

## **Intervention List 2024-25**

Below are details of some of the interventions currently used within the Federation. These interventions can be used to support children who face barriers to learning in a specific area. Some are group based whilst others are completed on a one-to-one basis.

### **English (Including Reading and Spelling)**

- **Little Wandle Phonics keep up (Key stage one) and catch up (Key stage two)**

The schools bespoke phonic programme, which aims to allow children to keep up with peers or plug gaps in phonics. These are daily sessions completed in small groups where possible with a teacher or member of the support team.

- **IDL**

IDL is an online learning platform which is used to practice and overlearn reading and spelling. The intervention is bespoke to each child following assessments of reading and spelling age and specific reading and spelling skills.

- **SNIP 4**

SNIP 4 is a high frequency word intervention using an overlearning method, targeting the reading and spelling of words which children are unable to segment and blend and require automatic recall.

### **Maths**

- **White Rose Maths**

White Rose Maths provides a series of online videos which cover the primary maths curriculum. These can be used flexibly to support children's learning at a level that is appropriate to them and can supplement their class teaching.

- **Numberstacks**

Number stacks is a personalised one to one programme of support which develops the key skills of the maths curriculum.

- **IDL**

An online learning platform focusing on specific areas of the maths curriculum content. Intervention is bespoke to each child following assessment of skills and knowledge against key skills and expectations

### **Fine and Gross Motor Skills (Including Handwriting)**

- **South Warwickshire Fine Motor Skills programme**

The programmes have been developed to cover typical fine motor and handwriting difficulties experienced by primary school children. There are 6 programmes to choose from, arranged in a developmental sequence, starting with foundation skills in movement and body awareness, moving on to more complex fine motor and pre-writing skills, all the way up to handwriting fluency.

- **Fizzy**

Fizzy is a programme compiled by occupational and physiotherapists and is used with children who have weak fine and gross motor skills. It primarily works on balance, ball skills and body awareness. These sessions are offered to children who are currently under the care of an Occupational Therapist or those children who display difficulties with coordination. This can include children who have difficulty with handwriting.

- **Write from the Start**

The Write from the Start programme offers an approach to developing fluent handwriting. It works on developing the muscles of the hand - so that children gain the necessary control to produce letter forms - alongside the perceptual skills required to orientate and organise letter and words. The programme is effective for children with developmental co-ordination disorders. This is generally run as a 1:1 session.

### **Speech, Language and Communication (SLC)**

- **Language for Thinking**

Language for Thinking is a program designed to target children recognised as having delayed language skills. It focuses on developing children's verbal reasoning skills, developing their language from the concrete to the abstract. This is run as a small group session where possible.

- **Speech sound system support**

One to one support following the recommendations of the Speech and Language Therapist working alongside a child. Some children will be supported with a bespoke program following an in school assessment, using resources from the Black Sheep Speech and Language program while awaiting a full assessment by the Speech and Language Therapy team.

### **Social, Emotional and Mental Health (SEMH)**

The Family Support Worker team (FSW's) provide bespoke support for children with SEMH needs. More information can be found on the FSW area of the school website.

- **ELSA**

A bespoke one to one intervention for children requiring support with emotional resilience, social skills, and positive mental health. Support is agreed with parents and the work is shared before the intervention begins and will be celebrated following the 6-12 week program of support with our trained ELSA practitioners.

This list of interventions is not exhaustive and where necessary, further interventions will be considered. Where pupils have specific needs (for example Speech and Language Therapy targets), trained staff will work on a one-to-one basis to target these specific needs.