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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 2Ks2Year 3-6 | Group or 1:11:1Group | Class TA or teacherTATA | Twice weeklyDailyTwice weekly | Year group curriculum objectives.target setting (inc. support plan)pupil perceptiontests related to targets setDyscalculia assessment (from DOT) |
| **English****Reading and writing** | NESSY Reading and SpellingCatch Up LiteracyTouch typing (NESSY FINGERS/BBC Dance Mat) Daily reading with adultYear 2 phonics programmeSmall group reading/writing/spelling InterventionPrecision for reading and spelling HF words and word families (SOS technique)ClickrWriter Spelling made easy Dancing BearsApples and PearsBeat Dyslexia Toe by Toe Sound Linkage (to introduce)5 minute BoxDyslexia Outreach resources/techniquesRapid ReadingSNIP spelling programme | Ks 2Year 2 and 3KS 2KS 1 and 2Year 2Ks1 and 2KS1 and 2Yr 3-6Year 2-6KS1 and 2Yr 2-6KS2KS2KS2R/KS1KS2Year 2-6 (reading ages 6-8)Year 2-6 | Individual 1:1IndividualIndividualGroupGroup1:1 IndividualIndividualIndividual or groupGroup or IndividualIndividualIndividual IndividualIndividual1:1IndividualIndividual or group | Trained TATrained TATATA/teacher/parentPhonics trained TATA/teacherTATATATATATATATATATATATA | 2 x weekly (in school) + access at home2 x weeklydailydailydailyweekly/in class3 x weekly3 x weeklyAs needed to support writing3 x weeklyDailyDailyDaily3 x weekly2 x weekly 3 x a week3 x a week2 x a week | Salford Reading (standardized)Phonics scoresKey words scoresBook scrutinyYear group curriculum objectives target setting (inc. support plans)pupil perception Youngs spelling agerunning recordRapid 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 2R-Yr6 | GroupIndividual or group (as advised) | TAELKLAN trained TA/1:1 TA | 2 x weeklyAs advised | ObservationsTarget 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 TherapyLunchtime quiet room Memory/sequencing/perception/processing groups | R-Y6R-Y6R-Y6R-Y6R-Y6 | GroupSmall group or 1:1Group of 3Individual or pairGroup | TALMTATALM | WeeklyweeklyweeklyweeklyWhen possible (once a week at the moment) | Pupil perception test/self-esteem test scoreObservationsPupil pre/post observationsstrengths and difficulties |
| **Sensory and physical** | Brain gym (to introduce)Gym TrailOccupational therapy exercisesPhysiotherapy exercisesClickrWriter  | R-Y6R-Y6R-Y6Ks1 and 2KS1 and 2 | Group GroupIndividualIndividualIndividual |  TATATATATA | DailyDailyAs advisedAs advisedAss needed | Target setting Observations |