

Booster Sessions

These sessions focus on maths, writing or grammar, punctuation and spelling following the year six end of year expectations. The children are identified using their starting point (end of year 2 results for KS2, and EYFS ELG for KS1) compared to their current year six attainment; they are then grouped to support them to achieve either Age Related Expectations or Greater Depth.

EPS Maths

The EPS Maths Intervention (EPS) is a programme of number-based learning sessions designed to boost and secure the basic number skills. The content and delivery of the programme has been developed from evidence-based psychological research. The programme has successfully been used with pupils from Key Stage 1 to Key Stage 4. The EPS is a 12 week programme which will increase pupils' arithmetic skills. It focuses on number and counting, number identification, addition and subtraction, and multiplication and division.

Read, Write, Inc tutoring

Children are identified through half termly assessments, and the provision is co-ordinated by the phonics lead. Each child has 4 sessions per week of 1:1 tutoring for 10 minutes per session. The focus is dependent on the child's stage in RWI but may include speedy sounds, nonsense words, multi-syllabic words or fluency.

Reading and Comprehension

This intervention focuses on the child reading a book matched to their current ability. It may be that it is based on a phonics assessment and links to sounds that they are not yet secure with- a Read, Write, Inc book, or it may be their Accelerated Reader book. The decoding may be focused on the use of phonics knowledge, reading for fluency or reading with expression and intonation. Alongside the decoding, answering retrieval and inference questions are key to check the child's understanding. Some children may also complete mini-comprehension activities.

Typing Skills

Children with an EHCP and delayed fine motor skills, have the opportunity to improve their speed of recording sentences on a ChromeBook. If children can navigate the keys quickly, then there will be a discussion as to whether it would be appropriate to use this technology to complete some pieces of writing.

Fine Motor Skills

This intervention includes Occupational Therapy activities to build finger and hand strength i.e. pinching, stretching, using tweezers, threading, cutting. It may also focus on the use of Theraputty which is based on specific shapes being made using varying strengths of putty.

Handwriting

This is the progression from fine motor skills activities, and supports pupils to form letters of the correct size (ascenders and descenders), as well as join letters correctly. This is often completed in a specific handwriting book with coloured lines to show sizing, or using PenPals activity sheets.

Physiotherapy

This intervention is for children who have external physio support and we implement recommended programmes. We also add in extra activities to focus on the same objectives i.e. Yogarilla.

Speech and language

These sessions may focus on specific recommendations for an individual child based on external speech and language therapy assessments. It also includes a focus on expressive or receptive language, depending on the presenting needs in school. Activities often focus on listening and attention, following instructions, social interaction, social communication or Blanks 1-4 (staged questions linked to an image i.e. Why is the queen crying?). We also use speech and language activities for children not under ESNEFT, as we know it will support progress in a particular area.

Social Stories/Scenarios

Social stories are short, descriptive narratives that break down complex social situations, routines, or expectations into clear, manageable steps. They support children by reducing fear of the unknown. It focuses on teaching the children to understand cues, look at situations from other people's perspectives, supports effective emotional regulation and behaviour.

Understanding how my brain works

This is a very targeted intervention for pupils with, or on the pathway to a specific diagnosis. This is only carried out after discussion with the child's parent/carer. The children use books, watch recommended clips and complete activities focusing on their specific diagnosis and how their brain works.

Writing/Sentence building/GPS

This intervention is targeted at each child's individual level. It may be re-ordering muddled sentences and punctuation, improving sentences focusing on grammar and punctuation or forming own sentences based on an image with specific success criteria i.e. capital letter, full stop and adjectives. It may also include learning specific common exception words and spelling patterns.

Maths Key Skills

This focuses on increasing the speed of recall of basic maths skills i.e. addition facts, subtraction facts, doubles, halves, number bonds, place value. When children are able to use these facts with confidence, then it reduces barriers to more complex maths concepts.

Pre-Teaching

This intervention occurs towards the end of the week, and it prepares children for next week's learning in a particular subject (usually Maths or English). The children look through resources they will be using, learn new vocabulary and practise the skills that will be taught.

TalkAbout

This is a set programme of activities used to teach social skills, self-esteem, body language, conversational skills and friendship abilities in children.

Lego Therapy

Lego Therapy sessions aim to promote the development of appropriate social, communication and play skills, as well as utilise children's strengths to help them develop their areas of difficulty. Lego Therapy aims to provide opportunities to develop the following social skills: shared attention, collaboration, listening, communication, turn-taking, problem solving and compromise.

LKS2 Fluency in Reading

In small groups, children will be focusing on texts after finishing the Read, Write, Inc phonics programme. They will take part in choral reading, echo reading and individual reading, as well as working on fluency, expression and intonation.

Emotional Regulation

This is targeted at the needs of the individual child and the areas they find challenging. We run the Zones of Regulation, use ELSA activities and offer a time to talk for children to share their feelings. At times, a child may access our sensory room. Children will start to recognise emotions

on faces, how the body changes with these emotions, triggers and then ways to calm (creating a toolkit).

Times Tables

Assessments in maths show that the recall of times table facts is causing a barrier in terms of some children's arithmetic skills. This session focuses on specific times tables that the child needs to work on and uses TTRS to practise skills and activities with concrete resources to learn/see patterns with multiplication facts.

Spelling Made Easy

This is a programme which is a multi-sensory approach to supporting spelling. It includes a focus on learning words with similar spelling patterns as well as a dictation sentence including those words.

Working Memory Activities

This intervention includes a range of games and activities that enhance memory and information retention skills. There is a focus on repetition, sequencing, mental rehearsal and carrying ways to remember information.

Inference

This focuses on using images and resources to read between the lines to respond to a question based on the information that is available. It is closely linked to making predictions and drawing evidence-based conclusions.

Prediction

This intervention helps children use picture clues, patterns, and prior knowledge to guess what happens next. This core comprehension skill bridges what we see with logical outcomes in stories, science, or daily routines.

Relationship Building

Our SEND LSA, supports specific children within the classroom setting to build relationships. This intervention is usually implemented in EYFS. It focuses on progressing from children playing in a solidarity way, to playing alongside peers and then showing joint attention. The LSA helps narrate their play and facilitate meaningful interactions.

Number formation

This focuses on children forming numbers correctly and of the correct orientation. Once they are able to achieve this, they then solve maths problems at the level they are working at, but also need to implement correct number formation doing so.

Mathletics

A child works with a LSA to complete Mathletics Skills Quests and may also complete activities to consolidate what they have been learning in lessons.

Time To Talk

Children have a dedicated time with our SEND LSA. Taking time to talk about how they are feeling reduces stress, breaks down isolation, and lowers brain stress signals. It helps to create open conversations and helps the child to feel understood.

Transitions

This intervention takes place in the summer term.

For children in year 6, there are many set activities to support their transition to secondary school. These include creating an All About Me document, What If questions for their new school, creating their own One Page Profile.

For children who remain in our setting, they have additional time to visit their new class, meet their new teacher and spend time observing what it will be like in their new year group.