

Cognition and Learning

Outreach Student Support Programme

Get Advice Get Help Get More Help



Cognition and Learning

Dyslexia Outreach Student Support Programme

These programmes of support can be for small groups of students or 1-1 sessions, please contact Outreach to discuss specific requirements.

Wave 1- Get Advice	Support	Cost	
Differences may include: Learners making small steps of progress within literacy	Specialist teacher to access student EHCP, Learning Profile, Behaviour Passport to build in bespoke learning intentions	From £400	
Learners taking longer to consolidate phonics/spelling rules Learners experiencing difficulties retaining information	Specialist teacher to work alongside TA to develop a range of literacy strategies to support learners more effectively. 4-6 Weeks 1 hour weekly with a		
Reversals of letters	small group of children (up to 4). Model AA and develop knowledge around grapheme-phoneme correspondence. Letter sounds, latter		
	names, letter shape. Visual tracking of letters or words children may be struggling with (tracking and boxing off strategies)		
	Working memory strategies (missing letters, Kim's game, matching cards, trugs). Discovery learning using a multi-		
	sensory approach Discrete teaching of syllables/consonants/vowels		
Wave 2 – Get Help	Support	Cost	
Differences may include: Minimal progress being made within literacy	Specialist teacher to access stu- dent EHCP, Learning Profile, Be- haviour Passport to build in be- spoke learning intentions	From £600	
Disorganisation when writing Difficulties sequencing the alphabet	Specialist teacher to work alongside TA to develop a range of literacy strategies to support learners more effectively.		
Difficulties consolidating letter sounds	Dyslexia Screening Assessment		



Difficulties blending and seg- menting	6-8 Weeks 1 hour weekly with a small group of children (up to 4).	
	Model AA and develop knowledge around grapheme-phoneme correspondence. Letter sounds, latter names, letter shape.	
	Visual tracking of letters or words children may be struggling with (tracking and boxing off strategies)	
	Working memory strategies to develop working memory and embed learning	
	Discovery learning using a multi- sensory approach	
	Handwriting activities (multisensory- sand, foam guess the letter, eyes closed)	
	Sequencing activities to support organisation of writing.	
Wave 3 - Get More Help	Support	Cost
Differences may include: Disengagement from learning	Specialist teacher to access stu- dent EHCP, Learning Profile, Be- haviour Passport to build in be- spoke learning intentions	Please contact for further details
Implementation of interventions with minimal progress	Bespoke timetable delivered by the specialist teacher for a set pe-	
Implementation of recommen- dations from screener of with	riod.	
minimal progress	Personalised learning planned for and delivered to bridge gaps in learning	
	Full dyslexia diagnostic	





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Dyscalculia Outreach Student Support Programme

These programmes of support can be for small groups of students or 1-1 sessions, please contact Outreach to discuss specific requirements.

Wave 1 – Get Advice	Support	Cost
Differences include: Learners making small steps of	Outreach consultation with relevant personnel including SENCO, Class Teacher, TA, parent	From £150
progress within numeracy	Specialist teacher to access stu-	
Learners taking longer to consolidate mathematical rules	dent EHCP, Learning Profile, Behaviour Passport to build in bespoke learning intentions	
Learners experiencing difficulties retaining information	Specialist teacher to work along- side TA to develop a range of nu-	
Reversals of numbers	meracy strategies to support learners more effectively	
	Supportive class-based strategies to be implemented	
	Bi-weekly (to be negotiated) revisit to assess and adapt strategies to support engagement and learning	
Wave 2 – Get Help	Support	Cost
Differences include: Minimal progress being made within numeracy	Outreach consultation with relevant personnel including SENCO, Class Teacher, TA, parent	From £400
Disorganisation when working through mathematical problems	Specialist teacher to access student EHCP, Learning Profile, Behaviour Passport to build in bespoke learning intentions	
Difficulties sequencing and counting	Specialist teacher to work along- side TA to develop a range of nu-	
Poor working memory	meracy strategies to support learners more effectively	
Poor retention of newly leant mathematical input	Engagement in the dyscalculia programme of student support as detailed above	
	Dyscalculia screening assessment Engagement in dyscalculia pro- gramme of support including the use of; 10-minute box, 'Power of'	



	sensory learning to support num- ber acquisition, recognition and retention and recall of quantity	
	Number formation activities (multisensory- sand, foam guess the number, eyes closed)	
	4-6 Weeks 1 hour weekly with a small group of children (up to 4).	
	Working memory strategies – using resources to lessen memory load	
	Problem solving strategies	
	Sequencing activities	
	CPA strategies to support numer-	
	acy skill acquisition	
Wave 3 - Get More Help	acy skill acquisition Support	Cost
Wave 3 – Get More Help Differences may include: Disengagement from learning	· ·	Cost Please contact for further details
Differences may include:	Support Outreach consultation with relevant personnel including SENCO,	
Differences may include: Disengagement from learning Implementation of interventions	Support Outreach consultation with relevant personnel including SENCO, Class Teacher, TA, parent Specialist teacher to access student EHCP, Learning Profile, Be-	
Differences may include: Disengagement from learning Implementation of interventions with minimal progress Implementation of recommen-	Support Outreach consultation with relevant personnel including SENCO, Class Teacher, TA, parent Specialist teacher to access student EHCP, Learning Profile, Behaviour Passport to build in behaviour Passport to build in behaviour Passport statement of the profile of the pro	







OakLP Outreach Referral Form

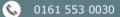
Request for advice - Outreach Student Support Programme				
Student Details				
Full Name		Date of Birth		
Preferred Name		Current Year Group		
Address				
Postcode				
Gender	Female Male	Non-Binary Prefe	rred Pronoun	
Parent/Carer	Name: Relationship Language Interpreter required	Yes/No	Yes/No	
Education Details				
Date of Referral		Referred by: Designation:		
Education setting and address		Email address		
SEND CoP Stage	SEND Support Statutory Assessment in I	Progress	ЕНСР	













Inclusion is at the **heart** of our trust

Attendance:		Pupil at risk of exclusion:	
Attainment (English/Math's)			
Including any WRAT scores			
Medical Details			
Does the Pupil have medical diagnosis?			
Please provide details			
Agency Involvement			
CAMHS:	Yes		
	No		
Details of concern: Please describe the reason for the referral			











Inclusion is at the **heart** of our trust

What do you already do to support this young person?			
Desired outcomes: please state the desired outcomes of the referral			
Desired outcomes: please state the desired outcomes of the referral			
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Consent				
Consent must be obtained	from parent/carer prior to	submitting the referral fo	rm.	
Please complete and dele	te as appropriate:			
Parents/carers have been given an explanation of the role of this outreach service and the support offered to schools on referral.				
Yes No	es No			
Written/verbal consent has been given by parents/carers for the referral to this outreach service including:				
 Access to existing relevant assessments and reports from other agencies Access to details of other professionals' involvement Attendance at meetings if appropriate Observation or one-to-one work in school by a member of OakLP Outreach Team 				
Yes No				
It is the school's responsibility to ensure that parent/carer consent is given for OakLP Outreach to be involved with the young person.				
Date Consent given				
Date Submitted:		Signed		
Oak LP Outreach, Blackley Close, Unsworth, Bury, BL9 8LY				
Outreach@oaklp.co.uk				
Tele 0161 553 0030				









