

COSDIBBRICS

A Numeracy programme for Years 3, 4 and 5. Children are working on the basic Number concepts. around; recognising, writing and reading numbers to 100, making sets to ten, twenty, thirty..., understanding concepts of halves, doubles, after, before, between, addition and subtraction, basic fractions and the ability to clearly set out work so that it can be understood

Process;

- Teacher application form to be completed and passed to Special Education Needs Co-ordinator (SENCO)
- Entry assessment
- Parent letter of explanation and request for agreement for their child to enter programme
- Programme
- Exit assessment
- Graduation certificate
- Pupil list is held

LOTOBLOCS

A Literacy programme for Year 1 and 2 pupils who are struggling to write words and independently write a sentence. They have to have been at school for **more than nine months**.

Process;

- Teacher application form to be completed and passed to SENCO
- Parent letter of explanation and request for agreement for their child to enter programme,
- Programme,
- Exit when pupil can independently write a sentence with some understanding of basic punctuation and spelling
- Graduation certificate
- Pupil list is held

Perceptual Motor Programme

A programme that supports six key areas of physical development.

These are:

- Visual skills
- Auditory skills
- Motor/Movement skills
- Social skills
- Language/Communication skills
- Memory skills

A large aspect of the physical programme includes; co-ordination, directionality, balance, crossing the mid-line. This programme is available for pupils in Years 1-4.

Process;

- Teacher application form to be completed and passed to Lynne
- Entry assessment
- Parent letter of explanation and request for agreement for their child to enter programme
- Programme
- Exit assessment
- Graduation certificate
- Pupil list is held

Let's Make Letters

A review of pupils in Years 1, (after 6 months at school) 2, 3 and 4 around their formation of letters.

Teachers are asked to put forward the pupils in their class that they are concerned about regarding incorrect pencil grip and letter formation. There has been a raised emphasis on the neatness of work in books and the correct 'grip'. From discussions, assessments and parent contact, this area has been raised and given more prominence.

Process;

- Teacher application form to be completed and passed to SENCO
- Formation assessment of lowercase and uppercase letters
- Parent letter of explanation of letters needing to be correctly formed and request for agreement for their child to enter programme
- Programme
- Exit assessment
- Graduation certificate
- Pupil list is held

Riding for the Disabled - RDA

Pupils lacking in self-confidence, communication skills, curriculum delays and/or physical issues may be placed on a waiting list. Generally 1-2 terms is the waiting time. An assessment by RDA staff is undertaken to establish whether the pupil is suitable to enter the programme. Pupils may be in this programme from one year to five years.

Process;

- Application sent to RDA via school and SEG reviews
- Parent forms to be completed
- Doctor consent forms to be completed
- Parent form regarding 'travel permission' completed
- Letter to the class teacher outlining the RDA programme, day and dress expectation etc.
- Programme
- Exit following discussions with RDA team and parents
- Graduation certificate
- Pupil list is held of current pupils

Reading Mileage

Pupils across the school, Years 1-6, who are struggling with their reading fluency. Pupils can have a Parent volunteer or Teacher Aide listen to them read. This is not a 'teaching time' but more a supportive role with lots of confidence building around reading aloud. This is not a programme around comprehension but to improve vocabulary knowledge and ability to read 'with flow'.

Process;

- Teacher application form to be completed and passed to Lynne around 'criteria of reading ability'
- Parent letter of agreement to enter programme
- Programme
- Exit when reading closer to their 'benchmark' expectation with a view to pupil continuing to make a difference for themselves and with the support of home and school
- Graduation certificate
- Pupil list is held

T.A.L.K.

Talking and Literacy in Kerikeri

A Phonological Awareness programme for Year One and Two pupils. There are two –three groups working with Teacher Aide three times per week for approximately 45 minutes. The concept of this programme is around supporting early development of language and reading skills by targeting specific needs. The programme looks at;

- First and last letter sounds
- Syllable awareness and blending
- How many sounds there are in words
- Words that sound the same
- Rhyming patterns
- Following instructions
- The concepts of before and after
- Colour sequence patterns
- The concepts of main body part names

Process;

- Teacher application form to be completed and passed to SENCO
- Assessment for entry
- Parent letter of explanation and request of agreement for their child to enter programme
- Programme
- Exit assessment
- Graduation certificate
- Pupil list is held

English Second Language -ESOL

With enrolment of pupils there is Ministry funding for those who are struggling with English. An assessment benchmark of less than the benchmark of 112 must be achieved. When the assessment is completed there is a process to inform the Ministry with parent permission. After funding is gained a pupil may have 45-90 minutes per week around 1-1 Teacher Aide support. If their needs are complex then SEG funding may be also given to the pupil.

Process;

- Lynne to discuss with parents and complete application and initial assessment
- Programme
- Exit assessment against 112 benchmark
- Current pupils are assessed and reviewed each term around literacy

SPELLALOT

A new programme with children who are currently spelling two or more levels below expectation around Essential Spelling List level. In small groups they work with 'rote learning', soft-ware, integrated programmes and games etc. It has the concept of checking and rechecking knowledge based around revisiting words over weeks. No one programme style is used but a combination of activities which may help with the development of spelling skills.

This is a programme that currently supports Year 3-6 pupils.

The Process;

- Teacher application form to be completed and passed to SENCO
- Assessment for entry
- Parent letter of explanation and request of agreement for their child to enter programme
- Programme in a variety of structures
- Exit assessment
- Graduation certificate
- Pupil list is held by SENCO

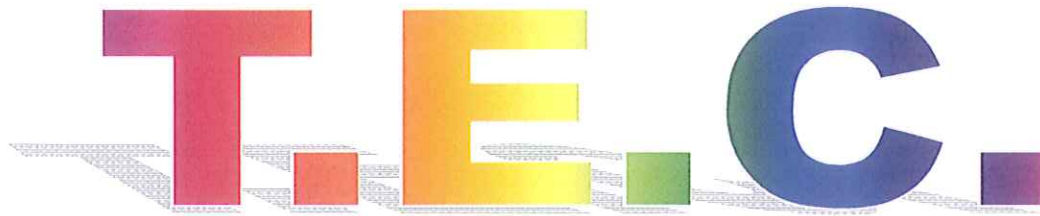
Dyslexia Support

For some pupils, conventional classroom experience is insufficient to allow the language skills of reading, writing and spelling develop at a level that is linked to their intellectual abilities. We have a Tutor and Teacher Aide supporting the precise targeted intervention. This support follows the Ron Davis method which looks at pupils' weaknesses and turns them into their strengths. Support and guidance from Kenakena School, in Wellington, is also on-going.

The target areas are reading, spelling, writing, motor co-ordination and self-esteem.

The process;

- Teachers complete a mini-referral and pass to the Tutor
- Parent permission is sought to assess their child fully
- Full assessment is completed
- Parent contacted regarding the outcome
- Pupil returns to the class if the programme will prove inappropriate
- Pupil enters the programme, with parent support given
- Programme
- Parent meetings
- Exit review
- List and summary of programme reviews held of all graduates



Technology Enterprise Craft

As we go 'to print' this is a very new concept where we are beginning to develop small programmes alongside Teacher Aides and staff. The idea is for a small group of pupils to be selected around a two-four week programme. The programme may be based around;

- Gardening
- Cooking – maybe catering for a morning tea in the staffroom
- ICT Maintenance
- Building

We will have pupils discuss, record and write out the requirements for their programme. They present a timeline, a summary of expenses and a description of the procedures and the hopeful outcome to Management. Once the group has approval they begin to follow through with their plan.

Recognition of the process is celebrated and at the end of the programme there is a meeting with the group to share the end result. Photographs and writing a summary of the entire process, is the final aspect for the group. This summary and photographs will be included into a school Newsletter.