

NOTE: This is an overview of intervention which may be accessed over the whole year by each year group. Children would access an intervention or a small number of interventions linked to an identified need for a time limited period.

The number of children and the intervention provided will change each term depending on a review cycle.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>First Quality Teaching differentiation</b>	<p><b>QUALITY FIRST TEACHING LINKED TO KENT MAINSTREAM CORE STANDARDS - IN PLACE ACROSS THE SCHOOL</b>  <b>TEACHERS HAVE ACCESSED FOUNDATION LEVEL TRAINING ENABLING THEM TO MAKE TEACHING ACCESSIBLE TO HIGH INCIDENCE SEN eg a dyslexia friendly classroom/knowledge of ASD</b></p>						
	<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>Daily Letters and Sounds (twice daily EYFS) KS1</li> <li>Daily story time (EYFS/KS1)</li> <li>Number of the day /Number songs &amp; action rhymes (EYFS)</li> <li>Visual cues/symbols/gestures</li> <li>Talk partners and Thinking time</li> <li>Use of Music to stimulate thinking &amp; learning /Write Dance</li> <li>Use of environment to stimulate learning (including outdoors - EYFS/Year one)</li> <li>Multi sensory approach/Practical learning (VAK)including role play                             <ul style="list-style-type: none"> <li>Use of puppets (link to Building Learning Power eg Tough Toucan)</li> </ul> </li> <li>Learning Objectives displayed and made explicit to pupils in every lesson</li> <li>Success Criteria/Steps to success (Children actively involved)</li> <li>Use of Pitch &amp; Expectation documents to support differentiation</li> <li>Guided Reading (daily) Reciprocal Reading</li> <li>Writing Through Drama - Nina Birch approach</li> <li>Use of Writing plans/scaffolds</li> <li>Whole school spelling approach</li> <li>Attractive curriculum displays &amp; working walls</li> <li>Inviting Book area in all classrooms</li> <li>A range of writing tools/access equipment made available eg reading rulers</li> </ul>	<p><b>Communication and interaction</b></p> <ul style="list-style-type: none"> <li>Use of Language Link Online screening assessment for all EYFS children</li> <li>Visual Timetables</li> <li>Active listening cues /visuals</li> <li>Topic and Core vocabulary displayed</li> <li>Pre Teaching of Topic vocabulary with small group where required.</li> <li>Use of Visuals to show pupil self-evaluation</li> <li>Awareness of optimum seating arrangements reflected to needs</li> <li>Teacher checks understanding of instructions and supports with visual &amp; non-verbal cues as needs</li> <li>Simplified language/break down of instructions into chunks</li> <li>Task management boards to break down task into smaller steps</li> <li>Awareness and use of ten second rule to support children with slower processing</li> <li>Open questioning techniques to challenge pupils at all levels</li> <li>Use of a range of alternative recording methods eg MindMaps/ICT programmes/Sentence sequencers</li> <li>Use of a variety of ICT programmes /software eg Wordshark</li> <li>Consideration of access to homework/differentiated homework eg My Maths</li> <li>Planned transition programme for all pupils to support transition pre-school to school, within school and KS2 to S3</li> </ul>	<p><b>Social, Emotional &amp; Mental Health</b></p> <ul style="list-style-type: none"> <li>Whole school behaviour policy - It's Good to be Green</li> <li>Support for positive behaviours via Restorative Justice approach</li> <li>Use of ABC records to log and analyse presenting behaviours</li> <li>Awareness /support of emotional wellbeing via use of Blean Well Being &amp; Involvement scales</li> <li>Use of puppets (EYFS/KS1)</li> <li>Thinking Chair (EYFS)</li> <li>Circle Time /SEAL</li> <li>Use of Buddies</li> <li>Visual Timetables</li> <li>Classroom rules/expectations established with the chn</li> <li>Classroom rewards system for each class established with the children eg Star of the Day/Dojo points/Raffle tkts</li> <li>Visual cues/prompts</li> <li>Flexible use of environment eg time out space</li> <li>Positions of responsibility - special helpers/monitors</li> <li>Celebration certificates - given out in weekly assembly</li> <li>DelighTed Bear - spends a week in classrooms</li> <li>Sheringham Bear - promotes courtesy/good manners</li> <li>Addlington Sports Bear - goes to Sports Events</li> <li>School Council - representatives of all years - pupil voice</li> <li>Head Boy/Head Girl/School captains</li> <li>Evidence of equal opportunities via a range of work displayed</li> <li>KS2 classes buddied with KS1/EYFS in school projects</li> </ul> <p><b>PASTORAL ARRANGEMENTS</b></p> <ul style="list-style-type: none"> <li><b>During recreational times the children are supported by TA team with an HLTA responsible for pastoral support</b></li> <li><b>Playground divided into zones including quieter areas eg jubilee garden</b></li> <li><b>A staffed safe Haven (Cloud Zone) available every lunchtime for vulnerable children</b></li> <li><b>Staffed Quiet Zones for KS1 &amp; 2 (inside) at lunchtimes</b></li> </ul>	<p><b>Sensory and Physical</b></p> <ul style="list-style-type: none"> <li>Sound Field System in one classroom in each year group (Support HI chn and all pupils)</li> <li>Sound Field System in the School Hall</li> <li>Disabled Toilet</li> <li>Health Care Plans for Medical needs</li> <li>Medical Room</li> <li>Access to water in lessons and from playground</li> <li>A range of writing tools/access equipment available (eg sloping desk/sit n move cushions/pencil grips/ridged rulers/left hand scissors)</li> <li>Access/special arrangements for internal/external learning assessments where needs identified/evidenced</li> </ul>			

**Tier 2  
Time Limited Interventions**

	<u>YEAR R</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
	Language Link intervention groups	Language Link /Language for learning Intervention groups	Infant Language Link /Language for learning Intervention group	Junior Language Link/Language for learning Intervention group	Junior Language Link/Language for learning Intervention group	Junior Language Link/Language for learning Intervention group	Junior Language Link/Language for learning Intervention group
	Speech link intervention (articulation)	Speech link intervention (articulation)	Speech Link intervention articulation	Additional Letters & Sounds/Phonics support group	Spelling Intervention Support group (Linked to Phonics /HFW	Spelling Intervention Support group (Linked to Phonics /HFW	Spelling Intervention Support group (Linked to Phonics /HFW
	Time to Talk Communication small groups	Additional Letters & Sounds /Phonics support small group	Additional Letters & Sounds /Phonics support small group	Word Shark -ICT	Word Shark - ICT	Word Shark - ICT	Word Shark - ICT
	Additional Letters & Sounds /Phonics support small group	Word Shark - ICT	Word Shark - ICT	Individual Reading for identified children	Individual Reading for identified children	Individual Reading for identified children	Individual Reading for identified children
	Word Shark - ICT	Individual Reading for identified children	Individual Reading for identified children	TRUGS group (Teaching Reading Using Games)	TRUGS group (Teaching Reading Using Games)	TRUGS group (Teaching Reading Using Games)	TRUGS group (Teaching Reading Using Games)
	Additional Maths support individual /group little & often (precision approach) -	TRUGS group (Teaching Reading Using Games)	TRUGS group (Teaching Reading Using Games)	HFW Precision teaching Intervention	HFW Precision teaching Intervention	HFW Precision teaching Intervention	HFW Precision teaching Intervention
	BEAM - Balance Education & Movement - motor skill programme	Accelerread/Accelwrite	Accelerread/Accelwrite	Better Reading Partnership 1: 1 time limited intervention	Better Reading Partnership 1: 1 time limited intervention	Better Reading Partnership 1: 1 time limited intervention	Better Reading Partnership 1: 1 time limited intervention
	The Social Communication Fix	HFW Precision teaching Intervention	HFW Precision teaching Intervention	Accelerread/Accelwrite	Accelerread/Accelwrite	Accelerread/Accelwrite	Accelerread/Accelwrite
	SEMH interventions	Better Reading Partnership 1: 1 intervention	Better Reading Partnership 1: 1 intervention	Toe by Toe - structured Phonic multi-sensory programme	Toe by Toe - structured Phonic multi-sensory programme	Toe by Toe - structured Phonic multi-sensory programme	Toe by Toe - structured Phonic multi-sensory programme
	Memory interventions: working, visual and auditory.	First Class at Number (Maths Intervention)	First Class at Number (Maths Intervention)	Plus One 1:1 Precision Maths Intervention	Plus One 1:1 Precision Maths Intervention	Plus One 1:1 Precision Maths Intervention	Plus One 1:1 Precision Maths Intervention
		Clever Fingers	Clever Fingers	The Dyscalculia Solution	The Dyscalculia Solution	The Dyscalculia Solution	The Dyscalculia Solution
		Fizzy - In year group small group Motor skills intervention	Fizzy - In year group small group Motor skills intervention	Catch Up Maths	Catch Up Maths	Catch Up Maths	Catch Up Maths
		Social /Communication Skills intervention group	Social /Communication Skills intervention group	Power of Two 1:1 Precision Maths Intervention	Power of Two 1:1 Precision Maths Intervention	Power of Two 1:1 Precision Maths Intervention	Power of Two 1:1 Precision Maths Intervention
		The Social Communication Fix	The Social Communication Fix	Clever Fingers/Rescue Handwriting	Clever Fingers/Rescue Handwriting	Clever Fingers/Rescue Handwriting	Clever Fingers/Rescue Handwriting
		SEMH interventions	SEMH interventions	Fizzy/Sensory Circuits - Early	Fizzy/Sensory Circuits - Early	Fizzy/Sensory Circuits - Early	Fizzy/Sensory Circuits - Early
		Memory interventions: working, visual and auditory.	Memory interventions: working, visual and auditory.	Social /Communication Skills intervention group/Model Me Kids	Social /Communication Skills intervention group/Model Me Kids	Social /Communication Skills intervention group/Model Me Kids	Social /Communication Skills intervention group/Model Me Kids
				Access to school Counsellor ELSA Support	Access to school Counsellor ELSA Support	Access to school Counsellor ELSA Support	Access to school Counsellor ELSA Support
				Echo Reading	Echo Reading	Echo Reading	Echo Reading

				<p>The Social Communication Fix</p> <p>SEMH interventions</p> <p>Memory interventions: working, visual and auditory.</p>	<p>The Social Communication Fix</p> <p>SEMH interventions</p> <p>Memory interventions: working, visual and auditory.</p>	<p>Echo Reading</p> <p>The Social Communication Fix</p> <p>SEMH interventions</p> <p>Memory interventions: working, visual and auditory.</p>	<p>Echo Reading</p> <p>The Social Communication Fix</p> <p>SEMH interventions</p> <p>Memory interventions: working, visual and auditory.</p>
--	--	--	--	--	--	--	--

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Tier 3</b> individual or focussed small group support	<p>For EHCPlans: Individual Provision Plan with outcomes</p> <p>For high level needs pupils: Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement</p> <p>Probable External agency involvement</p>	<p>For EHCPlans: Individual Provision Plan with outcomes</p> <p>For high level needs pupils: Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement</p> <p>Probable External agency involvement</p>	<p>For EHCPlans: Individual Provision Plan with outcomes</p> <p>For high level needs pupils: Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement</p> <p>Probable External agency involvement</p>	<p>For EHCPlans: Individual Provision Plan with outcomes</p> <p>For high level needs pupils: Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement</p> <p>Probable External agency involvement</p>	<p>For EHCPlans: Individual Provision Plan with outcomes</p> <p>For high level needs pupils: Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement</p> <p>Probable External agency involvement</p>	<p>For EHCPlans: Individual Provision Plan with outcomes</p> <p>For high level needs pupils: Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement</p> <p>Probable External agency involvement</p>	<p>For EHCPlans: Individual Provision Plan with outcomes</p> <p>For high level needs pupils: Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement</p> <p>Probable External agency involvement</p>
<p><u>Outside Agencies possibly involved:</u>            SALT - (In school Language programmes/Specialist Assessment: Lara Dalton)            O.T /Physio- OT referrals following implementation of Fizzy Intervention and/or Clever Fingers /Sensory Circuits- 50 sessions            Educational Psychologist - Rebecca Rice            Specialist Teaching Service accessed following LIFT referral (Cognition and Learning - Liz Ross) (Communication &amp; Interaction - Sarah Beaumont and Katy Harrington) Social Emotional &amp; Mental Health - Emma Harrison) (Physical /Sensory - HI Sue Childs) (Early Years - Sue Fisher) Consultant Paediatrician            Special School Outreach Teacher - Gillian Newport (St Nicholas) Transition from Pre school - Alison Goodsell</p>				<p>Early Bird Plus Programme (Early Years ASD support)            Cygnet            School Counsellor - CHATTS            Pupil Parent Mentor-Justine Gibbens</p> <p><u>Other Agencies that might be involved</u>            Early Intervention Help            Social Services            Education Welfare Officer</p>			