



---

# CHAMELON

---

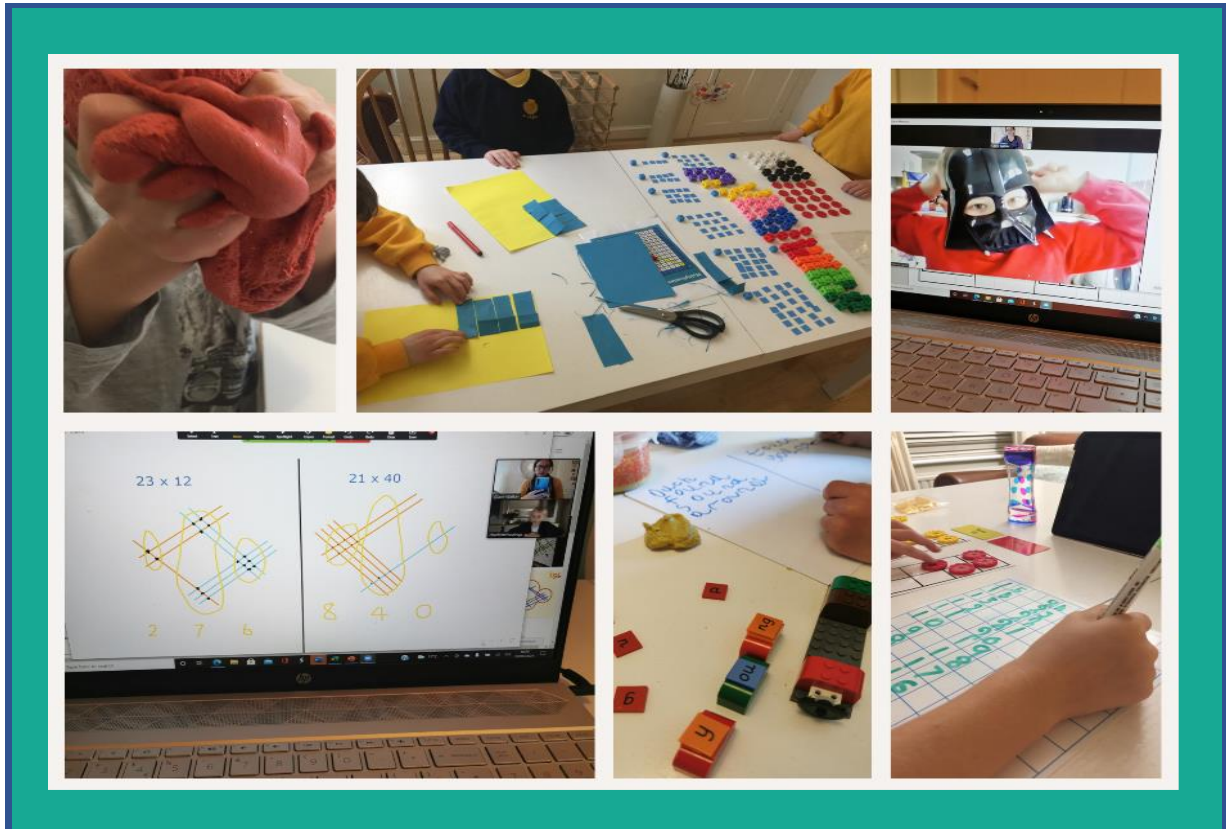
EDUCATION AND WELLBEING SERVICES



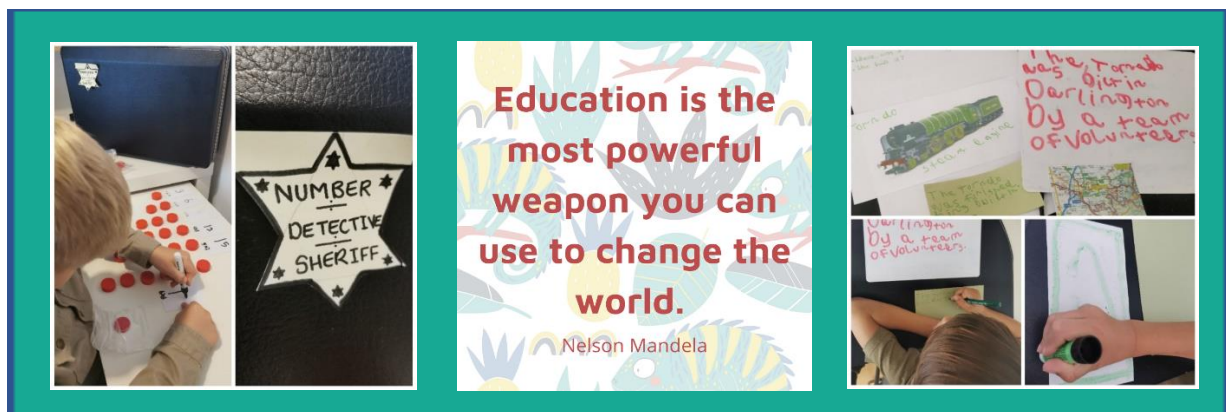
Alternative Education Provision

HOLISTIC TUITION

## A Tuition Service for a child's Education and Wellbeing Needs



Chameleon Education and Wellbeing Services provides Individual Holistic Tuition. This service is based at the National Trust site Bourne Mill as well as in the community and family home. Our bespoke Tuition packages are tailored to the individual learners needs. Understanding the individuals learning differences and strengths, taking a holistic approach, is key to the success of our students, nurturing and enabling them to overcome their barriers to learning.



**Education is the  
most powerful  
weapon you can  
use to change the  
world.**

Nelson Mandela

## Who are we?

We are a small team of Tutors based in Colchester, North Essex. All Tutors are DBS checked (registered on the update service) and insured. Tutors have relevant experience in all Primary Phases, as well as teaching children with a range of learning differences, including the following groups.

- Neurodivergent individuals (including Autism, ADHD, Dyslexia, Dyscalculia, Dysgraphia, OCD, Dyspraxia)
- Mental Health Difficulties (Including depression & Anxiety)
- Those who have experienced Developmental Trauma
- Those with no known diagnosis, who are experiencing barriers to their learning

## What do we offer?

### Holistic Tuition

The aim and purpose of Holistic Tuition is to support children in understanding what a calm alert state is, how they can achieve this using a range of tools and strategies, therefore eventually being ready to learn.

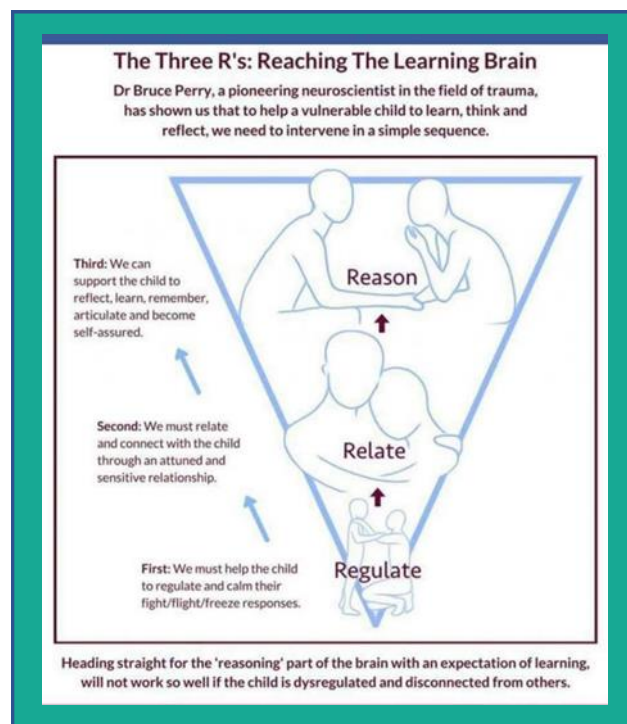
Chameleon Education and Wellbeing Service offers Holistic Tuition, a combination of outdoor holistic learning and conventional tuition, underpinned by Dr Perry's principle 'The Three R's;' Regulate, Relate, Reason. Holistic Tuition is available to KS1 and KS2 children. On occasion it can be available to KS3 children who would benefit from accessing a primary curriculum and approach where the learners cognitive, social and emotional development is of primary age. We work 1:1 with children at Bourne Mill, the child's home and other community spaces such as the library. Having a dual location provides the opportunity for both Holistic Education and targeted interventions in English and Maths to occur, enabling both academic and social and emotional developmental progress.

Through focusing on the child's strengths, we explore how the child views themselves and the world around them, to discover together HOW they learn best. Together, we develop strategies specifically suited to the individual, implementing recommendations from other disciplines, to support them in overcoming the barriers they experience to their learning. We plan very specific and achievable goals so that the process doesn't become overwhelming with lots of built-in repetition to consolidate their understanding. Children are supported in taking ownership of their learning, making decisions about what tools, strategies, resources, and environmental factors enable them to engage and learn. Time is taken to understand learning behaviours and support the development of these, giving time to understand the frustrations and fears learning can provoke in children.

Facilitators deliver sessions working to plans based on the assessment of individual children's needs in line with EHCP / One target plans. We intend to access and complete Thrive training. Behaviour and Individual profile targets will be fed into this process as directed by the Thrive Lead Practitioner. Facilitators communicate session feedback notes using our online portal. These are individual to each child and are shared with Parents, School, ECC and any other relevant professionals working with the child. Chameleon Education and Wellbeing Services will provide six weekly target reviews and end of phase intervention reports.

## Models of Practice

When taking a holistic approach to Tuition we draw on a number of models of practise, including but not exclusively, The Three R's: Reaching the Learning Brain, from Dr Bruce Perry and Maslow's Hierarchy of Needs. Sessions are tailored to each individuals needs, to support them in co and self-regulation, providing the opportunities to connect with a trusted facilitator to develop an attuned relationship with them. Through regulation and a trusted relationship, the child is supported through their own personalised learning journey.



Holistic Tuition at Bourne Mill provides the perfect, outdoor blue and green space, naturally conducive for regulation, providing a wealth of learning opportunities for a child's education and wellbeing. We bring together the principles of outdoor, holistic learning with targeted interventions designed to quickly identify learner gaps and build upon them.

Colour coded, visual and practical approaches are used for learning, essential for the Neurodivergent Brain, as well as models of learning such as CPA (Concrete, Pictorial, Abstract) within maths. Technology is used to support Neurodivergent learners to access and progress within the English Curriculum. An example of successful concrete, colour associated learning resources we use are <https://www.numberstacks.co.uk/> and <https://www.funphonics.education/>



### Working Collaboratively

Feedback after every session through daily reflection notes, are communicated with family and the team around the child, providing insight into the tools, strategies and resources having a positive impact on the child's learning and wellbeing. Progress is reviewed every 6 weeks and at the end of a 12 week phase of intervention an Intervention Report provided. Sharing this information with other professionals working with the child and parents/caregivers, enables the child to be supported in transferring skills they have learnt back into the classroom, supporting reintegration programmes.

### Intervention Plan and Review

1:1 Tuition Intervention Plan and Progress Record			
Child: █	School: █	Year Group: 3	
Term: Spring	Duration: 12 weeks	Frequency: 45 minutes, weekly	
SEN	WT	WA	GD
Therapeutic / Standard			
Diagnosis / SEN: Atresia/Microtia of the left ear. Nystagmus (he wears glasses for this). Global delay. Speech delay. ADHD.			
<b>Intervention Aims:</b> <ul style="list-style-type: none"> <li>Identify strategies to support █ engagement with Maths.</li> <li>Build a toolkit of strategies and resources to support Ewan's learning needs.</li> <li>Continue to build on Number and Place Value objectives to achieve ARE in this strand of Maths.</li> </ul>			
Y2: Compare and order numbers 0-100 using < and = signs Y2: Identify 1 less or 1 more than a given number.	Y3: Read and write 3-digit numbers in numerals, recognising the place value of each. Y3: Find 10 or 100 more or less than a given number. Y3: Read and write 4-digit numbers in numerals, recognising the place value of each.	<b>Therapeutic Approaches</b>	<b>Recommendations / Nest Steps</b>
Achieved. █ confidently demonstrates a secure knowledge, understanding and application of these objectives, moving away from the use of concrete resources to support learning. He recognises the required signs and uses them correctly. █ confidently finds 1 more and 1 less than a given number, including when he is required to bridge 10.	Partly Achieved. █ confidently finds 10 or 100 more / less with concrete resources and is now moving away from being reliant on these, demonstrating a significant improvement in his mental methods for calculation. █ requires concrete resources to support bridging through 100, and sometimes when bridging through 10. █ still needs some initial prompting writing and recognising the value of each digit in 4-digit numbers.	During tuition █ relies on having a 'physical outlet' where the proprioception sense is activated. He will often use resources such as stretchy fidget noodles to bend and flick at a target, often moving around the room in doing so. █ needs movement breaks every 10 minutes, which enables an increased level of focus and concentration when he returns to his learning. Concrete resources which encourage movement (such as Number Stacks) are essential in engaging █ in his learning and supports with memory and recall. █ has demonstrated difficulty with special awareness and coordination, sometimes requiring support with manipulation of objects and using fine motor skills, although because of practice there has been noticeable improvements.	<ul style="list-style-type: none"> <li>Continue to consolidate 'read and write 4-digit numbers in numerals, recognising the place value of each'.</li> <li>Revisit Place Value objectives through 'snappy' activities at the beginning and end of sessions.</li> <li>Move on to Addition and Subtraction, giving opportunity to apply his understanding of Number and Place Value.</li> </ul>



## Pricing Structure

Holistic Tuition – located at Bourne Mill	➤ £62.22 minimum of one 2-hour session p/week. Maximum of three 3-hour sessions p/week
Tuition – located in other community spaces (library) or the child's home	➤ £52.22 minimum of one 2-hour session p/week. Maximum of five 3-hour sessions p/week

School / ECC Tuition Referral Form <https://forms.gle/6sSuTEGegBTv9kwFA>