUp Literacy® is designed to help students in Years 7 and above become proficient readers, confident learners and GCSE to ready, primarily targets pupils who lack the basic reading, academic vocabulary, and the comprehension skills necessary to fully access and engage in the secondary curriculum.	KS3 / 4		<a href="https://www.lexiauk.co.uk/">https://www.lexiauk.co.uk /</a>
Cued Spelling	This is a structured technique to give students a series of cues to help them to remember and retain spellings			<a href="https://sendsupported.com/wp to content/uploads/2017/10 /Cued to Spelling to Oct to 17.pdf">https://sendsupported.com/wp to content/uploads/2017/10 /Cued to Spelling to Oct to 17.pdf</a>
Paired Reading	This can be used with an adult and a child or two children (one a more able reader than the other).		individuals	<a href="https://www.lexialearning.com/blog/6 to paired to reading to strategies to help to students to struggling to reading">https://www.lexialearning.com/blog/6 to paired to reading to strategies to help to students to struggling to reading</a>
Paired Writing	Students are strategically paired and given a framework to work through together to plan, compose and edit a piece of joint writing.		individuals	<a href="https://www.tes.com/news/why to paired to writing to works to and to five to ways to make to success to it">https://www.tes.com/news/why to paired to writing to works to and to five to ways to make to success to it</a>
Graphic Organisers	Students are taught and encouraged to use writing frames, sentence starters, story maps etc to structure their writing.			<a href="https://creately.com/blog /diagrams/types to of to graphic to organizers/">https://creately.com/blog /diagrams/types to of to graphic to organizers/</a>

Programme	Description	Age	Implementation	Link
Booster Reading Primary /Secondary	Targeted time limited 1:1 wave two intervention for pupils in year 1 – year 9. Focuses on the use and application of key skills whilst reading continuous text. It is designed to improve the use of reading strategies and develop understanding enabling pupils to become successful, independent readers who read with enjoyment.	KS1/2/3	individuals	<a href="https://www.educationwoorks.org.uk/what-to-we-to-do/reading-to-support/boosting-to-reading">https://www.educationwoorks.org.uk/what-to-we-to-do/reading-to-support/boosting-to-reading</a>
Fisher Family Trust Wave 3	Aimed at children in year 1 and above working within or below book band two. Designed to be delivered by experienced TAs. Rolling programme of reading day / writing day.	KS1 / 2	individuals	<a href="https://literacy.fischertrust.org/overview/wave-to-3/">https://literacy.fischertrust.org/overview/wave-to-3/</a>
Project Code X	Project Code X is a proven reading intervention for children in Years 2–4 who are a year or more behind in their word reading. It combines phonics and comprehension development in a character adventure series that is perfect for engaging boys. A two to text approach: Text 1 is 100% decodable to build confidence and develop vocabulary; Text 2 is 80% decodable to challenge children and deepen comprehension levels and aims to fit in with the school's provision mapping.	KS1 / 2		<a href="https://everychildcounts.edgehill.ac.uk/project-to-x-to-code/">https://everychildcounts.edgehill.ac.uk/project-to-x-to-code/</a>

### Literacy to Interventions that require a level of training to but can be implemented by school staff after some training

Intervention	Description	Training provider:
Precision Teaching	A specific teaching approach that can be used to teach pupils discreet skills such as spelling, word reading, time tables, number bonds, letter formation and vocabulary.	Training provided by STIP: <a href="#">Specialist Teachers for Inclusive Practice (STIP)   Surrey Education Services (surreycc.gov.uk)</a>
Direct Instruction	A highly structured teaching approach where discrete skills are taught using a 3 to step process: “my turn” where the adult models a task; “together” when the adult and student undertake the task together and finally “your turn” where the student undertakes the task alone.	
Reciprocal Teaching	Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting.	

## Phonological awareness to Training

Intervention	Description	Training provider:
An Introduction to Phonological Awareness	A progression of small steps for pupils with language processing difficulties. The programme supports phonological to semantic links for both vocabulary acquisition and literacy skills. It provides a clear framework for the development of PA that can be used as a firm foundation for an intervention to work on these skills.  End Yr R /KS1/KS2 with adaptation, will need 20 to 30 mins 3 times a week over 12 weeks.	Training provided by STIP: <a href="#">Specialist Teachers for Inclusive Practice (STIP)   Surrey Education Services (surreycc.gov.uk)</a>

## Numeracy

Numeracy to Interventions that can be implemented from a Resource manual/website i.e. for schools to purchase and implement themselves

Programme	Description	Age	Implementation	Link
Catch Up Numeracy	Catch Up® Numeracy is a structured one to one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.	Years R to 6	15 minutes 2 x a week Teachers/ TAs	<a href="https://www.catchup.org/">https://www.catchup.org/</a>
Numicon	Numicon is a flexible, whole to school approach to teaching mastery in maths from Nursery to Year 6	KS1 / 2		<a href="https://global.oup.com/education/content/primary/series/numicon/?region=uk">https://global.oup.com/education/content/primary/series/numicon/?region=uk</a>

Numeracy to Interventions that require a level of training to but can be implemented by school staff after some training

Programme	Description	Age	Implementation	Link
Numbers Count	A specially trained teacher gives pupils 3 x 30 to minute sessions a week for one term can be individual or in 2's or 3's.	Yr 1 to 11	Teacher 1:1 / Pairs or Groups of 3.	<a href="https://everychildcounts.edgehill.ac.uk/provider/">https://everychildcounts.edgehill.ac.uk/provider/</a>
First Class at Number 1/2	Focusses on number and calculation, developing children's mathematical understanding, communication, and reasoning skills.	Yr 1 to 2	TA; 4 children for 10 to 15 weeks.	<a href="https://everychildcounts.edgehill.ac.uk/mathematics/1stclassnumber/">https://everychildcounts.edgehill.ac.uk/mathematics/1stclassnumber/</a>

## Training

### Supporting differentiation / adaptation of the curriculum

Programme	Description	Provider
Supporting Children with Literacy or Numeracy Difficulties	Tailored guidance on how to support pupils in the classroom, covering appropriate scaffolding and curriculum adaptation.	Training and workshops available from STIP: <a href="#">Specialist Teachers for Inclusive Practice (STIP)   Surrey Education Services (surreycc.gov.uk)</a>

### Developing Independence and Thinking Skills

Programme	Description	Provider
Independent Learning / Mediated Learning	Strategies for supporting the development of thinking skills through the use of questioning.	Training, workshops, and advice from Specialist Teachers for Inclusive Practice (STIP): Training provided by STIP: <a href="#">Specialist Teachers for Inclusive Practice (STIP)   Surrey Education Services (surreycc.gov.uk)</a>

## School Support

Programme	Description	Provider
Specialist Teacher Observation and Support	<p>Specialist Teachers can offer practical advice to support teachers to apply strategies in their everyday classroom practice. They can also support SENCO's and teachers to unpick needs signposting to services as appropriate or offering support themselves.</p> <p>STIP can support schools to implement and integrate professional recommendations throughout the school.</p>	<p><a href="#">Specialist Teachers for Inclusive Practice (STIP)   Surrey Education Services (surreycc.gov.uk)</a></p>
Psychological Consultations: Telephone	<p>School staff and parents/carers can speak to an EP about children or broader practice issues every Wednesday afternoon or during term time. EPs will focus on problem solving, providing information, and signposting as appropriate. This is not a formal means of referring an individual child to an EP and consultations about children will be anonymous. .</p>	<p>Educational Psychology Service: <a href="#">Educational psychology information for schools to Surrey County Council (surreycc.gov.uk)</a></p>
Bookable psychological consultations	<p>In addition to our work in schools we offer bookable psychological consultation sessions on a regular basis across the year. Dates and venues of these may be obtained from your link EP. These are held at local host schools and will be open to SENCOs, teachers/TAs, and the parents of children you are concerned about. EPs will not be directly involved with children as part of these consultations. School staff will be encouraged to record key discussion points and recommendations in order to support early intervention.</p>	<p>Educational Psychology Service: <a href="#">Educational psychology information for schools to Surrey County Council (surreycc.gov.uk)</a></p>



## **Specialist SEND Support**

Some children may find learning a challenge due to specific difficulties e.g. numeracy, other children may learn at a slower rate than their peers across all areas of the curriculum.

All these children will need high quality teaching and a level of additional intervention which removes barriers to learning and teaches the pupils the skills and knowledge they need to progress e.g. (see interventions in this document under School SEND Support).

Where children are experiencing more significant difficulties (see profile of need Specialist Support) the curriculum will require further differentiation using the child's strengths and skills to support learning.

It may be that the interventions required are similar to those used for a child with lesser delay however the intervention might focus on an earlier stage of learning e.g. a focus through precision teaching on counting to five as opposed to a focus on number bonds to 10. The frequency of the intervention may also need to increase with additional support to help children to generalise newly acquired learning in a functional way.

## **Specialist Teachers Team**

- Where pupils continue to make poor or little progress, despite support at an earlier level, Specialist Teachers can provide additional advice and guidance, working more closely with the pupil, teachers, and parents.
- This may include more frequent and regular visits, further assessment, support to implement appropriate specialist interventions and support to apply and integrate recommendations from other professionals within the classroom setting.

Please note that before requesting educational psychology involvement the school should have involved STIP following a graduated cycle of assess, plan do, review unless there are additional concerns such as social, emotional, and mental health needs

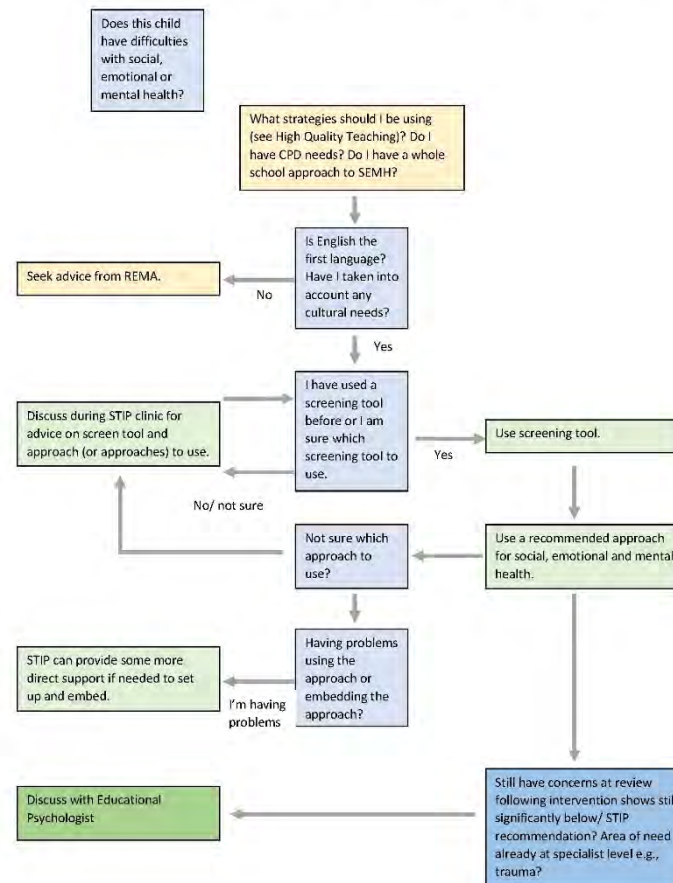
## **School based Psychological Consultation**

- A Psychological Consultation is a joint problem to solving meeting to share concerns, deepen understanding and generate a plan of action to improve outcomes for a child or young person, group, or area of school development.
- Psychological Consultations take place between the EP and those key adults expressing concern including parents, teachers and other staff working with the child.
- Where appropriate the EP may undertake further assessment work with the pupil.

# Social, emotional, mental health

## Social, emotional and mental health decision making guide

Social, emotional and mental health decision making guide



Schools play a significant role in supporting and promoting the physical, emotional, and mental health and wellbeing of children and young people. Surrey Healthy Schools assists schools in developing healthy behaviours, resilience, self to esteem; a sense of belonging and an appreciation of fairness and equality are fundamental factors which enable people and communities to thrive.

The Department for Education and the Department of Health have highlighted the need for a national commitment to encourage schools to take a '**whole school approach**' to the promotion of mental health and wellbeing. Public Health England has also asserted that a school culture that prioritises supportive relationships and inclusion positively impacts upon the health and wellbeing of pupils, and their readiness to learn. A school's formal and informal curriculum, along with appropriate and proportionate support assists in achieving priority outcomes. *Promoting Children and Young People's EWHB: A Whole School and College Approach, Public Health England*

## **Audit Tools**

### **Sandwell Charter Mark**

- The Sandwell Well to being Charter Mark is a school's opportunity to commit to improving the mental health and well to being of everyone connected with your school. There are three elements:
  - The Charter Mark School Audit
  - The Healthy Mind, Happy Me Curriculum
  - The Pupil Well to being Survey

### **Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges' Anna Freud Centre**

- This toolkit aims to raise awareness amongst school and college staff of the range of validated tools that are available to help measure subjective mental wellbeing amongst the student population. This, in turn, will help school and college leaders make use of school and college level data to identify the mental wellbeing needs of students and determine how best to address these.
- Efforts taken by schools and colleges to promote the physical and mental health of the student population creates a virtuous circle, reinforcing attainment and achievement that in turn improves student wellbeing, enabling students to thrive and achieve their full potential.

### **Nurture Group Schools Network**

- Whole School Approach: Supports schools to identify, assess and support pupils who may have emotional and mental health needs.

### **THRIVE Resilience Model**

- A research informed framework which focuses on six core areas designed to foster positive emotional wellbeing and mental health

## Training

Programme	Description	Provider
<b>Emotion coaching</b>	A universal, interaction focussed, approach to supporting relationships, developing emotional regulation skills, and de to escalating emotionally high situations. Whole school training and follow up work to support the maintenance of Emotion Coaching as a whole school approach to interaction e.g. staff workshops, supervision and/or reflective practice groups.	<a href="https://www.emotioncoachinguk.com/">https://www.emotioncoachinguk.com/</a> Training by Educational Psychology: <a href="#">Training available from our educational psychologists to Surrey County Council (surreycc.gov.uk)</a>
<b>Positive Touch Training</b>	Positive Touch Training develops the practical skills appropriate for managing risk behaviour. The training covers the legal framework, duty of care, reasonable force, de to escalation, risk assessment and low to level physical intervention.	Training provided by STIP: <a href="#">Specialist Teachers for Inclusive Practice (STIP)   Surrey Education Services (surreycc.gov.uk)</a>
<b>Restorative Approaches</b>	A collection of approaches which are restorative in nature and focus on repairing harm and restoring relationships. These can be universal – such as use of circle times, social skills groups, PSHE activities, SEAL etc.	
<b>The Compassionate Schools Programme</b>	This offers school leaders the opportunity to reflect on their whole school system by using the Compassionate Schools Framework, work with colleagues in reflecting on what is working and how to build on areas further.	

## School SEND Support

Contact REMA for support if English is not the child's first language and/or if a child is ascribed as Gypsy, Roma or Traveller heritage [Race equality and minority achievement \(REMA\) to Surrey County Council \(surreycc.gov.uk\)](#) to determine how any needs relating to their first language and culture are impacting the child's presentation.

Please also be mindful that it can be traumatic for a child with no English skills to enter an English to speaking school for the first time.

## Screening Tools

Screening Tool	Description	Age	Implementation Structure	For more information
ABCC Charts	A way of understanding what a child's behaviour is communicating to teach them alternative and more acceptable ways of communicating.	All	Individual	<a href="#">Specialist Teachers for Inclusive Practice (STIP)   Surrey Education Services (surreycc.gov.uk)</a>

Screening Tool	Description	Age	Implementation Structure	For more information
ELSA's Social Skills Assessment form	Overview of competencies in the Child/Young Persons (CYP) social interaction. Adults tick scaled boxes. Used pre and post to ELSA intervention to help identify progress. Could also be used midway through an intervention or to change focus.	All	Individual	<p>ELSA training materials (Day 4) (selfregulation) to Assessment attached <a href="#">Emotional Literacy Support Assistant (ELSA) training (East to NE/SE Schools)   Surrey Education Services (surreycc.gov.uk)</a></p>
Tracking Social and Emotional Skills (developed by Darlington EPS)	Emotional literacy tracker: Used pre to and post to ELSA intervention to help identify progress. Could also be used midway through an intervention, or to change focus	All	Individual	<p><a href="#">Tracking Social and Emotional Skills Foundation Stage (elsanetwork.org)</a></p>
Structured Observations	Structured observations involve watching and recording observable behaviours in the school setting. The focus might be on the teachers or learner's behaviour. Observations might focus on the frequency, magnitude, and duration of the behaviour in context leading to an intervention designed to increase/decrease or teach an alternative behaviour. A variety of tools or methods might be used depending on the purpose of the observation including ABCCDo STIP charts, Star analysis, Fixed Interval Sampling, or observer notes.	All	Individual Group Whole Class	<p><a href="#">Specialist Teachers for Inclusive Practice (STIP)   Surrey Education Services (surreycc.gov.uk)</a></p>

Screening Tool	Description	Age	Implementation Structure	For more information
Emotional Literacy Assessment and Intervention	A standardised assessment measuring pupil's emotional literacy and providing ideas for intervention. Book and DVD Available for Primary and Secondary.	Primary Secondary	Individual	<a href="https://www.gi to assessment.co.uk/products/emotional to literacy/">https://www.gi to assessment.co.uk/products/emotional to literacy/</a>
Goodman's Strengths and Difficulties Questionnaires	The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire for 3–16 to year olds. It exists in several versions to meet the needs of researchers, clinicians, and educationalists. Questions provide a picture of areas of difficulties (emotional, conduct, hyperactivity, relationships) and strengths (pro to social behaviours) which can inform planning for behavioural and learning intervention.	3 to 16	Individual	More information available from Youth in Mind at: <a href="https://www.sdqinfo.org/">https://www.sdqinfo.org/</a>
Boxall Profile	An online resource for the assessment of children's cognitive, social, emotional, and behavioural development. It is designed to track the progress of development through a child's time in education and identifies levels of skills children possess to access learning. Profile can be completed online. Both Primary and Secondary versions available.	Primary Secondary	Individual	Further information from NurtureUK at: <a href="https://www.nurtureuk.org/introducing to nurture/boxall to profile">https://www.nurtureuk.org/introducing to nurture/boxall to profile</a>
PASS	Measures and addresses the wellbeing of CYP through uncovering emotional or attitudinal needs. Identifies potential or actual risks of disengagement in CYP. Includes ideas for interventions.	4 to 18+	Individual (£2 cost per CYP minimum 30CYPs)	<a href="PASS to GL Assessment (gi to assessment.co.uk)">PASS to GL Assessment (gi to assessment.co.uk)</a>

Screening Tool	Description	Age	Implementation Structure	For more information
Outcome Star	Person centred and strength to based approach in exploring relationships, physical health, and emotionality. Scaling and a quiz style section completed by the CYP.	Primary and secondary	license is required and training needs to be completed from £330+ for license and £240+ for training	<a href="#">Outcomes Star™ transforms lives and services   Triangle</a>
THRIVE	Assesses individual CYP on their relationships and emotionality drawing on CYP development theories Teacher completes a scaled assessment for each CYP in the class (approx. 1 min per CYP) from which those CYP requiring further support I undergo another screening. Based on findings Thrive activities are then suggested for class and CYP	0 to 18	Whole school approach. Training and subscription required. From £2450+ for 2 years	<a href="#">About us   The Thrive Approach</a>
Self to Image Profile	Measures self to image and self to esteem. Young Person asked to self to report their opinion on a range of statements.			<a href="#">Self Image Profiles (SIP) (pearsonclinical.co.uk)</a>



**Self to Regulation: Interventions that can be implemented from a Resource manual/website i.e. for schools to purchase and implement themselves**

Programme	Description	Age	Implementation Structure	For more information
Zones of Regulation	The Zones is a systematic, cognitive behavioural approach used to teach self to regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete to coloured zones.	All	Individual Group Whole Class	<a href="http://www.zonesofregulation.com">www.zonesofregulation.com</a>
Relaxation	Techniques designed to combat stress and anxiety, either in response to an acute event/stressor experienced by an individual, or as a whole school/class approach designed to teach/coach skills to calm and relax and equip individuals to implement them independently in the future, to help them better self to regulate.	All	Weekly programme for 10 weeks Groups/ Individual/class	<a href="http://www.readysetreax.com">www.readysetreax.com</a>
Brainstem Calmers	The patterned, repetitive rhythmic activities that help children move from high anxiety states to their calming 'thinking brain.'		Whole class	<a href="http://beaconhouse.org.uk">Brainstem Calmer Activities (beaconhouse.org.uk)</a>

## Feelings, anxiety, and resilience: Interventions that can be implemented from a Resource manual/website i.e. for schools to purchase and implement

Programme	Description	Age	Implementation Structure	For more information
Think Good Feel Good	A cognitive behaviour therapy workbook for children and young people. A collection of materials that have the adapted concepts and strategies of CBT using three main characters: Thought tracker; Feeling finder; Go Getter.	7 to 16	<ul style="list-style-type: none"> <li>A range of materials and exercises that can be used flexibly.</li> </ul>	<a href="http://wileyurope.com/go/thinkgoodfeelgood">http://wileyurope.com/go/thinkgoodfeelgood</a>

## Feelings, anxiety, and resilience: Interventions that require a level of training to but can be implemented by school staff after some training

Programme	Description	Age	Implementation Structure	For more information
FRIENDS	Structured programme to help children learn important skills and techniques to cope with and overcome anxiety and build emotional resiliency. Split into three age to specific programmes Fun FRIENDS/ FRIENDS for Life/ My Youth FRIENDS/Special FRIENDS (launched 2015 for use with pupils with ASD in mainstream schools)	4 to 7 8 to 11 12 to 15 9 to 13	<ul style="list-style-type: none"> <li>10 Session structured CBT group programme must be accredited facilitator.</li> </ul>	<a href="http://www.pathwayshrc.com.au">www.pathwayshrc.com.au</a>  or contact your link EP for further information
Narrative Therapy Approaches	Narrative therapy is a method of therapy that separates a person from their problem. It encourages people to rely on their own skills to minimize problems that exist in their lives.	All	<ul style="list-style-type: none"> <li>Individual</li> </ul>	<a href="https://www.psychologytoday.com/gb/the-rapy-to-types/narrative-to-therapy">https://www.psychologytoday.com/gb/the-rapy-to-types/narrative-to-therapy</a>
Therapeutic Story Writing	Therapeutic Storywriting Groups use the metaphor in stories to support children whose emotional and behavioural difficulties are getting in the way of their learning.	aged 7 to 13 years	<ul style="list-style-type: none"> <li>The Groups are for six pupils, run for 10 sessions, each session lasts 1 hour.</li> </ul>	Training provided by STIP: <a href="http://SpecialistTeachersforInclusivePractice(STIP) SurreyEducationServices(surreycc.gov.uk)">Specialist Teachers for Inclusive Practice (STIP)   Surrey Education Services (surreycc.gov.uk)</a>

## Transition Support: Interventions that can be implemented from a Resource manual i.e. for schools to purchase and implement themselves

Programme	Description	Age	For more information
Smart Moves® – Building Resilience – The Eikon Charity	The <b>Smart Moves®</b> Programme helps students to develop lifelong resilience which helps address some common anxieties when <b>transitioning</b> from year 6 to year 7 and into Year 8. Using consistent language and models across the school phases helps young people to embed the newly learned resilience skills.	10 to 12	<a href="#">Smart Moves® Year 6, 7 and 8 to The Eikon Charity</a>
Transition – Snivel and Shriek	<b>Sussing Out Your Secondary School</b> Through a range of flexible individual and group activities, including puzzles, quizzes, writing, drawing, recording, and reflecting, this full to colour, A5, 52 to page student workbook develops valuable personal skills such as organisation, communication and problem solving, all within the context of transition.	8 to 14	<a href="https://www.snivelandshriek.com/transition%20to%2014%20to%20c.asp">https://www.snivelandshriek.com/transition to 14 to c.asp</a>
ASD Transition pack Arfur Moes	A transition pack for pupils with ASD moving to Secondary school Changing school should be exciting but you might also feel a bit nervous. It will involve a lot of changes and new experiences for you in September. This is 'Arfur Moe's Transition Workbook' and you can use it both at school and at home. It will hopefully explain a lot about secondary school and answer some of your questions as well as help to prepare you for all the changes	10 to 12	<a href="#">Transitions – National Council for Special Education – Working to deliver a better special education service (ncse.ie)</a>  <a href="#">PDFfiller to arfur mo transition to high school.pdf</a>  <a href="#">Transition to Post to Primary School</a>

## Webinar Support

### Educational Psychology

Reconnection, recovery, and resilience during Covid19 and transitions back to school

A series of webinars to support school staff in thinking about the process of returning to school for children and young people and re to engaging with learning. These are available to listen to or to participate in as part of a discussion group with colleagues, facilitated by an EP. 20 minutes:

- Maintaining your wellbeing during challenging times
- Preparing for transitions
- Anxiety and resilience
- Bereavement and loss

45 to 60 minutes:

- Reconnection, recovery, and resilience: supporting positive transitions back to school

Promoting self to regulated and independent learners: supporting children in re to engaging with learning at school

### Social Skills and Social Communication: Interventions that can be implemented from a Resource manual/website i.e. for schools to purchase and implement themselves

Programme	Description	Age	Implementation Structure	For more information
Circle of friends	An approach to enhancing the inclusion in mainstream classroom of any young person, of any age who is experiencing difficulties in school because of impairment, a personal crisis or because of their challenging behaviour towards others.	5 to 16	<ul style="list-style-type: none"> <li>• Whole class meeting (30 to 40 minutes)</li> </ul> Weekly meetings of the circle (20 to 30 minutes)	<a href="https://www.inclusiveeducation.com/">Circle of Friends   Inclusive Education (inclusive to solutions.com)</a>
ComicStrip Conversations	Comic strip conversations, created by <a href="#">Carol Gray</a> , are simple visual representations of conversation. They can show: <ul style="list-style-type: none"> <li>• the things that are actually said in a conversation</li> <li>• how people might be feeling</li> <li>• what people's intentions might be.</li> </ul>	4+	individual	<a href="https://www.autism.org.uk/about/strategies/social-to-stories-to-comic-to-strips.aspx">https://www.autism.org.uk/about/strategies/social-to-stories-to-comic-to-strips.aspx</a>

Programme	Description	Age	Implementation Structure	For more information
Social Stories	A Social Story is individualised to a child's specific social or communication behaviour. In a typical Social Stories intervention, a child will be told a story initially and social details are provided showing appropriate social behaviour within the story. Afterwards, the child will answer some questions and be expected behave appropriately according to his/her understanding	KS1/2 /3	Individual	Freemantles ASD Outreach: <a href="http://freeoutreach.org.uk">Freemantles Outreach to Home (freeoutreach.org.uk)</a>
Lego based therapy	LEGO® to based therapy is a social development programme for young people with autism spectrum disorders or related social communication difficulties	All	Individual or groups	<a href="https://www.youtube.com/watch?v=qrI9XK Kouos">https://www.youtube.com/watch?v=qrI9XK Kouos</a>
Social Skills Spence	Social skills training – enhancing social competence with children and adolescents	All	Recommends using a multi to modal integrated approach to social skills training	<a href="http://scaswebsite.com">untitled (scaswebsite.com)</a> <a href="http://yorku.ca">Department of Psychology (yorku.ca)</a>
Social Use of Language Programme	SULP is an independently researched programme that has been proven to be effective with children and young people with a range of special needs including autism, specific language difficulties, learning difficulties, sensory impairments and emotional/behavioural difficulties.	All	A range of multi to sensory activity schemes in book/dvd format	<a href="http://Wendy Rinaldi to Communication, Learning and Wellbeing">Wendy Rinaldi to Communication, Learning and Wellbeing</a>
Socially Speaking	A pragmatic social skills programme for primary pupils. Aimed at developing effective social interaction in children with MLD, as well as improving self to esteem, listening skills, receptive and expressive language and problem solving.	KS1/2	Groups, whole class	Socially Speaking: Pragmatic Social Skills Programme for Pupils with Mild to Moderate Learning Disabilities Paperback – 31 Dec. 1998 by Alison Schroeder
Talkabouts Children	A practical resource to help teachers develop self to awareness and self to esteem in children by running social skill groups. Uses a hierarchical approach to teaching the skills.	4 to 11	group activities	<a href="http://www.speechmark.net">www.speechmark.net</a>

Programme	Description	Age	Implementation Structure	For more information
Talkabouts Teenagers	A complete groupwork resource offering a hierarchical approach to teaching social and relationship skills to teenagers. Designed specifically for teenagers, this practical workbook provides ready to made material for running social and relationship skills groups with older children and young adults	12 to 19	Groups	<a href="http://www.speechmark.net">www.speechmark.net</a>

## School Support

Type of support	Description
Specialist Teachers (STIP)	<p>Creating a proactive support plan and risk assessment</p> <p>STIP can support SENCo and class teacher to work with the family to create and review a support plan and agree success criteria (short term targets) and appropriate targeted support</p>
Specialist Teachers (STIP)	<p>This includes an observation, planning and assessment as appropriate. with key staff and families. The purpose is to support the school to develop their practice both in the classroom and through intervention to meet the needs of the pupil and in turn improve outcomes.</p>
Specialist Teachers (STIP)	<p>STIP can provide intensive support to staff to guide them in delivering the correct support and interventions for a pupil who is presenting with challenging behaviours/lack of engagement due to SEMH needs</p>
Psychological Consultations: Telephone	<p>School staff and parents/carers can speak to an EP about children or broader practice issues every Wednesday afternoon or during term time. EPs will focus on problem solving, providing information, and signposting as appropriate. This is not a formal means of referring an individual child to an EP and consultations about children will be anonymous. .</p>
Bookable psychological consultations	<p>In addition to our work in schools we offer bookable psychological consultation sessions on a regular basis across the year. Dates and venues of these may be obtained from your link EP. These are held at local host schools and will be open to SENCOs, teachers/TAs, and the parents of children about whom you are concerned. EPs will not be directly involved with children as part of these consultations. School staff will be encouraged to record key discussion points and recommendations to support early intervention.</p>

## Specialist SEND Support

**Trauma and Attachment; These approaches would be recommended when specialist services are working with a child (profile of need at Specialist Support level)**

Programme	Description	For more information
Key Adults Programme	This offers teachers and TAs the opportunity to extend their relational and practice skills in supporting children and young people, and in developing....and in promoting and protecting their own wellbeing.	<a href="https://www.surreycc.gov.uk">Training available from our educational psychologists to Surrey County Council (surreycc.gov.uk)</a>
Storylinks	Story Links uses therapeutic storywriting to address behaviour issues, support positive attachment and improve pupils' reading.	<a href="https://www.therapeuticstorywriting.co.uk/wp-content/uploads/2nd-ed-to-Story-to-Links-to-in-to-Clinical-to-Practice-to-of-to-Ed-to-Therapy-to-TWaters-to-2018.docx">https://www.therapeuticstorywriting.co.uk/wp-content/uploads/2nd-ed-to-Story-to-Links-to-in-to-Clinical-to-Practice-to-of-to-Ed-to-Therapy-to-TWaters-to-2018.docx</a>

**Self to Regulation: These approaches would be recommended when specialist services are working with a child (profile of need at Specialist Support level)**

Programme	Description	Training Provided by:
Theraplay	A form of parent to child psychotherapy. For children aged 0 to 18 who may be: withdrawn, depressed, noncompliant; or those with regulatory problems, attention deficit hyperactivity disorder (ADHD), or attachment issues/complex trauma.	<a href="https://www.surreycc.gov.uk">Training available from our educational psychologists to Surrey County Council (surreycc.gov.uk)</a>

**Anxiety: These approaches would be recommended when specialist services are working with a child (profile of need at Specialist Support level)**

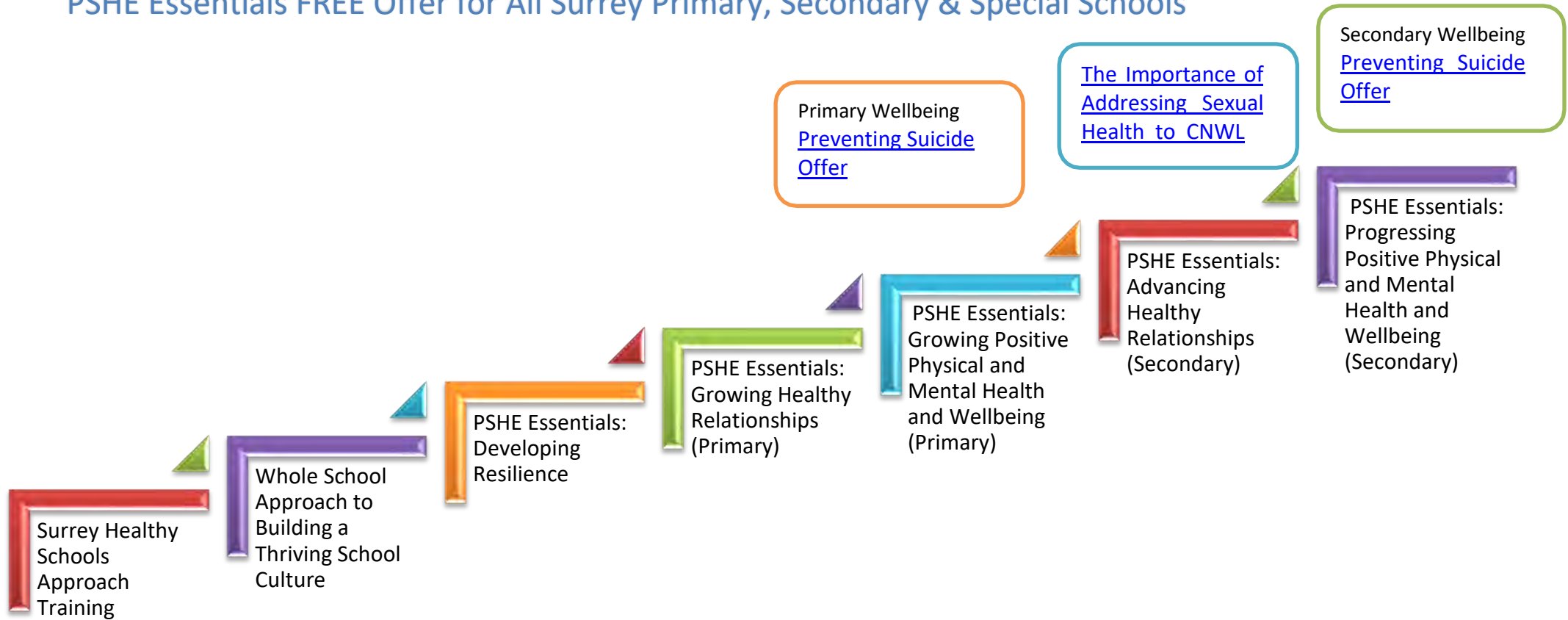
Programme	Description	Training Provided by:
Supporting young people with anxiety in secondary schools	Supporting young people with anxiety in secondary schools has been very well evaluated and will be available again this year. We are extending the training on anxiety above to offer a training programme specifically for adults supporting children presenting with Emotionally Based School Refusal and school avoidance	<a href="https://www.surreycc.gov.uk">Training available from our educational psychologists to Surrey County Council (surreycc.gov.uk)</a>



## School Support

Type of support	Description
School based Psychological Consultation	A Psychological Consultation is a joint problem to solving meeting to share concerns, deepen understanding and generate a plan of action to improve outcomes for a child or young person, group, or area of school development. Psychological Consultations take place between the EP and those key adults expressing concern including parents, teachers and other staff working with the child. Where appropriate the EP may undertake further assessment work with the pupil.
Multi to Family Groups	An evidenced based approach that involves bringing together different families in a therapeutic context, usually within a school, to work jointly to overcome each of their specific and very individual problems. Six to eight children/YP with their parent/caregiver meet weekly in school. The group aims to provide a context in which families can learn from each other to address and manage the issues they face. <b>Educational Psychology</b>
Emotional Literacy Support Assistants (ELSA)	We continue to offer the Surrey ELSA programme and support a community of over 550 ELSAs across the county. We will continue to offer training, CPD sessions and half to termly supervision to ELSAs across the county as we enter the ninth year of ELSAs in Surrey. In addition, we offer continuing development opportunities for ELSAs such as bereavement and loss training and a conference every other year.

## PSHE Essentials FREE Offer for All Surrey Primary, Secondary & Special Schools

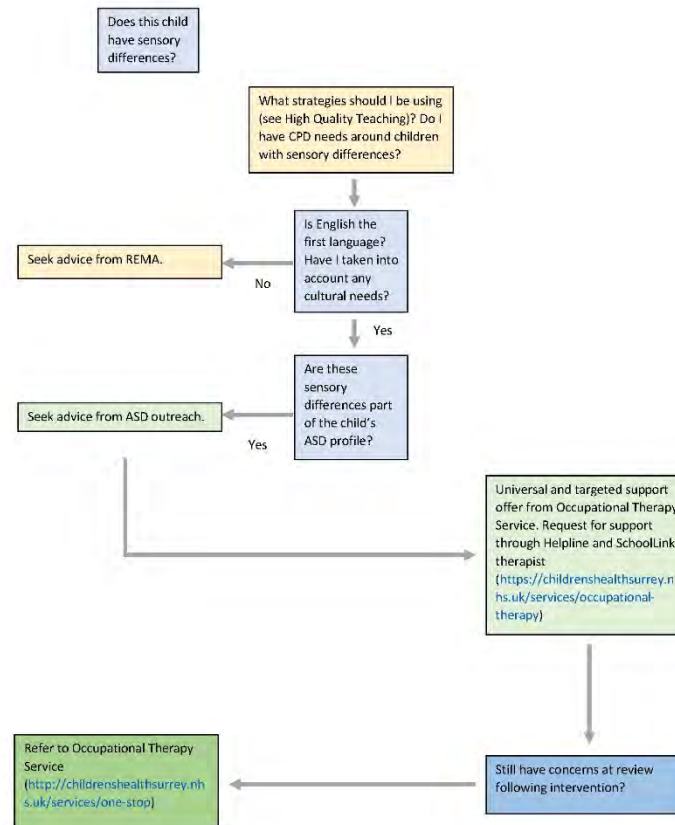


Book your PSHE Essentials courses by visiting: [Training & Events | Surrey Education Services](#) (Search using the course name).  
Book courses from the wider offer by clicking the training/support links.

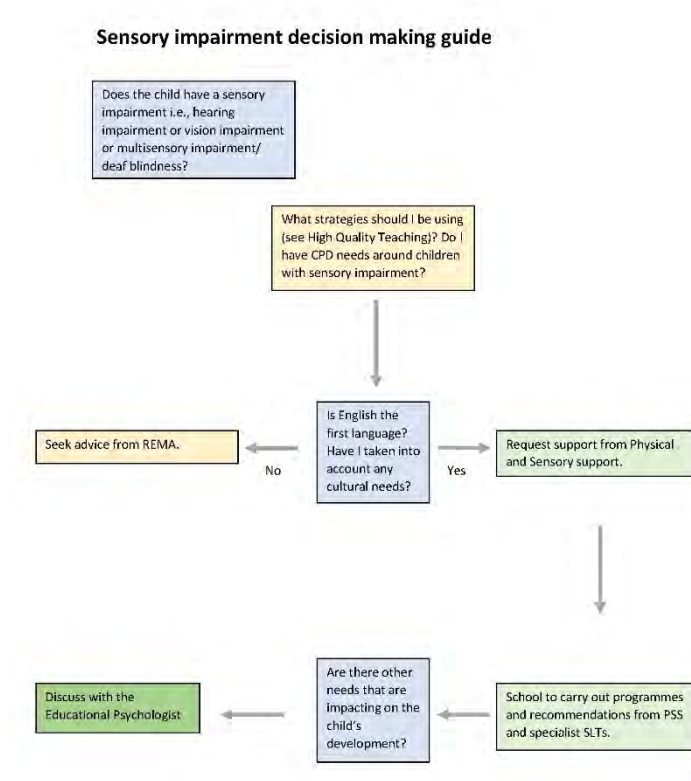
# Physical and Sensory

## Sensory differences decision making guide

Sensory differences decision making guide



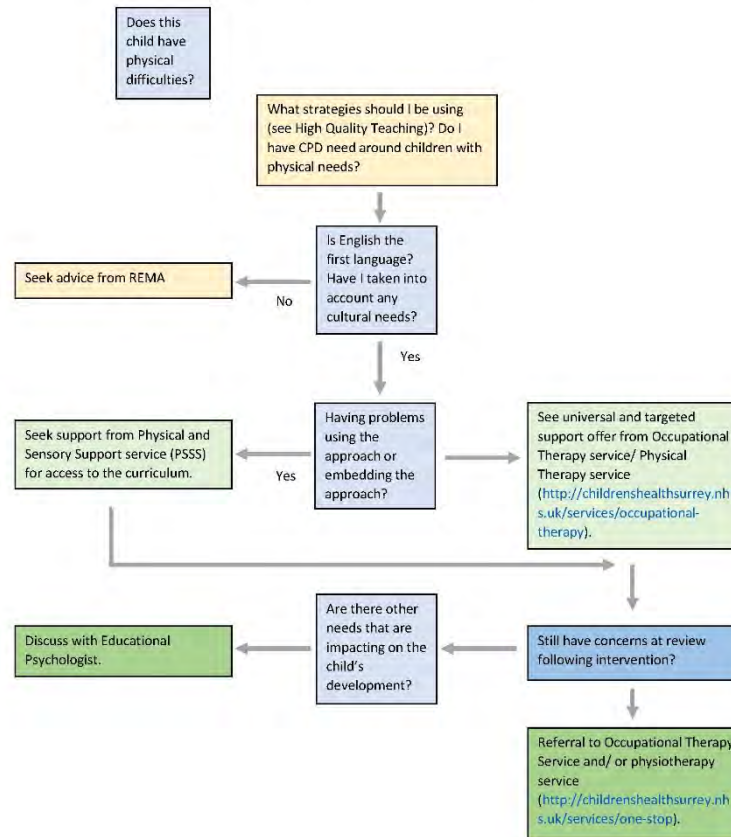
# Sensory impairment decision making guide



\*If necessary, PSS will refer on to physiotherapy or occupational therapy for additional support If PM PSS may involve occupational therapy support especially around equipment and environment access.

# Physical difficulties decision making guide

Physical difficulties decision making guide



## Universal Training

Training resource	Description	Website
Raising awareness of Physical Disability	Online training modules designed for anyone working within an educational setting who needs to develop their awareness and understanding of physical disability and the impact it can have on learning.	<a href="https://pdnet.org.uk/pdnet%20to%20level%20to%201%20to%20training/">https://pdnet.org.uk/pdnet to level to 1 to training/</a>
Functional Skills	A range of free training to support schools and education professionals is on offer from the Occupational Therapy service in partnership with the SEND teaching schools.	To book a place email: <a href="mailto:courses@sendteachingschool.co.uk">courses@sendteachingschool.co.uk</a> with title and date you wish to attend
Sensory Skills	A range of free training to support schools and education professionals is on offer from the Occupational Therapy service in partnership with the SEND teaching schools.	To book a place email: <a href="mailto:courses@sendteachingschool.co.uk">courses@sendteachingschool.co.uk</a> with title and date you wish to attend
Occupational Therapy in the School Environment	A practical and interactive session focussing on: <ul style="list-style-type: none"> <li>• The Role of Occupational Therapy in schools</li> <li>• What 'support for all' provision is</li> <li>• Identifying how Occupational therapy strategies and approaches can be embedded into the class / whole school setting routines and set up</li> <li>• Developing children's functional abilities in their daily tasks in the context of the task and school environment</li> </ul>	<a href="https://childrenshealthsurrey.nhs.uk/services/occupational_to_therapy">https://childrenshealthsurrey.nhs.uk/services/occupational to therapy</a>

## Online Support

Type of resource	Description	Website
Website including resource finder	Children and Family Health Surrey	<a href="https://childrenshealthsurrey.nhs.uk/categories/therapies">https://childrenshealthsurrey.nhs.uk/categories/therapies</a>

Type of resource	Description	Website
Website	<p>Offers downloadable resources for the following topics:</p> <ul style="list-style-type: none"> <li>Activities of Daily Living</li> <li>Self to Care</li> <li>Play and Leisure</li> <li>Education</li> <li>Fine Motor</li> <li>Gross Motor</li> <li>Sensory</li> </ul> <p>Recommended by Children and Family Health Surrey</p>	<p><a href="https://www.nhsggc.org.uk/kids/resources/">https://www.nhsggc.org.uk/kids/resources/</a></p>
Video workshops	<p><b>Functional Skills workshop</b>  A video, focussing on how to encourage your child to develop the skills they need for everyday life. The workshop is divided into short videos enabling you to select advice and information that is most relevant to your situation.</p> <p><b>Sensory Workshop</b>  A video aimed to increase understanding of sensory processing difficulties and the impact they can have in everyday life. It will provide you with some strategies that you will be able to implement to support your child's sensory needs. This video is divided into short sections to enable you to select advice and information that is most relevant to you.</p>	<p><a href="https://childrenshealthissurrey.nhs.uk/services/occupational-therapy/video-to-workshops">https://childrenshealthissurrey.nhs.uk/services/occupational-therapy/video-to-workshops</a></p>

## School SEND Support

Contact REMA for support if English is not the child's first language and/or if a child is ascribed as Gypsy, Roma or Traveller heritage [Race equality and minority achievement \(REMA\) to Surrey County Council \(surreycc.gov.uk\)](https://www.surreycc.gov.uk/REMA) to determine how any needs relating to their first language and culture are impacting the child's presentation.

### Evaluation Tool

Tool	Description	Age	Implementation	Link
<b>PDNet Standards – Self Evaluation Tool</b>	Aspirational provision standards to enable settings to better include and meet the needs of pupils with physical disabilities.	Early Years/ School Age / Post to 16	Evaluation frameworks, to be implemented by leadership teams or SENCos. Outcomes to inform future accessibility planning.	<a href="https://pdnet.org.uk/self-to-evaluation-to-tool-to-2/">https://pdnet.org.uk/self-to-evaluation-to-tool-to-2/</a>

### All Areas of Need to Interventions that can be implemented from a Resource manual i.e. for schools to access/purchase and implement themselves

Programme	Description	Age	Implementation	Link
<b>Occupational Therapy Resource Pack</b>	Information and resources for schools, SENCOs, and other professionals involved in supporting children with additional needs; designed by the Surrey Children's Occupational Therapy teams in association with Surrey County Council	All	See resource pack	<a href="https://www.childrenshealthsurrey.nhs.uk/schools-and-nurseries-children-and-family-health-surrey/">Schools and nurseries :: Children and Family Health Surrey (childrenshealthsurrey.nhs.uk)</a>
<b>Motor Development</b>	A range of advice sheets supporting: <ul style="list-style-type: none"> <li>• Ball Skills</li> <li>• Promotion of Gross Motor Skills</li> <li>• Seating</li> <li>• Hypermobility</li> </ul>		See resource pack	<a href="https://www.childrenshealthsurrey.nhs.uk/application/files/3615/2153/8492/Ball_Skills.pdf">https://www.childrenshealthsurrey.nhs.uk/application/files/3615/2153/8492/Ball_Skills.pdf</a>  <a href="https://www.childrenshealthsurrey.nhs.uk/application/files/5615/2153/8493/Promotion_of_Gross_Motor_Skills.pdf">https://www.childrenshealthsurrey.nhs.uk/application/files/5615/2153/8493/Promotion_of_Gross_Motor_Skills.pdf</a>  <a href="https://www.childrenshealthsurrey.nhs.uk/">https://www.childrenshealthsurrey.nhs.uk/</a>



Programme	Description	Age	Implementation	Link
				<a href="http://uk/application/files/6215/2153/8492/Seating.pdf">uk/application/files/6215/2153/8492/Seating.pdf</a>  <a href="https://childrenshealthsurrey.nhs.uk/application/files/1516/2636/5899/Hypermobility_information_sheet_Oct_2020.pdf">https://childrenshealthsurrey.nhs.uk/application/files/1516/2636/5899/Hypermobility_information_sheet_Oct_2020.pdf</a>

## Handling Tools and Equipment to Interventions that can be implemented from a Resource manual i.e. for schools to access/purchase and implement themselves

Programme	Description	Age	Implementation	Link
Speed Up by Lois Addy	Speed Up! is a tried and tested programme designed specifically for children aged 8 to 13, whose handwriting is slow, illegible, or lacking in fluency	8 to 13	Individual with support	<a href="https://www.surreycc.gov.uk/physical-and-sensory-support-pss">Physical and sensory support (PSS) to Surrey County Council (surreycc.gov.uk)</a>
Write from the Start by Ion Teodorescu and Lois Addy	Offers an approach to handwriting which develops the muscles of the hand. It includes over four hundred graded exercises and activities to develop hand to eye co to ordination, form constancy, spatial organization, figure to ground discrimination and orientation and laterality.	Primary	Individual or groups with support	<a href="https://www.surreycc.gov.uk/physical-and-sensory-support-pss">Physical and sensory support (PSS) to Surrey County Council (surreycc.gov.uk)</a>

## Seating/ Mobility and Navigating Environment to Interventions that can be implemented from a Resource manual i.e. for schools to access/purchase and implement themselves

Programme	Description	Age	Implementation	Link
<b>The Role of the Teacher Working with Pupils with Physical Disabilities</b>	Theoretical and practical guidance for teachers who do or will soon teach a pupil with physical disabilities.	4 to 18	Training tool for teachers, may support pupil transitions.	<a href="https://pdnet.org.uk/media/The%20Role%20of%20the%20Teacher%20working%20with%20Pupils%20with%20PD%20to%201.4.pdf">https://pdnet.org.uk/media/The to Role to of to the to Teacher to working to with to Pupils to with to PD to 1.4.pdf</a>

## School Support

Resource	Description	Further information:
<b>Occupational Therapy Service Help Line</b>	To provide practical OT advice, strategies and support to schools, parents/carers, and other professionals in relation to a child's/young person's functional and independence skills.	Occupational Therapy Helpline: open Tuesdays and Thursdays 2pm to 4pm. Tel: 01932 558 570
<b>Occupational Therapy Service Link Visit</b>	A visit to school / nursery / Children's Centre / community services (support groups, respite provisions) from an Occupational Therapist to support integration of Occupational Therapy into the setting	<a href="http://www.childrenshealthisurrey.nhs.uk">www.childrenshealthisurrey.nhs.uk</a>
<b>Curriculum Handbook</b>	General and subject to specific guidance for adaptations to promote accessibility of typical Primary lessons.	<a href="https://pdnet.org.uk/media/HANDBOOK%20to%20CURRICULUM%20to%204.1%20to%204.2%20to%20ilovepdf%20compressed.pdf">https://pdnet.org.uk/media/HANDBOOK to CURRICULUM to 4.1 to 4.2 to ilovepdf to compressed.pdf</a>
<b>Self Esteem</b>	Theoretical and practical guidance for promoting self to esteem amongst pupils with physical disabilities.	<a href="https://pdnet.org.uk/media/SELF%20to%20ESTEEM%20to%20November%20to%202017%20to%20link%20to%20to%20curriculum%20to%204.1%20to%204.2.pdf">https://pdnet.org.uk/media/SELF to ESTEEM to November to 2017 to link to to curriculum to 4.1 to 4.2.pdf</a>
<b>Training and Advice</b>	To support embedding of strategies and advice into the curriculum	Physical Disability Team; Physical and Sensory Support Service: <a href="http://Physical%20and%20sensory%20support%20(PSS)%20to%20Surrey%20County%20Council">Physical and sensory support (PSS) to Surrey County Council</a> ( <a href="http://surreycc.gov.uk">surreycc.gov.uk</a> )

## **Specialist SEND Support**

### **Specialist Pathways for:**

#### **Hearing Impairment, Physical and Sensory Support Service, Speech, and Language Therapy Service. NB: All children accessing this service should be known to audiology**

- Transition support and planning for individual pupils with hearing impairment
- Speech and language therapy service; may include advice from specialist Speech and Language Therapist for Hearing Impairment. This would be discussed with your school's link speech and language therapist
- In line with national guidance and PSS policy, provision of assistive listening devices and support for the child and setting in their use
- Support/training for learning British Sign Language /Sign Supported English where appropriate for the child. This may include vocabulary development
- Advice from Deaf Instructor
- Training, assessment, advice, and direct input for setting from Qualified Teacher for Hearing Impairment
- Input from Deaf Instructor which may be for the child and / or staff

#### **Vision Impairment, Physical and Sensory Support Service NB: All children accessing this service should be known to ophthalmology**

- Mobility training for orientation and independent travel within school from / directed by a qualified paediatric habilitation officer. Also may need independent living skills training.
- Transition support and planning for individual pupils with vision impairment
- Input to assessment

#### **Multi to Sensory Impairment, Physical and Sensory Support Service NB: All children accessing this service should be known to audiology and/or ophthalmology**

- Mobility training for orientation and independent travel within school from/ directed by a paediatric rehabilitation officer. This is requested via the Qualified Teacher for Vision impairment or multi to sensory impairment.
- Training and advice for setting
- Long term assessment and involvement
- Transition support and planning for individual pupils with multi to sensory impairment

#### **Physical Disability, Physical Disability Team, Physical and Sensory Support**

- Assessment from Advisory Teacher for Physical Disability

- Training and Advice
- Transition support and planning for individual pupils

### **Physiotherapy Support, Children and Family Health Surrey**

- Provide assessment, therapy and advice for babies, children, and young people with physical difficulties from birth up to 19 years old. The team of physiotherapists have specialist skills, experience and knowledge of childhood development and childhood disability.
- The team work closely with your child, family, other professionals and with nurseries / schools to maximise your child's physical potential and independence.

### **Handling Tools and Equipment and Seating/ Mobility and Navigating**

### **Environment Occupational Therapy Service, Children and Family Health Surrey**

- Settings based groups
- Individual case work with pupils to include assessment and planning, intervention and support, reviewing and evaluating

### **Children with Disabilities Team, Surrey County Council**

- The Children with Disabilities Teams provide support to children and young people with disabilities in cases where their individual needs cannot be met by their extended family or by early help services within the community.
- Our social workers provide a specialist service to those children and young people in Surrey with permanent and substantial disabilities.

# Training A to Z Appendix

Training programme	Provider	Link
Autism Awareness	ASD Outreach	<a href="http://freeoutreach.org.uk">Freemantles Outreach to Training for Professionals (freeoutreach.org.uk)</a>
An Introduction to Autism	Specialist Teachers for Inclusive Practice	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
An Introduction to Phonological Awareness	Specialist Teachers for Inclusive Practice	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Colourful Semantics	Surrey County Council (SCC) Speech and Language Therapy	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Countywide Primary EAL NQT Training	REMA	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Direct Instruction	Specialist Teachers for Inclusive Practice	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
EAL Governor and Leadership training	REMA	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
EAL/GRT Teacher training	REMA	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
EAL/GRT Training for TAs	REMA	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
EAL/GRT Audit	REMA	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
EAL/GRT Consultation/Surgery	REMA	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
EAL Training for EAL Coordinators	REMA	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Elklan	Specialist Teachers for Inclusive Practice	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
ELSA	Educational Psychology Service	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Emotion Coaching	Educational Psychology Service	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Emotional Regulation	Specialist Teachers for Inclusive Practice	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Functional Skills	Occupational Therapy Service	<a href="https://childrenshealthsurrey.nhs.uk/services/occupational-to-therapy">https://childrenshealthsurrey.nhs.uk/services/occupational-to-therapy</a>
Listening and Attention	Specialist Teachers for Inclusive Practice	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Mediated/ Independent Learning	Specialist Teachers for Inclusive Practice	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>

Training programme	Provider	Link
NQT Inclusive Classroom	Specialist Teachers for Inclusive Practice	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Occupational Therapy in the School Environment		
Positive Touch Training	Specialist Teachers for Inclusive Practice	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Precision Teaching	Specialist Teachers for Inclusive Practice	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Promoting Positive Behaviour	Specialist Teachers for Inclusive Practice	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
PSHE Essentials	Surrey Healthy Schools	<a href="#">Training and Events   Surrey Education Services</a>
Quality First Teaching: Supporting Inclusion in the Classroom	Specialist Teachers for Inclusive Practice	
Responding to Prejudice Related Incidents	REMA	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Selective Mutism / Reluctant talkers	Surrey County Council (SCC) Speech and Language Therapy	<a href="mailto:speechandlanguageservice@surreycc.gov.uk">speechandlanguageservice@surreycc.gov.uk</a>
Sensory Skills	Occupational Therapy Service	<a href="https://childrenshealthsurrey.nhs.uk/services/occupational-to-therapy">https://childrenshealthsurrey.nhs.uk/services/occupational-to-therapy</a>
Supporting Inclusion in the Classroom	Specialist Teachers for Inclusive Practice	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Supporting young people with anxiety in secondary schools	Educational Psychology Service	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Supporting Children with Literacy or Numeracy Difficulties/Curriculum Differentiation	Specialist Teachers for Inclusive Practice	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Support Staff training; Welcoming new EAL and GRT arrivals	REMA	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Surrey Healthy Schools Approach Training	Surrey Healthy School	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Talkboost	Surrey County Council (SCC) Speech and Language Therapy	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>

Training programme	Provider	Link
The Compassionate Schools Programme for school leaders	Educational Psychology Service	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>
Therapeutic Story Writing	Specialist Teachers for Inclusive Practice	<a href="#">Specialist teaching teams to Surrey County Council (surreycc.gov.uk)</a>
Theraplay	Educational Psychology Service	Contact link EP: <a href="#">Educational psychology information for schools to Surrey County Council (surreycc.gov.uk)</a>
Understanding ADHD in the Classroom	Specialist Teachers for Inclusive Practice	<a href="https://servicesforschools.surreycc.gov.uk/Training">https://servicesforschools.surreycc.gov.uk/Training</a>