



Intervention Menu

These are some starting ideas for children who need extra support either in class or through small group work or 1:1 sessions. Consider the child's area of need with the relevant staff, including teachers, TA's, LSA's SENDCO, Nurture Lead, Family Liaison and Safeguarding Lead, behaviour Lead. Using observations and initial assessments (either specific to interventions, Assertive Mentoring, outcomes from SPTO, P Levels, you can narrow down the specific areas where the child needs support. You will need to record progress and feedback over a defined period using the monitoring form. All intervention should have an entry and exit assessment outcome reported.

Physical and Sensory	
Gross and Fine Motor Skills	Sensory
Better Move On Smart Moves FMS tasks: threading, cutting, sewing, tweezers Tracing shapes and patterns Handwriting schemes	Fiddle toys Ear defenders Snacks Brain gym tasks Wedge cushions Weighted lap and shoulder supports Writing slopes Differentiated seating arrangements

Maths
Numicon Number stars Busy Ants scheme Inspire scheme Mathletics Number box White Rose materials taken+ from relevant year group

Language and English			
Speech and Language	Reading	Writing/Spelling	Phonics
Therapy programme set by therapist. Language for Learning (EYFS/KS1) Talking Partners	Project X Readwrite Inc Better Reading Champions NESSY	Spelladrome (online) SNIP spelling 1 - 4 (good for dyslexia) NESSY Direct Phonics 1,2,3 Collins scheme Handwriting scheme	Letters and Sounds Phonics Play Readwrite Inc NESSY

Social, emotional and mental health	
Social communication and understanding	Regulating behaviours and emotions Emotional Literacy
Social stories Socially Speaking Social Detectives When my worries get too big	Scared Gang materials Nurture group (referral) Chill club Therapy/family room ELSA materials

Note from SENDCO – cycle in brief
<ol style="list-style-type: none"> 1. Assess, plan, do and review cycle 2. High quality teaching strategies and including effective differentiation and use of resources. 3. Class-based intervention 4. Group or 1:1 intervention to fast track as progress is not satisfactory. 5. Specific support needs to be considered.

Have you: Assessed, planned, do and reviewed? Have you evidenced progress at 'Class Monitor' level, 'Class Action' level and thinking about SEND Support? Have you discussed with parents and kept them involved? Have you thought about your inclusion surgery and why a child needs to be discussed?



Assessment Materials and Referrals

There should be a clear reason why a child has been selected for one of our levels of input: class monitor, class action or SEND support. If you have decided that a child/ren need more than high quality teaching strategies, an assessment must be carried out prior to a child starting on an intervention or additional class-based support from an adult. For the majority of children, the school timetabled approach to data call would be sufficient and highlighting of statements on School Pupil Tracker. For some the table below may support your entry and exit assessment. If unsure, please consult Suzanne or Bridget; Kim or Ciaran who can help with maths and English assessments. There must be clear evidence of staff using the cycle of: ASSESS, PLAN, DO, REVIEW.

Who can we refer to? Are we able to commission additional services?

Physical and sensory	Language	Social emotional and mental health	Other
<ul style="list-style-type: none"> • Occupational therapy • Physiotherapy • Therapy • Space (cost involved) 	<ul style="list-style-type: none"> • Speech referral after drop in session has been attended by staff or parent • In-house referral request with commissioned therapist 	<ul style="list-style-type: none"> • Discussion with Primary Mental Health Specialist • CAMHS • Behaviour without limits (cost involved) 	<ul style="list-style-type: none"> • Educational Psychologist (delegated time then cost involved) • School nursing team

Other agencies advice can be sought from are:

Bristol Autism Team

Dyslexia Association

Other agencies we can commission services if budget allows:

Dyslexia centre (can use PP money to pay for an assessment or sessions at the centre)

Private Educational psychologists

Therapy Space

Butterfly Therapy (already commissioned from PP funding)

Intervention and Assessment

Which assessments must be completed for each intervention?

Speech, Language and Communication

Speech Therapy Drop in and referral process; Talking Partners, Language for Learning, Talk Boost

- Renfrew word and language assessment (standardised)
- Communication Trust progression toolkit
- Communication Trust language checklist
- Communication Trust articulation screener
- Phonetic awareness checklist
- Universally Speaking materials
- AET assessment and tracking document (Autism)

Phonetic Awareness, Reading and Comprehension

Readwrite Inc, Letters and Sounds, NESSY, Direct Phonics 1, 2, 3, Readwrite Inc comprehension, Stride ahead

- PIRA reading
- GAPS grammar, punctuation and spelling
- PM Benchmarking
- Letters and sounds assessment materials
- Readwrite Inc assessment
- WRAPS
- PHaB
- SLCN articulation screener
- IRA reading
- NARA reading
- Reading Now
- Dyslexia screener: missing pieces, words sounds, spelling, visual search, reading, vocabulary
- RENFREW can also be used
- NESSY online assessment
- Readwrite Inc Comprehension

Spelling

SNIP spelling, Spelladrome, Toe by Toe, Stareway to spelling

- GAPS grammar, punctuation and spelling
- Assessment of gap words eg. Using SNIP assessments

Maths

Busy Ants, Inspire, Numicon, Mathletics, Number box, Number stars

- White rose assessments
- SS looking into other assessment materials such as Basic Number Diagnostics

Sensory, physical, gross and fine motor skills

Better Move On, Smart Moves, Spectrum handwriting, Pen Pals

- Better Move On checklist
- Therapy Space assessment screener
- Comparative pieces of writing

Social Emotional and Mental Health (SEMH)

Jigsaw materials, Nurture programme, ELSA (not until 2019), social stories, socially speaking, scared gang materials, social detective materials

- Boxall Profile
- AET framework
- Jigsaw