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| **English** |
| **BRP (Better Reading partnership)**BRP is for children who are performingat a lower average for their age. Theprogramme provides 1:1 sessions threetimes a week by a trained LSA whofocuses on reading strategies. Sessionslast 15-20 minutes | **Little Wandle Keep Up (KS1) and****Catch Up (KS2)**Little Wandle Keep Up is used in KS1 toenable children to keep up with their peers.Little Wandle Catch Up is used in KeyStage two with groups of children whohave been identified as having gaps intheir phonics knowledge. | **Writing Conference / booster**Following writing lessons children maybe invited to go through their writingwith their teacher or a class learningsupport assistant. This may be 1:1 or in a group.During lessons some children may havehigher levels of adult support than other children.This forms part of our quality first teaching. |
| **Language Link**Targeted speech and Language support following on from Language Link assessment. | **Clicker**The built-in writing support tools and age-appropriate interface enable children to write independently whatever their level. | **Pre-teaching**Pre teaching is used to help children, who might otherwise find it difficult, to access an area of the curriculum. Children are pre-taught lesson material before the lesson. |
| **Inference (comprehension) training**This intervention is for children whocan read but who find comprehensiondifficult. This is provided in groups of3-6 pupils 2-3 times / week. | **Speech and Language**Some children are assessed by outside agencies by speech and language therapists who then give school programmes to follow. These are carried out by learning support assistants who are trained to run the interventions. This is sometimes under the support and guidance of a speech and language therapist. | **Reading Booster**Following reading lessons children may be invited to go through their reading with their teacher or a class learning support assistant. This may be 1:1 or in a group. During lessons some children may have higher levels of adult support thanother children. This forms part of our quality first teaching. |
| **1:1 Reading**Additional reading support on a 1:1 basis. This may incorporate teaching strategies from BRP and / or inference training depending on the needs of the child. | **Language through colour**Language through colour is the use of visual coding to teach grammar to children with specific learning difficulties. It helps children to categorise vocabulary which in turn helps them to construct sentences. It can also be used to pre-teach and mind map vocabulary. |  |

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| **Maths** |
| **Pre-teaching** Pre teaching is used to help children, who might otherwise find it difficult, to access an area of the curriculum. Children are pre-taught lesson material before the lesson. | **First Class at Number**First class at number is an intervention aimed at children working at approximately Early Year 1 ‘level’ which is delivered by a trained LSA to agroup of 4 children (max) 3, 30 mins sessions are taught for an eight-week period. It is additional to daily maths lessons and the focus is on developing number. Assessments are carried out before and after to give a ‘maths age.’ | **1st Class at Number 2**An intervention for children in KS2 who are working below the expected standard. It is delivered by a trained LSA to a small group of children 3 times a week for 30 minutes. The programme lasts for eight weeks. The focus is on number. Assessments are carried out before and after to give a ‘maths age.’ |
| **Precision teaching** This is a strategy for ensuring high levels of fluency and accuracy. Precision Teaching provides regular practise on very specific teaching targets using ‘probes’ to practise andmonitor progress towards the target. Precision teaching uses short practise tasks that are completed regularly with the pupil. | **Maths Booster / catch up**Following maths lessons children may be invited to go through their work with their teacher or a class learning support assistant. This may be 1:1 or in a group. During lessons some children may have higher levels of adult support thanother children. This forms part of our quality firstteaching. | **Dynamo Maths**Dynamo Maths identifies and supportspupils at risk of developmental dyscalculia and pupils who are performing below their peers in maths. |

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| **Sensory and Physical** |
| **Fizzy**Fizzy practices gross motor skills and includes activities which involve balancing, coordination and ball skills. Children work in a group for a period of 10 weeks from 8.30-9.00 with Mrs Jeffries. | **Clever Hands**Clever hands provides practice with fine motor skills and involves hand eye co-ordination and spatial awareness. Children usually work in a group. | **Speed Up!**Speed up is a handwriting programme designed for older children (usually KS2) who need extra help with handwriting and developing fine motor skills. The programme works on both fine and motor skills in order to develop strength. |
| **Handwriting** Extra handwriting sessions may be given to children using the school handwriting policy. This will usually be in a group. | **Write Dance** Write dance is a programme that combines music and dance, children learn and follow specific movements to develop their physical skills which include, balance, coordination, flexibility and stamina. Mark-making and movement drawings ensure that the children progress from whole body dance moves to fine motor movements with fluency and speed. Thus in turn, children's handwriting develops so that they can join and use cursive handwriting with ease. | **Touch Typing**If children continue to have difficulty with writing we introduce touch typing in KS2. Children are encouraged to practice both at home and at school. |
| **Sensory Circuits**Participation in a short sensory motor circuit is a great way both to energise and settle children into the school day. The aim is to focus concentration in readiness for the day’s learning. The circuit also encourages the development of the child’s sensory processing skills. The sensory circuit provides a sequence of activities done repeatedly to provide the child with the right type of sensory input in order to alert, clam and organise. |  |

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| **SEMH** |
| **Happy to be me** Happy to be Me' is a programme aimed at KS1 & KS2 children who may be experiencing low self-esteem, lack of confidence, attachment problems and /or feel insecure | **Drawing and Talking** Drawing and talking is a safe method of working with children to help with underlying emotional difficulties that may be affecting their learning and behaviour. The core of the method is encouraging the children to draw with a person they feel comfortable with regularly at the same time each week, and this person asking some nonintrusive questions about the child’s drawings. Over time, a symbolic resolution is found to old conflicts, old trauma is healed and the child becomes more able to control their behaviour and better able to access the curriculum. This is delivered 1:1 by Mrs Baptiste. | **Lego Therapy** The purpose of Lego therapy is to help students to develop their social and interaction skills through a highly structured small group. |
| **Active listening** Active listening is for children who have difficulties listening. Children may work in a group with children with similar needs or active listening strategies used in the classroom. | **Counselling** Sometimes children require more specialist counselling which we ‘buy in’ | **The Zones of Regulation®:** A Curriculum Designed to Foster Self Regulation and Emotional Control is a curriculum comprised of lessons and activities designed to help students gain skills in the area of self regulation. |
| **Social Skills Groups** These groups are designed on a bespoke basis to work on teaching children skills such as turn taking, active listening asking questions and other conversational skills. This may also be part of a Speech Therapy package. | **Nurture Room** Children have access to our Nurture Suite; a calm and quite space | **Pippa – our therapy dog** Children may have time with Pippa and Mrs Baptiste. |