





CLOVERLEA PRIMARY SCHOOL
SEN INTERVENTIONS OVERVIEW



Area of need	Intervention	Description of intervention
 Cognition and Learning		
English	NESSY	Nessy is an award winning, global educational company that specialises in early literacy. The company is led by reading and dyslexia specialists and follows the Science of Reading.
	The 'Beat Dyslexia' series	A step-by-step multi-sensory literacy programme for all pupils struggling to acquire literacy skills, especially those with dyslexia. It takes a multi-sensory approach that encourages the pupil to use many senses in order to learn letter-sound relationships.
	Toe by Toe	A highly structured phonics-based reading manual to help anyone who finds reading difficult. It requires only 20 minutes of coaching a day.
	Precision Teaching	A method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills.
	Speed Up	A multi-sensory course of help for any child aged 8-13 whose handwriting is illegible, slow or lacking in fluency.
	Extra small group intervention	Extra small group, paired or individual support for children requiring further help with basic skills, e.g. spelling support, SPaG, comprehension work, etc. Planned by class teachers & implemented by TA's or class teachers.
	Little Wandle Keep-Up & extra support sessions	Extra small group or individual sessions to help children who are struggling with the acquisition of phonic skills.
Maths	Precision Teaching	A method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills.
	Extra small group intervention	Extra small group, paired or individual support for children requiring further help with basic skills. Can be pre-teaching or extra reinforcement. Planned by class teachers & implemented by TA's or class teachers.
	Dynamo Maths	Dynamo Maths aims to support pupils at risk of developmental dyscalculia and pupils performing significantly below their peers in maths.
	NCETM	Mathematics teaching for mastery assumes everyone can learn and enjoy mathematics. Mathematical learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections.
 Speech and Language		

	SALT Plan	A speech and language plan that has been written by a speech therapist and is implemented by the school.
	Wellcomm & Wellcomm Primary	A speech and language toolkit for assessing children in the early years, from 6 months old. It plays a crucial role in identifying children with potential language difficulties. It offers a range of customised intervention activities to help support language development, known as the Big Book of Ideas. The activities are all designed to be fun, friendly and engaging to help improve language skills, whatever the age or ability of the child.
	Sign-a-long	Signalong is a key word sign-supported communication system based on British sign language and is used in spoken word order. It uses speech, sign, body language, facial expression and voice tone to reference the link between sign and word.




Social Communication

	Social Stories	Social stories explain social situations to autistic children and children with related difficulties and help them learn socially appropriate behaviour and responses.
	LEGO Therapy	The purpose is to promote social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills.
	Socially Speaking	Helps to introduce and practise skills pupils need to develop and maintain relationships and to lead independent lives outside the school context.



Social, emotional and mental health needs (SEMH)

	Bounce Together	A psychometric assessment specifically designed to spot attitudinal or emotional issues in children before they impact on school performance. This is used to help identify pupils who may be struggling and also provides guidance regarding intervention strategies.
	Boxall Profile	Individualised, achievable targets for social and emotional aptitudes are set for the student that are reviewed and re-assessed periodically.
	Wellbeing & Emotional Support Groups	Small support group interventions for children identified as needing extra support (may be identified by using PASS). Sessions are planned by teaching staff using a variety of appropriate materials, e.g. ELSA.
	LEGO Therapy	The purpose is to promote social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills.
	Mental Health First Aid	The role of a Mental Health First Aider in the workplace is to be a point of contact for an employee who is experiencing a mental health issue or emotional distress. This interaction

		could range from having an initial conversation through to supporting the person to get appropriate help.
	ELSA Teacher in the EYFS	An Emotional Literacy Support Assistant (ELSA) is a trained, school based learning support assistant. Their role is to support the emotional wellbeing of pupils.
 Physical		
	Fine Motor Skills Support	The school uses 'Trafford's Occupational Therapy Checklist' that consists of a set of screening questions devised to help staff establish which of the advice sheets, equipment or strategies are appropriate for the child. A six week programme is then created and reviewed and a referral is made after 12 weeks if necessary.
	Gross Motor Skills Support	The school uses 'Trafford's Occupational Therapy Checklist' that consists of a set of screening questions devised to help staff establish which of the advice sheets, equipment or strategies are appropriate for the child. A six week programme is then created and reviewed and a referral is made after 12 weeks if necessary