

<u>INTERVENTIONS at Buckden Primary Academy</u>			
SEND CoP Area of Need	Intervention Name	Targeting/ Age range	Staff able to run
Communication and Interaction	Speech and Language Support (as directed by SALT –Speech and Language Therapists)	All year groups (for identified Speech and/or language needs)	Class based/1:1 TA's, after attending session with SALT
	Social Stories	All year groups (Autism Spectrum particularly) Short Stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.	Class based/1:1 TA's, with direction from Class teacher
	Attention Autism	EYFS / Y1 It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.	Class based/1:1 TA's following training from SALT NELI programme
	NELI programme	EYFS The aim is to improve children's language and early literacy skills.	Denise Carter, Antonia Judge
	Time to Talk	EYFS Time to talk has been specifically created to teach and develop social interaction skills and improve oral language skills.	Kate Woodward, Antonia Judge
Cognition and Learning	Phonics Booster	EYFS/KS1	All class based and 1:1 TA's with direction from class teachers
	Toe By Toe (Literacy support)	Y/4/5/6 (Dyslexia/Literacy Difficulties)	All TA's, with class teacher direction

		Designed for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties.	
	SNIP (Literacy Support)	Y4/5/6 (Dyslexia/Literacy Difficulties) The programme is aimed at increasing reading and spelling and uses the primary high frequency words (HFW). These words are grouped by selecting those that visually look different to each other.	All TA's with class teacher direction
	Nessy Reading and Spelling Programme	Y1-5 The Nessy programs are not only for dyslexia. Nessy is widely used for early reading instruction.	All TA's to oversee
	PAT (Phonological Awareness Training)	All year groups (spelling and reading) PAT is designed to develop speed, fluency and accuracy in word finding, spelling and handwriting. The programme is designed to help children to read, spell and write phonically regular words.	All class based TA's and 1:1 TA's
	ELS (Early Literacy Support)	Y1 and 2	Michele Kelly
	Phonological Awareness	Rec-Y6. Speech detection, syllable awareness, onset and rhyme, rhyme detection, initial sounds, rhyme production.	Alison Morgan
	BRP (Better Reading Partnership)	Y4/5/6 A one-to-one support programme to help them to	Ruth Forshaw, Jane Ryder

		develop independent reading and comprehension skills so that they can make faster progress.	
	Sir Kits (ALS)	Lower KS2 – developed to support an English intervention programme ‘Sir Kit’s Quest’. Follow the adventures of Sir Kit as he leaves the King and goes in search of Dragon’s Island and meets the sea monster! Writing outcomes include a character sketch, a letter, a report about volcanoes and a narrative.	TAs
	Wellington Square	Wellington Square is designed to meet the needs of children aged 7+ who are having difficulty in learning to read. It provides straightforward progression through all 5 levels of the scheme, from wordless picture books to storybooks with full-text. Wellington Square widens your pupils’ reading experience through imaginative and stimulating support material	TAs
	Reading Reflex	Phono-Graphix enables children to read in an approach that is not phonics based.	TAs
	AST – Accredited Specialist Teacher in Literacy Difficulties programme.	Y2–6 Multi-sensory literacy programme.	Nicola Butcher, Michelle Heather

	Wave 3 Programme (Spelling and Reading)	Y2 and 3 To increase children's rates of progress by using targeted approaches to tackle fundamental errors and misconceptions.	Kerry Collins
	Perform Time	Y3 and 4 Giving students the skills to deal with time in everyday situations.	All TA's with class teacher direction
	Times Tables	Y3 and 4 A fun twist on learning times tables by using multiplication and division techniques.	All TA's with class teacher direction
	Plus 1	Y1/2/3 (Dyscalculia/Maths Difficulties) Teaches the building blocks of numbers, and begins to develop skills with mental calculations	All TA's with class teacher direction
	Power of 2 (Maths support)	Y3/4/5/6 (Dyscalculia/Maths Difficulties) Power of 2 is about putting in place the building blocks of number and developing skills with mental calculations.	All TA's, with class teacher direction
	1 st Class @ Number and 5 minute boxes	Y3/4/5 A structured multisensory programmes of specific games for just a few minutes each day to help children overcome their difficulties while learning strategies to help themselves.	Laura Conlong to oversee, all TA's able to deliver
	Mastering Number	EYFS/Y1/2 To secure firm foundations in the development of good number sense for all	Lower School TA's.

		children. To have greater fluency in calculation and a confidence and flexibility with number.	
	Maths Through Stories	To explore various aspects of integrating stories and literacy in mathematics. It makes mathematics teaching more accessible and more enjoyable for learners everywhere through the power of storytelling and children's imagination.	Michelle Dunford
	NCETM Ready to Progress in Maths	All year groups To review, practice and consolidate learning in maths.	TA's with direction from class teachers.
	Gardening Group- Life skills (Maths/Science focus)	EHCP and SEN+ children A child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It develops confidence and self-esteem through learner inspired, hands-on experiences.	Nikki Barry
Social, Emotional and Mental Health	Nurture Group	Y1/2/3/4/5/6 Nurture groups are a short-term, focused intervention for children with particular social, emotional or behavioural difficulties which can create a barrier to learning within a mainstream class.	1 TA in every year group

	Drawing and Talking Therapy	SEMH needs, all year groups. The purpose of the method is to draw with a person who with whom they feel comfortable at the same time each week. The trusted person will learn to ask a number of non-intrusive questions about the drawing, and over time a symbolic resolution is found to old conflicts and trauma is healed.	Rebecca Bliss, Michelle Heather, Alison Anderson, Mel Gill
	Counselling support	High or complex SEMH needs, all year groups	Heidi Triance
	Sensory Support	All year groups (SEMH Needs)	All TA's
	Thrive small group support	All year groups The Thrive Approach is a dynamic and developmental approach to meeting the emotional and social needs of children.	Michelle Dunford
	Thrive 1:1 support	All year groups- children identified as working at a much lower stage of emotional development. Thrive helps children and young people become more emotionally resilient and better placed to engage with learning and life.	Michelle Dunford
Sensory and/or Physical	Sensory Circuits	EYFS and Y1 (all children to take part) Y2/3/4/5/6 (for identified reasons) Enables children to reach the level of alertness needed to concentrate during lessons	Kerry Collins, Yvonne Holl

		at school and to focus during a day	
	Sensory breaks and Sensory boxes	All year groups (for children identified with ADHD/ concentration or sensory needs)	All class based and 1:1 TA's
	Sensory Support	All year groups (for children identified sensory needs)	All class based and 1:1 TA's
	Write from the Start – handwriting support	Fine motor skills- Y2/3/4/5/6 Programme to develop the fine motor and perceptual skills necessary for effective handwriting.	All class based and 1:1 TA's
	Fizzy Programme	Dyspraxia needs-All year groups The FIZZY and Clever Hands Programmes are recommended by occupational therapy as programmes for schools to use to assist in the development of motor skills for those children who find this challenging.	All class based and 1:1 TA's