



Stage	Provision required	Pupils
1	<b>Universal provision</b>	<b>Quality First Teaching (including scaffolding)</b>
2	<b>Early intervention support</b> - in addition to above  <i>(Not on SEN Register)</i>	<b>Interventions to be used freely by teachers as part of High-Quality Teaching</b> <ul style="list-style-type: none"> <li>• Group support from Teacher or TA</li> <li>• ELSA – check ins</li> <li>• Phonics – Little Wandle</li> <li>• Colourful Semantics</li> <li>• Speech and Language Therapy – Group sessions</li> <li>• NELI (EYFS)</li> <li>• New to English – EAL HLTA referral</li> <li>• Hamish and Milo – group sessions</li> <li>• TIS – 1:1 sessions</li> <li>• Etc.</li> </ul>
3	<b>Targeted, additional support</b> – in addition to above  <i>(SEN Register)</i>	<b>Interventions run individually or in small group – Planned, Targeted and Tracked</b> <ul style="list-style-type: none"> <li>• ELSA – targeted 1:1 support</li> <li>• Phonics – Little Wandle</li> <li>• Beat Dyslexia</li> <li>• 1<sup>st</sup> Class @ Number (KS1)</li> <li>• Attention Autism</li> <li>• Speech and Language Therapy (NHS &amp; TA led) – 1:1</li> <li>• Occupational Therapy (TA led)</li> <li>• Play Therapy</li> <li>• Etc.</li> </ul>
4	<b>Targeted, intensive additional support</b> – in addition to above  <i>(SEN register)</i>  Request for a Statutory Assessment	<b>In-school or Outside agency interventions</b> <ul style="list-style-type: none"> <li>• 1:1 Support for focussed learning</li> <li>• Precision Teaching</li> <li>• Outreach services (e.g. SOAS)</li> <li>• Alternative provision (e.g. Compass)</li> <li>• Mental health therapies (e.g. CAMHS)</li> <li>• Educational Psychologist Involvement</li> <li>• Etc.</li> </ul>
5	<b>Provision over and above</b> that which would be expected at universal and targeted support levels because pupil’s needs are exceptional, severe, complex and long term.  <i>(SEN register – EHCP or application)</i>	<b>Alternative Interventions Identified through EHCP</b> <ul style="list-style-type: none"> <li>• Alternative provision</li> <li>• Therapeutic interventions (e.g. Physiotherapy)</li> <li>• Health Care provisions</li> <li>• Outreach services (e.g. SOAS)</li> <li>• Alternative provision (e.g. Compass)</li> <li>• Mental health therapies (e.g. CAMHS)</li> <li>• Etc.</li> </ul>

Effectiveness for Interventions can be checked: <https://www.evidence4impact.org.uk/>

- **Little Wandle:** a Systematic Synthetic Phonics scheme that is used to teach phonics in EYFS and Year 1. It can also be used to teach children who are in KS2 to catch up. There are books that accompany each set of sounds. Logins available to everyone for training and additional resources. Book and printed resources in KS1.
- **Colourful Semantics:** an approach aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages. WHO – Orange; WHAT DOING – Yellow; WHAT – Green; WHERE – Blue There are further stages for adverbs, adjectives, conjunctions and negatives.
- **Speech and Language Therapy** - works on developing a child's understanding and use of language using the targets specified by an NHS SLT. **Group sessions:** include using PECS (Picture Exchange Communication System) to communication wants and needs with the aim of replacing the pictures with words.
- **NELI:** The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills (*this is not for new to English pupils*). The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks.
- **EAL HLTA:** 1:1 or group sessions for children who are levels A (new to English) or B (early acquisition) in English proficiency to build their English language skills development.
- **ELSA:** an Emotional Literacy Support Assistant who is trained to help children visit topics such as social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.
- **Hamish and Milo:** a comprehensive emotions curriculum and range of SEMH intervention programmes supported by evidence.
- **TIS (Trauma Informed Schools):** A trauma informed school is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Children have 1:1 sessions with a trauma informed practitioner over a period of at least 8-20 weeks.
- **Beat Dyslexia:** a series of books designed to help any child who is struggling to read, write or spell. The books can be uses on a one-to-one basis or with small groups.
- **1<sup>st</sup> Class @ Number:** 1stClass@Number is a maths intervention targeted at children who are performing below age related expectations. A specially trained teaching assistant delivers up to 30 half-hour sessions to a group of up to four pupils. The pupils continue to take part in their normal class mathematics lessons.
- **Occupational Therapy:** helps pupils to develop functional skills for everyday life in the areas of self-care, life skills, school work and play
- **Attention Autism:** aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. It was specially designed for children with autism, however it can be used with children who do not have an ASD diagnosis.
- **Precision Teaching:** Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to help ensure that students become fluent and accurate in using their words.
- **Play Therapy:** Play Therapy is the dynamic process between child and Play Therapist in which the child explores at his or her own pace and with his or her own agenda those issues, past and current, conscious and unconscious, that are affecting the child's life in the present.