

Inclusion Interventions

Whole School Provision



SEND Interventions

Maths interventions	Year	Pre/post assessment	Specific area
Catch Up Toolkit	2/3/4	Page 7-12	Number
Springboard-Overcoming Barriers	5/6	Use of end of unit assessment pre/post	Number
Power of 2	3/4/5/6	Page 10 Multiplication Master	Time Timetables
Catch Up Numeracy	KS1/ LKS2	Stage one section	Number
Ipad- Hit the Button Times Tables Rock Stars	Yr2-6 KS1-KS2	Assess specific multiplication tables Multiplication Masters	Number Multiplication tables

English interventions	Year	Pre/post	Specific area
Stride Ahead	5/6	Page 7	Dyslexia
Stairway to Spelling	3/4	P31-37	Dyslexia
Direct Phonics	3/4	Block assessment at the end of each unit as pre/post	Dyslexia
IPad- Spellfix	Yr3-6	Assess year group spellings	Patterns/Dyslexia
IPad- Dyslexia Quest(Nessy)	Yr3-6	Assess year group spellings	Spelling
IPad- Wordjuice	Yr 2-6	Assess year group spellings	Spelling
Write From the Start- Teodorescu Perceptuo motor programme	2-6	Formation of alphabet a-z	Fine motor skills
Toe by Toe	3-6	Page 11-alphabet then on-going unit assessments	Dyslexia
Reading Recovery	KS2	RA	Decoding/understanding
Multi-sensory sessions, as advised by LSS	2-6	Alphabet competence Phonic development (specific sounds) Reading-RA, book band Spelling-year group highlighted off and dated Handwriting-alphabet Memory-digit span	Dyslexia

Speech and language intervention NHS/Buy In service	Year	Pre/post	Specific area
Eklan strategies-Language Builders text	Primary	Blank level 1-4 understanding Ability to express specific sounds	Blank levels Multi-sensory approach to expressive and receptive S and L
Time to Talk	EYFS/KS1	Page 5	Communication skills
Black Sheep programmes	Primary	See programmes	Various- expressive and receptive language
Colourful Semantics	Primary	See programme	Colour coding sentences to develop grammar
Individual/small group sessions from buy in service	EYFS	See individual programme	Expressive and receptive language
Blast	EYFS	See programme	Expressive and receptive language
Wellcomm	EYFS	See programme	Expressive and receptive language

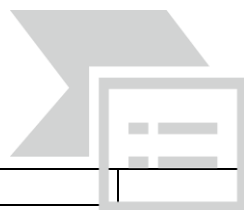
EP interventions/resources	Year	Pre/post	Specific area
Memory skills	Yr1-6	Digit span	memory
IPad-Lumosity	Yr3/6	Digit span	Memory/processing
Ipad- Simon Says	Yr1-6	Digit span	Memory
Blob Tree	Yr 1-6	Pupil Voice template	SEMH
Identiplay	EYFS/KS1	Ability to model actions	ASC
Lego therapy	Primary	Pupil voice template	SEMH
Seeing Red	Year 3-6	Pupil Voice template	SEMH
Narrative Therapy	KS1/KS2	Boxhall profile	SEMH
Helping Children Cope with Anxiety	KS2	SDQ	Anxiety
Social Stories	Primary	Pupil voice template/Boxhall Profile	SEMH/ASC
Working Towards chart	EYFS- LKS2	SDQ	SEMH/ASC

Fine/gross motor programmes	Year	Pre/post	Specific area
NHS -OT/physio Coordination Matters- activity pack	N-6	Assessments linked to activities	Fine/gross motor skills
Ipad- Dexteeria	EYFS/KS1	Assessments linked to activities	Fine motor skills
Ipad- Pinch Peeps	EYFS/KS1	Assessments linked to activities	Fine motor skills

Learning Mentor Interventions

Intervention	Year group	Agency /resource	Pre /Post assessment	Specific area
Anger Management				
A Volcano in my Tummy	EY/KS1/KS2	Eliane Whitehouse and Warwick Pudney	Pg 21 - Volcano In My Tummy	Helping children to handle anger-
Starving the Anger Gremlin	EY/KS1/KS2	Kate Collins-Donnelly	Pg 20 - My Anger Questionnaire	Cognitive Behaviour Therapy Workbook
Social and Emotional				
Sensory Play	EYS	PIT Team	Pg 1	Social Skills programme
Time to Talk	EYS	Alison Schroeder	<div><div></div><div>Sad to smiley face SDQ</div><div></div></div>	Pragmatic Social Skills programme
Social Speaking (New Version)	KS1	Alison Schroeder		Pragmatic Social Skills programme
Social Speaking (New Version)	KS1	Alison Schroeder		Pragmatic Social Skills programme
Social Skills Activity Book (Max and Millie)	KS1			Social Skills programme
Thinking Skills	KS1	Jenny Mosley		Positive press Programme
Concentrating Skills				
Looking Skills				
Speaking Skills				
Listening Skills				
Social Stories	KS1	Lise Ludwig		Positive Friendships
Talk about	KS1	Alex Kelly		Social Communication
Talk about Relationships	KS2	Alex Kelly		Social Communication
Social Skills	EY/KS1/KS2	Salford Best Team		Friendships Development
Self Esteem/Confidence	KS2	Salford Best Team		Low self Esteem
Relaxation Programme	KS2	Salford Best Team		Relaxation
Think Good-Feel Good	KS2	Paul Stallard		Cognitive Behaviour Therapy Workbook
Self Help Strategy	KS1/2	Fiona Korn		SALT
Nurture Group	KS1	Maggie Biddlestone		Behaviour support

SEAL Programmes				
New beginnings	EY/KS1/KS2			Positive Friendships
Getting on and falling out	EY/KS1/KS2			Friendships Development
Bullying	EY/KS1/KS2			Low self Esteem/ Positive Friendships
Good to be me	EY/KS1/KS2			Low self Esteem
Going for goals	EY/KS1/KS2			Positive Friendships
Relationships	EY/KS1/KS2			Friendships Development
Changes	EY/KS1/KS2			
Sexual Behaviour				
Safer Sexual Behaviour	KS2	Laura Walker and Carl Laugharne	Pg 5 - Preparation Sheet	Sexual Behaviour
Billy and The Tingles	KS2	Laura Walker and Carl Laugharne		Sexual Behaviour
Pants	KS1	NSPCC		Sexual Behaviour
Conflict				
Helping children deal with conflict	KS1 – KS2	Jenny Mosley/Helen Sonnet		Friendships
Helping children deal with Bullying	KS1 – KS2	Jenny Mosley/Helen Sonnet		Bullying
Selfish Crocodile	KS1 – KS2	Faustin Charles /Michael Terry		Friendships/Bullying
Restorative Justice.	KS1 – KS2			Friendships/Bullying
Bereavement Management				
Bereavement	KS1 – KS2	Winston's Wish		Bereaved children
Family support				
Triple p	EY/KS1/KS2			Parenting /Behaviour
Incredible Years	EY/KS1/KS2	Carolyn Webster-Stratton		Parenting /Behaviour
Early Intervention	EY/KS1/KS2	Early Help Team South Locality		Debt, Housing, food, clothes and furniture
Basic needs	EY/KS1/KS2	Wood Street Mission		food, clothes and furniture
Basic needs	EY/KS1/KS2	Mustard Tree		food, clothes and furniture
Basic needs	EY/KS1/KS2	Food Bank		food



Intervention Plan: -

Child name:-	
Intervention:-	
Presenting behaviour:-	
Start date:-	
Review date:-	

<u>Aim</u>	<u>Activity</u>	<u>Resources:</u>	<u>Weekly review</u>
<u>Session 1:</u>			
<u>Session 2:</u>			
<u>Session 3:</u>			
<u>Session 4:</u>			
<u>Session 5:</u>			
<u>Session 6:</u>			



Example 2





Child name:-	
Intervention:-	
Presenting behaviour:-	
Start date:-	
Review date:-	





Intervention Plan: -

Aim:-.						
Weekly aim	Game	Music/Video	Discussion	Activity	Resources	Weekly review
1.						
2.						
3.						
4.						
5.						
6.						

Example of a completed Planning sheet.

Aim: - To enable a child to increase its concentration with the classroom. To enable a child to make the connection with feelings and behaviour.				
Learning objective	Discussion	Activity	Resources	Weekly review
To understand and develop strategies for listening in the classroom. To recognise a wide range of emotions.		Best team key stage 2 Social skills. Jenny Mosley Listening skills.		Worked well. Need to work on listening skills. The group identified a wide range of emotions. Listening skills.
To extend listen skills for all situations. To recognise that feelings can affect are behaviour.				Listening skills still need to be worked on. The group all want to tell a story. Give the group an object to hold when talking.
To develop concentration skills in the classroom. To recognise how other children are feeling.				Kim's game. This worked well today. The group liked to see who remembered the most objects. Pairs worked well. Each pair could describe the feelings on the cards. Listening skills.
To develop and understand what a friend is. Recognise how feeling can affect friendship.				The group came up with a big list of what a friend should do and act. The group became unsure when relating feelings to situations. Listening skills. Social Stories.
To develop skills to interact with peers. To recognise what is fair and unfair.				The group needed help when deciding how to react in a situation. Lots of group work today around situations on the yard. The group understood what was fair and unfair but could not transfer it to the yard situation. More interaction with peers needed. Repeat.
To develop skills to interact with peers. To recognise what is fair and unfair.				Social Stories. The group still found the fair and unfair relating to the yard hard to understand. Role Play.

<p>Example 1</p> <p>Pre/Post assessment</p> <p>Date:</p>	 <p>(Yes I can)</p>	 <p>(Maybe I can)</p>	 <p>(Not sure I can)</p>	 <p>(No I can not)</p>
How well do you talk to your friends?				
Do you know when someone is being helpful?				
Do you know when someone is being friendly?				
Do you know when you are playing fairly?				
Do you know when you are playing unfairly?				
Do you know what skills you need to be a good friend?				

<p>Example 2 Pre/Post assessment</p> <p>Date:</p>				
<p>How well do you talk to your friends?</p>				
<p>Do you know when someone is being helpful?</p>				
<p>Do you know when someone is being friendly?</p>				
<p>Do you know when you are playing fairly?</p>				
<p>Do you know when you are playing unfairly?</p>				

See SENCO/Learning Mentor for further examples of pre and post assessments.

Learning Mentor has a bank of planning already completed for the majority of programmes.