

SEN policy and information report

2019 - 2020

Kelvin Grove Primary School



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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We are an inclusive school and pride ourselves in ensuring that all pupils are provided with a high quality enriching education. We encourage pupils to reach their full potential intellectually, spiritually, physically, emotionally and socially. We believe that learning should be fun and encourage pupils, regardless of their Special Educational Needs and Disabilities (SEND) to access a broad, balanced and relevant curriculum.

We are proud of our 20 place Resource Base for Pupils with Autism which was opened in September 2012.

As a school, we work within the Lewisham guidance on provision for children with SEND in mainstream schools which explains the ways children with different additional needs are provided for.

All Lewisham mainstream schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of a student with SEND being met in a mainstream setting wherever possible, and where families want this to happen.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 SENCO

Will :

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

Will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

Will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

We are an inclusive school and pride ourselves in ensuring that all pupils are provided with a high quality enriching education. We encourage pupils to reach their full potential intellectually, spiritually, physically, emotionally and socially. We believe that learning should be fun and encourage pupils, regardless of their Special Educational Needs and Disabilities (SEND) to access a broad, balanced and relevant curriculum.

We acknowledge that some pupils encounter greater obstacles to achievement and may need special consideration. We therefore provide additional and different provision in order to support children with SEND.

A pupil could have a need in one or more of the following areas as outlined in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Identification:

At Kelvin Grove, if a child is not making the progress expected for their age it is important that any extra help that they need is identified quickly. Whether the family or the school raise a concern first, these are the steps we follow;

Quality first teaching (QFT) takes places in all classrooms with the setting of high expectations to raise attainment and narrow the gap between individuals and the age related expectations.

Pupils at Kelvin Grove are regularly tracked and assessed however some children who are identified as not making the expected progress, despite a highly differentiated curriculum are discussed with the class teacher and senior leaders during pupil progress meetings (PPMs).

Interventions may be put in place to support the pupil to make progress.

When reviewed if these interventions are not successful the pupil will be referred to the SENCO to support identification of potential barriers to their learning.

The parent of the pupil will be notified through the class teacher and a meeting may be set up with the parents, if they have questions or concerns.

Further investigation or assessment may then be completed with parental permission.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Pupils at a SEND support level will have the opportunity to comment on their strengths and weakness in the school setting and discuss targets set by the class teacher, parents/carers and the SENCO. This may occur through a number of ways including reviews of IEPs, Annual Reviews (in the case of pupils with an EHC plan), during Parents' Evenings or may occur when reviewing the success of an intervention.

If your child has an EHC plan, this will be reviewed annually and they will have the opportunity to provide their views before and during the meeting, where appropriate.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assessment:

Your child's progress is continually monitored by his or her class teacher.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment and behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.

If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool may be used which shows their level in more detail and will also show smaller but significant steps of progress. This assessment is facilitated using the BSquared assessment tool.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed. The school's strategy for completing this is through termly assessment meetings PPMs.

Children in receipt of SEND Support will be reviewed with your involvement and if required any further plans made

The progress of children with an EHC Plan is formally reviewed at an Annual Review with (where possible) all adults, including parents, involved with the child's education.

The SENCO will also check that your child is making good progress within any individual learning (1-1) and in any group that they take part in.

A range of ways will be used to keep you informed, which may include:

- Home/school contact book
- Letters/certificates sent home
- Additional meetings as required
- Annual Reviews
- End of Year Reports

5.5 Supporting pupils moving between phases and preparing for adulthood

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is a smooth process.

If your child is moving to another school:

We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.

Where possible we will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child and support any visits to the new school in advance of the move.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Your child will meet with the new teacher and other key staff before the move takes place. They will also have opportunities to familiarise themselves with their new environment.

Information will be passed on to the new class teacher in advance and where possible a planning meeting will take place with the new teacher.

All SEND information will be shared with the new teacher.

If your child would be helped by a transition book to support them understand 'moving on' and the changes that will happen then this will be provided.

In Year 6:

A member of our Inclusion Team will discuss the specific needs of your child with the SENCO of their secondary school.

Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a transition booklet which includes information about themselves for their new school.

Where possible and appropriate your child will visit their new school on a few occasions

Where possible and appropriate staff from your child's new school will spend time at Kelvin Grove

A member of the SEND Team will attend a Secondary Transfer Day organised by Lewisham SEND team to pass on relevant information

The PHSE curriculum supports Key Stage 2 pupils to address issues that prepare them for adulthood.

5.6 Our approach to teaching pupils with SEN

Provision for children with SEND is a matter for the school as a whole. The Governing Body, Headteacher, SENCO and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND - a continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children.

STAGE 1 (Universal)

This is quality first teaching (QFT) facilitated by class teacher/s Who can access this kind of support? **All children**

Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve

All teaching is based on building on what your child already knows, can do and can understand

Different ways of teaching (for example, practical activities and visual supports) are in place so that your child is fully involved in learning in class

Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support children to learn

All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take.

STAGE 2 (Targeted work specifically tailored to meet your child's needs)

Who can access this kind of support? **Children working at a SEND Support Level**

Children at SEND support level will require provision that is additional to or different from that can be delivered solely by the class teacher. This may involve:

Interventions: may include small group work or individual sessions on a specific theme. They may be delivered by a Teacher, Teaching Assistant (TA) or Early Years Educator (EYE) who has had specific training to run these groups. *Interventions can be viewed in **Appendix 1**.*

Or specialist support from the following school staff or outside agencies including:

Lewisham Hearing Support Service (LHSS) for children with a hearing difficulty

Speech and Language Therapy

Lewisham Specific Learning Difficulties team

Lewisham Educational Psychology service

Occupational therapy (NHS)

Drumbeat Outreach Team (social communication difficulties).

CAMHS

Inclusion Outreach Service

Specialist Autism Consultant

STAGE 3: (Specialist)

Who can access this? **Children with an EHCP or with access to High Needs Funding**

Children at this level will have been identified by the class teacher/SENCO, in consultation with other professionals as requiring more specialist support beyond the support outlined in the above categories. This support is available for children whose learning needs are severe, complex and could be lifelong. This type of support is known as a:

Education Health and Care Plan (EHCP)

EHCPs were introduced in September 2014 and have replaced a Statement of Special Educational Needs.

5.7 Adaptations to the curriculum and learning environment

This section should be read in conjunction with the school's Accessibility Plan.

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.

Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included at a SEND support level or EHCP.

Planning and teaching will be adapted on a daily basis if required to meet your child's learning needs and increase your child's access to what is on offer in the classroom.

How have we made this school physically accessible to children with SEND?

Classroom allocation can be adapted to ensure rooms are accessible for children with disabilities We ensure that appropriate equipment used is to enable pupils to access the curriculum and participate fully in school life.

There are a number of chair lifts to make areas of The Paxton Building more accessible.

The school has staff trained to support children with a range of needs.

The provision for SEND learners across the school, including the resource base, provides space/ furniture, resources and an environment that is appropriate to meet SEND children's needs.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions. *Interventions can be viewed in **Appendix 1**.*

We work with the following agencies to provide support for pupils with SEN:

Lewisham Hearing Support Service (LHSS) for children with a hearing difficulty

Speech and Language Therapy

Lewisham Specific Learning Difficulties team

Lewisham Educational Psychology service

Occupational therapy (NHS)

Drumbeat Outreach Team (social communication difficulties).

CAMHS

Inclusion Outreach Service

Specialist Autism Consultant

5.9 Expertise and training of staff

All staff engage in regular staff training, development and appraisal to ensure teaching standards are consistently high across the school and that practice meets the needs of children with SEND.

Staff working particularly closely to support children with SEND develop skills by;

- Visiting specialist schools and centres
- Liaising regularly with therapists
- Attending training courses
- Ongoing support from the SENCO

Some members of staff including all those in the ASD Resource Base Provision will have "Team Teach" Training. "Team Teach" is the holistic approach we use to support people who may exhibit more challenging behaviours. The approach is based on a risk reduction approach, involving de-escalation strategies, diversion and as a last resort physical intervention (see Physical Intervention Policy).

The SENCO and Resource Base lead engage in professional development, including attendance at local cluster meetings, resource base forum and termly SENCO Network meetings.

Teaching assistants at Kelvin Grove are experienced and take part in ongoing training and appraisal to ensure interventions are delivered by staff that have sufficient knowledge and skills to enable children to make good progress.

We coordinate with Health professionals and other agencies to ensure staff have relevant and up-to-date training to support children with specific medical needs.

The school has a school action plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.

The school actively engages with whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO.

When the family and school are in agreement that a child has a difficulty that requires support at SEND Support level we will seek advice and support from a range of professionals.

The Lewisham Local Offer ensures that a range of specialists are available through referral. They can assess needs, recommend strategies, and support families and staff to help a child effectively. If your child is working with other professionals, they will be invited to review progress and plan further support in regular Team Around the Child (TAC) or Team around the Family (TAF) meetings.

5.10 Securing equipment and facilities

Equipment and Facilities will be secured through discussion with:

Specialist agencies

Parents

Head teacher

Inclusion Team

Our school's Accessibility Plan outlines adaptations made to the building to meet particular needs and enhance learning.

The school ensures 'best endeavours' are made to secure learning for all pupils

5.11 Evaluating the effectiveness of SEN provision

Teachers assess pupil's progress on a daily basis as part of their ongoing assessment, marking and feedback procedures.

Pupil progress is discussed with parents at termly Parents' Evenings. If there is a significant concern about the lack of progress of a pupil the teacher may arrange a meeting with the parent and the pupil to discuss their concerns prior to Parents' Evening.

Parent's contribution to their child's learning is essential and all views are taken into consideration at Parents' Evening or at earlier meetings. Pupils are given the opportunity to express their views and this can shape the support offered.

Interventions may be put in place to support pupils who are identified as not making expected progress. Where emotional barriers may be impacting on the pupil's ability to access the curriculum, the teacher will refer the pupil to the teacher responsible for pupil well-being.

We evaluate the effectiveness of our provisions for pupils with SEND to ensure they are reaching their potential and that the appropriate interventions and provisions are in place.

In most cases assessments are completed before interventions and after to determine impact made and to measure the effectiveness of the intervention.

This also highlights gaps in learning where further intervention may be needed.

Attainment and progress data for pupils with SEND is used as part of the whole school tracking of children's progress at pupil progress meetings, including the use of Bsquared.

IEPs are reviewed twice a year and are based on the Assess- Plan-Do-Review model as set out in the Code of Practice (2014) and three times a year for children who require more input. Annual reviews are held yearly for any pupil with an EHC plan; interim reviews can also be arranged throughout the year if deemed necessary.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

This section should be read in conjunction with the school's Accessibility Plan.

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.

Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included at a SEND support level or EHCP.

Planning and teaching will be adapted on a daily basis if required to meet your child's learning needs and increase your child's access to what is on offer in the classroom.

5.13 Support for improving emotional and social development

Kelvin Grove Primary School recognises the importance of improving Social and Emotional development for all pupils.

If a parent or carer has concerns about their child's social or emotional development they can organise a meeting with the class teacher and/or the Designated Safeguarding Lead to discuss the need for their child to receive additional support in school.

At Kelvin Grove skilful observation by staff ensures that children's well-being is carefully monitored. Our priority is to help your child make good relationships with adults at school so they feel safe and secure, and to help them make friendships with other children so they feel confident and happy

Kelvin Grove also implements specialist advice from Child and Adolescent Mental Health Services (CAMHS), Specialist advice from Educational Psychologists at Lewisham and Inclusion Outreach Service.

Bullying is taken very seriously at Kelvin Grove Primary School. We are aware that children are still learning the complex nature of relationships, and that when a child appears to be unkind they may need further support to develop the skills of empathy and cooperation.

Children have the opportunity to discuss strategies to manage bullying and know who to report bullying to.

Cyber Bullying awareness is addressed in school; any incidents that occur both within school and out of school are reported to class teachers and escalated where appropriate.

If a child frequently engages in an unkind or unsafe behaviour staff will observe carefully and put support in place.

5.14 Working with other agencies

Lewisham Local Authority provides a Local Offer of services which support pupils with special educational needs and/or disabilities. Support and services can be utilised at any point in the identification of a pupil who has a greater difficulty in learning than the majority of their peers or has a disability which prevents them from making use of the school facilities.

Information on Lewisham services and their local offer can be found here

<https://lewisham.gov.uk/myservices/socialcare/children/special-educational-needs-and-disabilities>

5.15 Complaints about SEN provision

First point of contact: Class Teacher

The class teacher is recommended as the first point of contact if you have any concerns.

You can contact them by speaking to them at the end of the school day to arrange an appointment or by telephoning the school.

If you feel the class teacher have been unable to answer your concerns, then please contact a member of the SEND team to discuss further.

If you still feel that the issue has not been addressed satisfactorily you should contact the Headteacher (Mr Hyde) for an appointment.

In the unlikely event that the matter is still not resolved, you must put the complaint in writing to the chair of Governors. The Governing body will deal with the matter through the agreed complaint resolution procedures.

On the rare occasion that the matter is not resolved, the parent or carer can take the complaint to the Local Authority.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Lewisham Local Authority provides a Local Offer of services which support pupils with special educational needs and/or disabilities. Support and services can be utilised at any point in the identification of a pupil who has a greater difficulty in learning than the majority of their peers or has a disability which prevents them from making use of the school facilities.

Information on Lewisham services and their local offer can be found here:

<https://lewisham.gov.uk/myservices/socialcare/children/special-educational-needs-and-disabilities>

5.17 Contact details for raising concerns

Parents are encouraged to talk to the class teacher as their first point of contact. Class teachers know your child really well, can reassure you and make sure you have all the information you need. They can talk about the strategies they are using to help your child and share the progress they see them making. If you have raised the concern, the school will invite you in to discuss it and plan a way forward. They may suggest that you meet with the SENCO to talk in more detail about your concerns. The SENCO can talk with you about other professionals who can offer advice and support. They can make referrals to services on your behalf and, if other professionals are involved, work with them to ensure that all adults are working well together to help your child.

The teacher will also discuss your child's progress with you at our termly parents' evenings where you will be informed of your child's progress and any additional support being given.

Schools also have regular meetings between each class teachers and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.

If your child is then identified as not making progress the school will make a decision about whether to monitor this or support further through intervention support.

Intervention may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning

5.18 The local authority local offer

Can be found using the following link:

<https://lewisham.gov.uk/myservices/socialcare/children/special-educational-needs-and-disabilities>

6. Monitoring Arrangements

This policy and information report will be reviewed by **SENCO every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Appendix 1

Interventions at Kelvin Grove Primary School

At Kelvin Grove Primary School we use a whole school provision map to manage ongoing assessment of our SEN Provision. We ensure that interventions target specific gaps in a pupil's understanding of a subject/area of learning. These targeted interventions are reviewed termly by the SEN Team to monitor their effectiveness. Each child's needs are discussed termly and necessary intervention is put in place.

Here are some examples of interventions currently running at Kelvin Grove Primary School:

Name of Intervention	Year Group	Duration	What it targets
LITERACY			
Reciprocal Reading	2-6	10 weeks	Reciprocal Reading is an effective and proven approach to developing reading and comprehension. It is particularly effective with children who can read but do not always fully understand what they are reading. It is run as a group of up to 6 children, 2 times per week.
Read Write Inc 1:1 Tutoring	Y3 onwards	<i>As long as needed</i>	Read Write Inc. 1:1 Tutoring provides individual tuition to support a child to read accurately and fluently with good comprehension. 1:1 short, daily intervention
Precision Teaching	R-6	<i>As long as needed</i>	Precision Teaching is a short and daily intervention to develop key skills e.g. reading high frequency words, writing high frequency words, learning number bonds or times tables. 1:1 intervention
5 minute literacy box	YR onwards	<i>As long as needed</i>	The Five Minute Box is a multi-sensory phonics programme which provides secure basic skills for reading, spelling and writing, maintaining self-esteem and a more positive attitude to learning. 1:1 daily intervention
Toe by Toe	3-6	1 year +	Toe by Toe is a highly structured Multi-Sensory Phonetic Approach to Literacy for children with reading difficulties and those with specific learning difficulties. 1:1 daily intervention
PAT	Y1 onwards	12 weeks	PAT is a daily reading and spelling programme suitable for groups and 1:1, teaching children to read, spell and write phonically regular single syllable words by making analogies.
SNIP	Y3 onwards	25 weeks	The SNIP programme aims at increasing reading and spelling, using a high level of over-teaching of High Frequency Words. 1:1 Intervention
Hi 5 Programme	5-6	12 weeks	Hi Five is designed to develop independent reading and writing strategies for children in Years 5 and 6 working at Year 2 level. It aims to provide an opportunity for children to work at their own level on a variety of different text types where they should develop independent reading and writing strategies ready for KS3, learn to edit as a natural part of the writing process, and develop a range of strategies for learning words. Group of 3 children.
Word Blaze Reading and Spelling Intervention	3-6	Can be up to 2 years (6 Challenges – each for 12 weeks)	Word Blaze is a multi-sensory intervention which consolidates and extends spelling and reading beyond the early phonics. Group of up to 6 children.
Touch Typing			BBC Dancemat – parents can access at home.

Pen Pals Handwriting	R-6	Ongoing	Pen Pals is a complete handwriting scheme for 3-11 year olds which is used in whole class teaching and can be adapted for groups.
Write from the Start	Year R onwards	As long as needed	Write from the Start programme guides children through the various stages of perceptual and fine motor development to lay the foundations for flowing, accurate handwriting. The programme contains activities that gradually build up the muscles in the hand so that children can gain the necessary control to form letter shapes. 1:1, group, or to be done at home.
SPEECH, LANGUAGE & COMMUNICATION			
Vocabulary Builder	N-3	2 terms	Vocabulary Builder contains pictures grouped by category containing the most common nouns and verbs. This can be a group or 1:1 intervention and involves different games and activities to practise expressive and receptive language skills as well as skills of categorisation. 3-5 times a week.
Word Aware Pre-teaching vocabulary	N-6	Ongoing	Activities from Word Aware Book designed to support children's understanding of vocabulary. 2 x per week, either 1:1, group or class.
Barrier Games	R-6	6-12 weeks	A communication game played in pairs, Learner A has information Learner B needs, and vice versa. It encourages learners to develop their expressive language skills through rewording, questioning, describing and clarifying.
Language for Thinking	R-6	As long as needed	Develops children's language skills to answer how and why in a variety of scenarios displayed pictorially. Can be 1:1 or small group.
Rhodes to Language	3-6	As long as needed	Rhodes to Language is a book of language activities and games designed to address specific areas of language use e.g. nouns, verbs, adjectives, conjunctions, adverbs, pronouns, meanings and concepts. Can be 1:1 or small group.
Speaking and Listening through Narrative	1-2	8 weeks	Supports children in being able to understand, remember, organise, process and recount narratives. Group of up to 6, 1 x week for 30-40 minutes.
Prepositions group	1-6	6 weeks	A pack to support understanding and develop use of prepositions.
SOCIAL, EMOTIONAL, WELL BEING			
Socially Speaking	2-6	10 weeks+	A Social Skills programme divided into three sections: let's communicate, let's be friends, let's practise. It increases children's self-esteem, listening skills and expressive language. This intervention is run in a group.
Lego Therapy	2-6	6 weeks	Lego Therapy is a social development programme which gives children the opportunity to develop their communication skills, develop problem solving skills and express their feelings. Run as a group of 3 children, plus adult supporting.
Drawing & Talking Therapy	R-6	12 weeks	Drawing and Talking Therapy an easy to learn serial drawing technique for use with children who have suffered trauma or have underlying emotional difficulties. 1:1 intervention
Forest School	R and 1 (sometimes other year)	12 weeks	Forest School offers learners opportunities to achieve and develop confidence and self esteem through hands-on learning experience in a woodland environment. Group intervention.

	groups depending on staffing)		
Horizon Alternative Education Workshop	5-6	4 weeks	Horizon Alternative Education are an external provider who offer an alternative way to improve well-being through different workshops. Group intervention.
MATHS			
Catch up Numeracy	2-6	12 weeks+	Catch Up® Numeracy is a structured 1:1 intervention for learners who find numeracy difficult and enables them to make significant progress. It involves two 15 minute sessions every week.
5 minute number box	1-6	12 weeks+	The 5 minute number box is a multi-sensory teaching programme and maths resource. Children work in very small steps through a complete programme to ensure that they have understood and mastered the basics. Promotes self-esteem and independence. Can be used as 1:1 or in a group.
Precision Teaching	R-6	<i>As long as needed</i>	Precision Teaching is a short and daily intervention to develop key skills e.g. understanding of place value, number bonds or times tables. 1:1 intervention
OCCUPATIONAL THERAPY INTERVENTIONS			
BEAM	R-6	As long as needed	Strengthening Exercises, normally as a result of having been assessed by an Occupational Therapist.
Dressing Skills	R-6	As long as needed	Dressing Skills activities to support children's independence, normally as a result of having been assessed by an Occupational Therapist.
Cutting skills	R-6	As long as needed	Cutting worksheets using specialist scissors if required to develop cutting skills.
MEMORY INTERVENTIONS			
Meemo	2-6	6 weeks	Whole Class intervention (can also be done in a group), used daily. Consists of different daily activities, children work in pairs to test their memory.
Memory Magic	1-6	12 weeks	Memory Magic consists of a number of activities aimed at improving memory skills. Group or 1:1