

Interventions and Provisions

Acceleread/Acclewrite — It is multi-sensory, develops visual and listening memory, highly structured to allow the learner to progress at their own rate, builds in regular revision, progress can be evaluated and measured, highly motivating with consistent feedback and encourages typing skills.

Engaging Eyes — An intervention for struggling readers. In order to read fluently and efficiently, you need to be able to focus both eyes on the same letter, and track your eyes across the page. Engaging Eyes is an exciting, easy to use daily intervention which improves these vision skills needed for reading.

FFT (Fischer Family Trust) — An early intervention for children who have difficulties learning to read and write. It is based on the pedagogy and practice of Reading Recovery, and targets children who do not have the skills to access group interventions.

Fizzy Training — Provided to schools by therapists to work on specific skills as determined at assessment. For children who have weak gross motor skills or coordination difficulties. Encourages children to be motivated, more confident, increase their self-esteem and to enjoy movement and PE.

Plus 1 and Power of 2 — A maths support tool ideal for children who benefit from repeated maths practice. Dyslexic students benefit from the clear language and repetition, and those with dyscalculia benefit from the highly structured approach with clear explanations. Designed to be used 4-5 times a week for around 10-15 minutes. These books are great for one-to-one support as they teach all the building blocks of numbers.

- **Plus 1** — Focuses on counting backwards and forwards, adding and subtracting up to 10 and an introduction to doubling and halving.
- **Power of 2** — Focuses on number bonds to 10, doubling and halving, addition and subtraction, rounding, multiplying, dividing, fractions, word problems and mental maths.

Quality First Teaching — Teachers use assessment and feedback to identify gaps and help children to move on in their learning. Inclusive high-quality teaching ensures that planning and implementation meets the needs of all children, and builds in high expectations for all students, including those with SEN.

Rainbow Road — An occupational therapy programme designed to be carried out by non-specialists. Rainbow Road is a targeted group or individual intervention that will benefit pupils with mild to moderate coordination difficulties. It allows pupils to practice the basic skills underpinning academic learning through a variety of fun activities.

Socially Speaking — Used with children with mild to moderate learning disabilities, physical and mental disabilities. It is used with a range of children who find it difficult to interact socially with others. It will also help a child gain their independence outside of the school environment.

Social Stories — A tool to help individuals with ASD better understand the nuances of interpersonal communication so that they can interact in an effective manner. Strongly supports children who find new situations difficult.

Spirals — All sessions are very practical, involving games and activities. They are graded to cover important areas of language development and expansion, early pragmatic skills, listening skills, social skills, critical thinking skills, self-esteem and self-confidence.

Spelling Tutor — Works at your child's pace, using the latest research to teach spelling. Words are tested multiple times, with larger and larger gaps between each test. This transfers the spelling from short term to long term memory.

Talk Boost — A structured and robustly evidenced programme that can boost a child's communication. Language delay can significantly impact children's attainment. Many of these children have the potential to catch up but only if they receive timely intervention.

Talk Time — It enables all children to develop the skills they need to think, look, listen and concentrate. Placing an importance on thinking as a means of developing learning, will allow more children to access more areas of the curriculum. By designating a space for children to think and question, they will be able to develop relationships built on trust and communication with their peers.

Time to Talk — This is linked to mindfulness and mental health. Children are invited to check in with an adult for 1:1 time where they can play a game, colour, have time to themselves and/or talk to a trusted adult.

Toe by Toe — A small red book designed for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties. Small steps so that children can clearly measure progress right from the first page. Confidence and self-esteem are boosted as a result.

WASP (Word Articulation Spelling & Pronunciation) — The best way to learn literacy. It involves listening, hearing, speaking, watching and above all, thinking! Research shows that learning to read and spell should be done in tandem.

Writing Booster — Specific skills are taught in small groups which are linked to the individual next steps for children to progress their writing.

Zones of Regulation — Self-regulation is something everyone continually works on, whether or not we are cognisant of it. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it, to manage our feelings and get ourselves to a healthy place. This comes naturally for some, but for others it is a skill that needs to be taught and practised.