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| **Quality first teaching:** | | TA support in class, visual timetables, seat pads, writing slopes, adapted pens and pencils, differentiated tasks, worksheets and texts; visual aids, writing prompts and frames, small targets, timers, talking tins, dyslexic friendly/reluctant readers books/coloured paper. | | | | | |
| **Area of SEND** | **Interventions/provision/resources** | | **Year group(s)** | **Group or individual?** | **By who?** | **How often?** | **How progress will be measured** |
| **Maths** | Small group Maths intervention (based on gaps, Dyscalculia training/overcoming barriers/ steps to success (<https://12262.stem.org.uk/menu2-3c.html>) / dyscalculia toolkit/resource book)  Plus One /The Power of Two (TT and time version)  SpringBoard Maths (KS2) | | Ks1 and 2  Ks2  Year 3-6 | Group or 1:1  1:1  Group | Class TA or teacher  TA  TA | Twice weekly  Daily  Twice weekly | Year group curriculum objectives.  target setting (inc. support plan)  pupil perception  tests related to targets set  Dyscalculia assessment (from DOT) |
| **English**  **Reading and writing** | NESSY Reading and Spelling  Catch Up Literacy  Touch typing (NESSY FINGERS/BBC Dance Mat)    Daily reading with adult  Year 2 phonics programme  Small group reading/writing/spelling  Intervention    Precision for reading and spelling HF words and word families (SOS technique)  ClickrWriter  Spelling made easy  Dancing Bears  Apples and Pears  Beat Dyslexia  Toe by Toe  Sound Linkage (to introduce)  5 minute Box  Dyslexia Outreach resources/techniques  Rapid Reading  SNIP spelling programme | | Ks 2  Year 2 and 3  KS 2  KS 1 and 2  Year 2  Ks1 and 2  KS1 and 2  Yr 3-6  Year 2-6  KS1 and 2  Yr 2-6  KS2  KS2  KS2  R/KS1  KS2  Year 2-6 (reading ages 6-8)  Year 2-6 | Individual  1:1  Individual  Individual  Group  Group  1:1  Individual  Individual  Individual or group  Group or Individual  Individual  Individual  Individual  Individual  1:1  Individual  Individual or group | Trained TA  Trained TA  TA  TA/teacher/parent  Phonics trained TA  TA/teacher  TA  TA  TA  TA  TA  TA  TA  TA  TA  TA  TA  TA | 2 x weekly (in school) + access at home  2 x weekly  daily  daily  daily  weekly/in class  3 x weekly  3 x weekly  As needed to support writing  3 x weekly  Daily  Daily  Daily  3 x weekly  2 x weekly  3 x a week  3 x a week  2 x a week | Salford Reading (standardized)  Phonics scores  Key words scores  Book scrutiny  Year group curriculum objectives  target setting (inc. support plans)  pupil perception  Youngs spelling age  running record  Rapid Reader end of set testing. |
| **Speech and Language**  **Language and Communication** | Small group: speaking and listening skills.  Speech and language sessions led by speech and language/ communication. | | Ks1 and 2  R-Yr6 | Group  Individual or group (as advised) | TA  ELKLAN trained TA/1:1 TA | 2 x weekly  As advised | Observations  Target setting  BVPS III |
| **Social, emotional and behavioural** | Social skills group (Time to talk)  Learning mentor programme (anxiety, behaviour, self-esteem, self-improvement)  Lego therapy  Sand Therapy  Lunchtime quiet room  Memory/sequencing/  perception/processing groups | | R-Y6  R-Y6  R-Y6  R-Y6  R-Y6 | Group  Small group or 1:1  Group of 3  Individual or pair  Group | TA  LM  TA  TA  LM | Weekly  weekly  weekly  weekly  When possible (once a week at the moment) | Pupil perception test/self-esteem test score  Observations  Pupil pre/post observations  strengths and difficulties |
| **Sensory and physical** | Brain gym (to introduce)  Gym Trail  Occupational therapy exercises  Physiotherapy exercises  ClickrWriter | | R-Y6  R-Y6  R-Y6  Ks1 and 2  KS1 and 2 | Group  Group  Individual  Individual  Individual | TA  TA  TA  TA  TA | Daily  Daily  As advised  As advised  Ass needed | Target setting  Observations |