



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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1. Introduction

At The Weald CofE Primary School (The Weald) and Scott-Broadwood CofE Infant School (Scott-Broadwood), we believe that all our teachers are teachers of children with Special Educational Needs and Disabilities (SEND). It is not unusual for any child to receive additional support in their learning and the support we offer is carried out in a caring, unobtrusive and supportive way. We monitor a child’s progress and ensure that all relevant adults, including parents, are involved in the process. This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0-25 years (SEND Code of Practice, 2014).

2. Vision

At The Weald and Scott Broadwood, we actively promote and support our children’s learning and enable each one of them to achieve their full potential. We endeavour to provide a school day that excites, challenges and motivates each child and allows them to develop as independent learners. Our organisation of their learning promotes enjoyment, perseverance and self-discipline. We encourage the children to achieve personal excellence in all aspects of work and behaviour.

3. Aims and Objectives

Aims

- We aim to provide every child with access to a broad and balanced curriculum. We recognise that some pupils may have additional needs at some time during their school life and this policy details the way in which our academy will respond to meet these needs.
- We aim for all pupils with SEND to meet or exceed the high expectations set for them based on their age and relevant starting points.
- We strive to give children with SEND the support they need.
- We will set ambitious outcomes (educational and otherwise) for children following discussion with the family and the child.
- We work to ensure that all children become confident individuals, who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- We believe that all children learn best with the rest of their class or peer group.
- Our aim is for all children to work independently in class and work cooperatively in group sessions.

Objectives

- To ensure that all children are valued equally.
- To ensure that all pupils have access to a broad and balanced curriculum through identifying and overcoming barriers to learning.
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that pupils with SEND take a full part in all school activities.
- To work with families to ensure the best outcomes for children; involving them at all stages of their child's education, reporting on progress and supporting them to understand SEND procedures and practices.
- To promote consistently high expectations and aspirations for pupils with SEND.
- To build a school environment that develops reflective learners, supporting pupils with SEND to reflect on their learning and contribute to decisions about their support.
- To work collaboratively with outside agencies to access the best support for pupils.
- To work within the SEND Code of Practice and Surrey's Ordinarily Available Provision document (see Appendix ii) to ensure a clear process for identifying, assessing, planning, providing and reviewing for children who have SEND, alongside both the children and their parents/carers.

4. Definition and Identification

The Special Educational Needs and Disabilities Code of Practice (2014) provides the following definition of SEN:

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to that normally available to pupils of the same age.***

A child of compulsory academy age or a young person has a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others of the same age; or

have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The fields in which children may experience SEND are broadly defined by four areas of need:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Behaviour is no longer identified as a category of need, as the focus should be on identifying the underlying cause of behaviours exhibited.

The purpose of identification is to ensure appropriate support can be identified and provided, not to fit pupils into categories. Our school uses the Surrey Ordinarily Available Provision document found below in appendix ii below. Our academy seeks to evaluate the needs of the child as a whole, which will include all aspects of the child, not simply the area of identified SEN. This is to ensure that all barriers to learning can be addressed and to provide the best chances of success and achievement for every child.

Many factors may impact on the progress and attainment of children, but not all factors will be considered SEN, these may include:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

5. Key Roles and Responsibilities

The Special Educational Needs and Disability Co-ordinator (SENDCo) has day-to-day responsibility for:

- Overseeing the day-to-day operation of the SEND Policy
- Coordinating the provision for SEND children through the development of the Provision Map
- Ensuring that individual provision for children with EHCPs is in place and reviewed
- Ensuring that SEND Learning Plans are written by class teachers for children on the SEND register and are reviewed throughout the year
- Managing the professional role of Learning Support Assistants
- Advising, supporting and contributing to the professional development of staff
- Monitoring and analysing children’s progress
- Ensuring that Education and Health Care (EHC) plans are in place for those who need them and that they are reviewed annually

- Ensuring that relevant information about SEND children is collected, recorded, updated, and disseminated
- Liaising with external agencies including the Surrey STIP Team, Speech and Language Link Therapists, Educational Psychology, OT and Health and Social Services
- Ensuring liaison between parents, outside agencies and other professionals

SENDCo: Mrs R Hopkins

Contact details: Via School Office 01306 711719

The Class Teacher is responsible for:

- Ensuring that the needs of all children in his/her class are met through an adapted curriculum and suitable deployment of support staff
- Familiarising themselves with children's records and information regarding their needs
- Supporting children in achieving targets
- Keeping the SENDCo informed of any changes to need or circumstances
- Using advice and strategies suggested by outside agencies
- Informing the SENDCo of their concerns, or concerns expressed by parents

The Learning Support Assistants are responsible for:

- Supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and the SENDCo
- Providing feedback to the teacher regarding children's progress in class lessons and in achieving targets
- Providing feedback to the children regarding their learning and progress in class lessons and/or small groups
- Keeping records/progress information relating to their work with individuals or groups

The Local Governing Committee (LGC) are responsible for:

- Ensuring that the provision for SEND pupils is made, regularly reviewed and that this is of a high standard
- Ensuring that all staff involved with teaching pupils with an (EHCP) are fully informed of this
- Ensuring that SEND pupils are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities for pupils with SEND

- Being fully involved in developing and the subsequent review of the SEND Policy
- Informing parents on the academy's SEND Policy by publication of this policy and the SEND Information Report, on an annual basis, on the school website

Parents are responsible for:

- Supporting their child by giving encouragement, listening to them read regularly, supporting with home tasks, attending meetings and reviews

6. Staff in School with Specific Roles

Designated Safeguarding Leads (DSL): James Baguley, Laura Bromham, Rebecca Hopkins

Deputy Designated Safeguarding Leads (DDSL): Clare Haines, Helen Young

Designated Teacher Looked After Children (LAC): Rebecca Hopkins

Lead for Behaviour and Welfare: James Baguley

Home School Link Worker: Helen Young

ELSA (Emotional Literacy Support Assistant): Carolyn Whiting & Helen Young

7. The Good Shepherd Trust

It is the statutory duty of The Good Shepherd Trust (GST), (the Multi-Academy Trust which sponsors the school) to ensure that the school follows their responsibilities to meet the needs of children with SEND following the requirements of the SEND Code of Practice.

8. Admission and Inclusion

The Good Shepherd Trust (Admissions Authority for the school), embraces the view that the admissions criteria should not discriminate against any pupil with SEND and have due regard for the practice advocated in the Code of Practice, in that,

"All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applications for admission." (Code of Practice 1:33)

We welcome all children to The Weald and Scott Broadwood and endeavour to ensure that the appropriate provision is made to cater for their needs. Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the school's admission policy, taking into account the suitability of the child to mainstream education and availability of resources and facilities to meet that child's needs.

Pupils with Education and Health Care Plans are fully included unless it would be incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

The school admits pupils irrespective of their gender, race, disability, or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.

9. Access to the Curriculum

At our schools, we believe that every teacher is a teacher of SEND and that high-quality adaptive teaching is the first step in meeting needs. Sherrington's Walkthrus provide structured, research-informed strategies that form the basis of our teaching and learning principles, and underpin our CPD around pedagogy and SEND. See Appendix 2 regarding high-quality teaching forming the basis of our universal offer, and how the principles of Walkthrus underpin our teaching and learning principles, especially in relation to SEND learners.

Teachers and LSAs prioritise oracy in the classroom and take the view that 'every interaction is an intervention'. Most explicitly, children may lack developed levels of oracy, and our approach (encouraging high quality responses to be said aloud, with children standing up in class, for instance) ensures that children develop in this area leading to greater confidence in the ability to talk in full sentences leading, in turn, to higher quality written work.

All pupils have equal access to the curriculum; where pupils have SEND, a graduated response will be adopted. The school will make full use of classroom and school resources before drawing on external support, as outlined in appendix (i) below.

The SEND Code of Practice recommends that when a child is identified as having special educational needs the school should provide support which is additional to or different from those provided as part of the school's adapted curriculum. This is called SEND support.

Should a child fail to make progress over time, despite this additional support, the school may request advice and support from the multi professional team or other professionals and increase or modify the support arrangements. The range of support provided at SEND support will vary between individuals according to their level of need.

The next stage of this graduated response is requesting an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority. This only occurs in a very small number of cases when a child's special educational needs are a significant cause for concern.

Support for children with SEND is planned and reviewed on a termly basis. The school provision map details all additional support arrangements for children with SEND. The SENDCo devises the provision map in consultation with staff.

We provide a wide range of arrangements such as:

- Small group work or individual support within the classroom
- Groups for catch up phonics, spelling, phonological skills, social skills and language programmes outside of the classroom
- Same day interventions used when live feedback highlights the need for immediate support
- Individualised programmes of work
- Increased use of laptop and ICT

- Use of visuals to aid understanding through Widgit

Support is reviewed and amended as necessary each term according to each child's progress in relation to their individual starting points, the curriculum (as derived from the National Curriculum) and targets.

10. Creating Individual SEND Targets

When a child does not make sufficient progress and shows signs of difficulty in some of the following areas, *acquiring literacy and numeracy skills; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties*, the school follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any potential learning difficulties.

Following assessment, the school will initiate a time-bonded plan of action and may decide that a SEND Learning Plan is necessary. This includes creating an overview showing the child's possible diagnosis, previous and current support from external agencies and mapping the provision for the child. Provision for the child could include interventions, such as:

- In-class support by teacher/TA
- Small group work
- Behaviour support programmes
- Use of specialist equipment
- Alternative teaching strategies
- Visual supports and aids
- Emotional Literacy groups
- 1:1 interventions e.g. phonics

Parents and the child will be involved in developing a plan of individual support through termly meetings. Where there are outside agencies and professionals involved might take the form of a Team Around the Child Meeting (TAC) or Team Around the Family Meeting (TAF).

If it is necessary, where a child has complex needs and there are multiple agencies involved in a child's care and education, the school, in discussion with parents and other agencies may initiate a CAF (Common Assessment Framework) to assist assessment and planning.

Appropriate records will be maintained, including assessment and observation, standardised tests, Key Stage attainment tests. Additionally, the progress of any child receiving exceptional needs funding, or with an EHCP will be reviewed annually.

11. SEND Register

The children on the register are reviewed regularly and may move off the register and those identified will be added. The Surrey Ordinarily Available Provision document (see appendix ii) will be used to identify the level of support required and help establish if the child should be placed on the register. Regular auditing of the register will be undertaken.

A child will be included on the SEND Register for the following reasons:

- The child has communication and/or interaction difficulties and continues to make little or no progress
- The child makes little or no progress, despite teaching approaches that are targeted towards a child's specific area of need
- The child shows signs of difficulty in developing literacy, language or mathematics skills which result in poor attainment in some curriculum areas
- The child presents persistent emotional or behavioural difficulties which are as a result of other difficulties e.g. social problems, limited communication skills etc.
- The child has sensory and/or physical problems, and continues to make little or no progress, despite the provision of specialist provision

12. Use of Outside Agencies

These agencies (such as speech and language, occupational therapy, language & behaviour support, educational psychologist) may become involved if a child continues to make little or no progress despite considerable input and adaptations. If a SEND Learning Plan is in place, they will use this (see section below) in order to establish which strategies have already been used and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in supporting the child directly. The child's individual targets will set out strategies for supporting progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the provision map continues to be the responsibility of the class teacher.

13. Provision Map

When a child has been identified as having a special educational need, the child will be entered onto the SEND Register. The class teacher will create a SEND Learning Plan through the online system, Provision Map, for the child in consultation with the parent/carer and child. The targets include expected outcomes as well as the types of intervention used to support a child's progress. It also shows the targets that a child is working towards and the strategies used. The targets are reviewed termly throughout the year and parents' consultations will allow for a review of the targets.

14. Pathway Plan and Education Health and Care Plan (EHCP)

The school, in consultation with parents and pupil, may apply for an Education Health Care Needs Assessment (EHCNA), should the child continue not to make progress within their specific areas of need. This may lead to Surrey issuing an EHCP.

15. Supporting Pupils with Medical Needs

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Whilst a medical condition does not mean a child will automatically be placed on the SEND register, some may experience SEND. In some instances, the child may already have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

16. Training and Resources

Training needs are met through a number of different means. These include:

- Internal continuing professional development (CPD) sessions provided to staff to ensure appropriate information is disseminated
- The SENDCo attends CPD sessions through external providers and academy hub meetings
- Staff have access to face to face and online training resources for their own personal CPD
- Opportunities are taken for relevant CPD to be provided by outside agencies

We have a number of resources that staff can draw upon to assist in delivering support to children with SEND. Resources are continually reviewed and updated to reflect the current needs of the children within our setting.

The delegated SEND budget is used for the SENDCo salary, Learning Support Assistants and resources as appropriate. A budget is also allocated each year according to the resources needed to carry out any actions regarding SEND from the School Development Plan. The provision of additional support is made as appropriate from the delegated SEND budget.

Delegated funding for children with EHCPs is received from Surrey County Council.

The delegated SEND budget is used directly to support children with Special Educational Needs and Disabilities through the teachers and LSA support throughout the school. Support is given within the classroom, on an individual, paired or small group basis according to a child's level and area of need.

Classrooms contain support materials to address children's needs in English, mathematics and other subject areas. ICT resources are also available to support learning.

17. Partnership with Parents

We firmly believe in developing a strong partnership with parents and believe that this enables children and young people with SEND to achieve their full potential. The school recognises the parents key role in the process and that they have much to contribute as they have a unique overview of the child's needs and the best way to support them.

Likewise, pupils will be encouraged to participate in the decision-making processes affecting them, depending on age and appropriateness. Support will be given to pupils to allow them to engage at an appropriate level in the process.

Parents are notified early of any concerns about their children and if a child is identified as having Special Educational Needs this will be discussed with parents and any course of action to be taken will be discussed.

Parents are involved in the reviews of accessed provision and targets are shared with parents on a termly basis.

Parental contact takes place through informal discussions, Parent Consultation Evenings, Annual Reviews for children with an EHCP. It may be that contact books are used as well as telephone calls, emails and appointments with the class teacher, SENDCo and/or the Senior Leadership Team.

The school will assist families in accessing support from external agencies where this may be appropriate and information relating to Surrey's Local Offer as well as direct contact information for some service is readily available to parents through the school's website or on request if internet access is not available.

18. Links to Other Policies

This policy should be read in conjunction with the following policies:

- SEND Information Report
- Accessibility Plan
- Relationship-based Behaviour Policy
- Admissions
- Single Equalities
- Teaching, learning and assessment
- Anti-bullying
- Complaints
- Supporting children with medical needs
- Child Protection and Safeguarding
- General Data Protection

19. Review

This policy will be reviewed annually. However, interim reviews may be carried out should it be considered necessary in light of any relevant information, including changes in DfE statute and/or guidance.

Appendices:

School Provision Map

Surrey's Ordinarily Available Provision document (OAP)

Surrey's Local Offer

Appendix 1: School Provision Map

Whole School Provision Map

At our schools, we want all our children to thrive and meet their full potential. For children with SEND, this requires services to have a clear, graduated framework to ensure additional needs are met, through school and specialist SEND support.

Universal Quality First Teaching - Based on high expectations, we aim to meet the needs for all learners to ensure children make progress from their starting points and achieve success. Whole class work is adapted before and during teaching to match children's needs.

School SEND Support - The majority of children will have their needs met through the provision of tailored school or specialist SEND support. Time limited, additional support or appropriate intervention put in place to support learning.

Specialist SEND Support - Outside agencies may be referred to ensure children receive specialist support aimed at minimising the gap and maximising learning. Where a child continues to make less than expected progress or work at levels substantially below those expected of, school will consider involving specialists.

Statutory Assessment - Where, despite relevant action to identify, assess and meet SEN, the school or parents may consider requesting an EHC needs assessment.

We are committed to constantly looking at ways of improving the provision we offer all our children. The below provision map sets out what we offer and this is reviewed regularly and updated according to the needs of our children.

Waves of Provision at The Weald and Scott Broadwood

Area of Need	Universal High Quality Teaching →	School SEND Support →	Specialist SEND Support →	Statutory Assessment
Cognition & Learning	<ul style="list-style-type: none"> - Adapted curriculum planning - In-class LSA support or targeted teacher support - Visual timetables - Writing frames - Access to ICT - Daily phonics sessions in KS1 - Working walls - Phonics phase mats and CEW mats - Learning Prompts around the classroom - Purple polishing and next steps in marking - All attainment and progress tracked - Reading books of different levels and interests 	<ul style="list-style-type: none"> - SEND Learning Plan in place on Provision Map - In class support from LSAs - Support from SENDCo - Literacy for All - Additional phonics intervention - Additional English and maths intervention (pre and post-teach) - STIP team to support and signpost to resources/training 	<ul style="list-style-type: none"> - SEND Learning Plan in place on Provision Map - Specialist Teacher for Inclusive Practice (STIP) support - Speech and Language Link Therapist - Advice from Educational Psychologist (EP) - Outreach and observations from Woodlands School - Small group/one to one English and Maths interventions - Additional ICT to support writing 	<ul style="list-style-type: none"> - SEND Learning Plan in place on Provision Map - Personalised Transition Programme - Highly predictable routine - Quiet Space - Frequent and higher levels of intervention - Access arrangements for exams

	<ul style="list-style-type: none"> - Weekly access to school library 			
Communication & Interaction	<ul style="list-style-type: none"> - As above - Use of modified language and symbols where necessary through Widgit - Structured school and classroom routines - Home School Link Worker support - Parent workshops - After school clubs 	<ul style="list-style-type: none"> - Small group or one to one support with Speech and Language TA in school - Additional 1:1 reading - Targeted in class support 	<ul style="list-style-type: none"> - Speech and Language therapy & targets received - Small group or one to one support with Speech and Language TA in school - Advice and support from outreach services 	<ul style="list-style-type: none"> - Consistent Home/School programmes with family support - High level of individual support
Social, Emotional & Mental Health	<ul style="list-style-type: none"> - Whole School Behaviour policy, rules, reward and consequence systems - Christian distinctiveness - RSE wellbeing curriculum - Whole school worry muncher - Open door policy - Anti-bullying week - Mental Health Awareness day - Healthy hot meals cooked in school kitchen 	<ul style="list-style-type: none"> - ELSA (Emotional Literacy Support Assistant) and class LSAs to support children - Home School Link Worker support and advice - SENDCo support and advice - In class support for behaviour 	<ul style="list-style-type: none"> - Play Therapist - Individual reward system - Advice from EP - Advice from Behaviour STIP - CAMHS referral - Support from Primary Mental Health Care Team - Regulation Station in class 	<ul style="list-style-type: none"> - Other outside agency involved - Key Stage transition support
Sensory & Physical	<ul style="list-style-type: none"> - Flexible teaching arrangements - Learning breaks - Outdoor space: daily mile walk, cage sessions, sensory walks - Multi-sensory approach to learning 	<ul style="list-style-type: none"> - Medical support and advice - Additional gross and fine motor skills - Additional handwriting sessions / Write from the Start - Pencil support grips 	<ul style="list-style-type: none"> - SENDCo support - Personalised support in classroom - Specialist furniture additions e.g. chair wobble cushion, theraband, sloped writing board, standing desk - Access to sensory room 	<ul style="list-style-type: none"> - Additional time to complete tasks - Sensory breaks - Highly structured and individual learning

	<ul style="list-style-type: none">- Gross and fine motor skills activities- After school clubs		<ul style="list-style-type: none">- Advice from SALT, OT, STIP, outreach schools, physiotherapists social workers, community and charity groups- Referral to external support i.e., audiology, ENT and further specialists	
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Appendix 2: High Quality Teaching and Walkthrus

High Quality Teaching is based on teachers understanding children's barriers and using appropriate strategies to access and engage in the curriculum. At The Weald and Scott Broadwood, the use of Walkthrus underpins our teaching and learning strategy, with clear links to supporting SEND learners. See below:

Walkthru	SEND Policy Link	Adaptations for SEND
Establishing Expectations	Inclusive practice and consistent routines reduce anxiety for pupils with SEND.	Visual timetables, visual social stories for expectations, pre-teach routines to reduce unpredictability.
Positive Relationships	Building trust and emotional security is essential for pupils with SEND.	Use predictable greetings and calm transitions, offer safe spaces for regulation.
Cold Calling	Participation for all learners.	Use visuals, pre-empt learners to build success, give thinking time.
Think, pair, share	Encourages social communication and peer interaction	Calm routines, predictable transitions, pair with trusted peer, use visuals for support, model language.
Deliberate Vocabulary Development	Supports language acquisition and access to curriculum.	Use visuals and symbols for new words. Reinforce through over-learning.
Live Modelling	Makes learning explicit and reduces cognitive load.	Use visuals, chunk instructions, pre-teach vocabulary.
Scaffolding	Ensuring all learners can access the curriculum.	Provide sentence starters, visuals, and manipulatives. Gradually reduce support as independence grows
Feedback that moves forward	Monitoring progress and building confidence	Use simple, specific language and visuals for feedback. Focus on effort and process, not just outcome. Provide feedback in quiet, low-pressure settings.

<p>Weekly and monthly review</p>	<p>Regular monitoring and review of progress.</p>	<p>Use alternative assessment (observation). Include visual progress charts for motivation.</p>
<p>Sequence concepts in small steps</p>	<p>Reduces cognitive load and supports over-learning</p>	<p>Break learning into tiny, manageable chunks. Use visual timelines and repetition.</p>

Appendix 2: Surrey's Ordinarily Available Provision document (OAP) [Ordinarily Available Provision](#)

Appendix 3: Surrey's Local Offer [Surrey Local Offer](#)