



Special Educational Needs and Disability (SEND) Provision Map

Interventions overview

INTERVENTION	WHY WE USE THIS INTERVENTION	HOW PROGRESS IS MEASURED
<p>Stile Tiles Intervention delivered by Teaching Assistant</p>	<p>Stile Literacy trays are a fun and unique way to learn speech & language. The self-correcting method helps children learn on their own. Pupils answer the questions by matching the tiles directly over the answers in the clear lid of the Stile tray.</p>	<p>The Stile Tray is the key to self-checking activities. Pupils answer the questions by matching the tiles directly over the answers in the clear lid of the tray. They then close the tray, turn it over, and re-open it to reveal a geometric pattern, which should match the one printed at the top of the exercise.</p>
<p>Toe By Toe Intervention delivered by a Teaching Assistant</p>	<p>Toe By Toe supports any child who has difficulty in decoding (reading unfamiliar words confidently and accurately) or reading fluently (reading without pausing or hesitating when confronted by an unfamiliar word).</p>	<p>Even though the steps taken are small, the child and TA can measure progress right from the first page. The child's confidence and self-esteem are boosted as a result.</p>

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<p>5 Minute Maths Box Intervention delivered by a Teaching Assistant</p>	<p>The Five Minute Box and The Number Box are proven multi-sensory systems for teaching early literacy and numeracy skills</p>	<p>All teaching and reinforcement is multi-sensory: hear, see, say and write. Daily notes are made highlighting progress and misconceptions.</p>
<p>5 Minute English box Intervention delivered by a Teaching Assistant</p>		<p>Literacy Box makes measurable progress with its grapheme/phoneme correspondence and its spelling. For example, monitoring the lowest performing 20 per cent of learners in one school, 100 per cent made progress in reading, while 95 per cent improved spelling accuracy by a year or more.</p>
<p>Fast Track Phonics Intervention delivered by a trained Teaching Assistant</p>	<p>Fast Track Phonics has been developed by the Lancashire Literacy Team to support children in Year 2 who did not achieve the expected level in the Year 1 Phonics Check. It is designed to address gaps in learning and is intended to be run in addition to the quality daily phonics teaching.</p>	<p>Children complete a baseline assessment of various sounds – the aim of this is to identify gaps in their phonic knowledge. The same assessment will be repeated at the end of the 14 weeks (end of the intervention). The misconceptions identified in the baseline assessment will have been corrected.</p>
<p>Springboard 3 Intervention delivered by a trained Teaching Assistant</p>	<p>The Springboard Maths intervention develops pupils' number sense, conceptual connections and metacognitive skills. Tasks and resources are carefully chosen and structured to support the learning of key concepts and skills.</p>	<p>Assessment should be based on the child's ability to apply what has been learned and consolidated in the Springboard.</p>
<p>Springboard 4 Intervention delivered by a Teaching Assistant</p>		
<p>Springboard 5 Intervention delivered by a Teaching Assistant</p>		
<p>Springboard 6 Intervention delivered by a Teaching Assistant</p>		

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<p>Better Reading Partners Intervention delivered by a Teaching Assistant</p>	<p>Lancashire Reading Partners is a one-to-one reading intervention approach which can be used to support progress in reading. It is particularly useful for children who are reading within the lowest 20% of a cohort in KS1, KS2 and KS3 and need specific support. Lancashire Reading Partners is designed to be delivered by teachers or teaching assistants who support children with reading.</p> <p>Lancashire Reading Partners is recommended as a 10 week programme consisting of 3 ten-to-fifteen minute sessions each week, although this is flexible depending upon the needs of the children.</p>	<p>The aims of the training are:</p> <ul style="list-style-type: none"> To provide a clear structure and training for delivering catch-up reading sessions which will support children's progress from their starting points To develop word reading (phonics), fluency and comprehension skills To promote engagement and enjoyment of reading To enable children to make rapid progress in reading To provide support materials for planning, teaching and assessing children's progress.
<p>Precision Teaching Intervention delivered by a Teaching Assistant</p>	<p>A range of children can benefit from the precision learning approach, as it can be used to aid progress, improve accuracy and even boost their willingness to learn.</p>	<p>To check precision teaching - sound progress - the teacher would assess whether a student has mastered the five words. The child needs to use the same words with a success rate of approximately 90% in four to five sessions in a single week.</p>
<p>Sensory Diet Delivered by a Teaching Assistant</p>	<p>Sensory diets are a way of supporting children with sensory processing issues. A sensory diet is made up of a series of sensory activities that children can do in school and at home. An occupational therapist may design a series of activities to specifically meet a child's needs. Children with sensory processing issues are likely to respond to situations and sensory input in different ways. A sensory diet caters to a child's sensory needs, allowing them to reduce anxiety, improve concentration and focus, and regulate strong emotions. It can help children to feel more calm and alert.</p>	<p>A sensory diet is successful if it is ensuring that the sensory activities are keeping the child feeling calm, ready to learn, and in control of their body.</p>

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<p>Lego Therapy Intervention delivered by a trained Teaching Assistant</p>	<p>LEGO-Based Therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting. Playing with LEGO in a therapy setting promotes 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. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.</p>	<p>Playing with LEGO in a therapy setting promotes 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.</p> <p>The Rosenberg Self-Esteem Scale is a 10-item self-report measure of global self-esteem. It consists of 10 statements related to overall feelings of self-worth or self-acceptance. The items are answered on a four-point scale ranging from strongly agree to strongly disagree.</p>
<p>Mindful Colouring</p>	<p>Mindful Colouring improves focus and reduces anxiety and stress. If used as part of the morning routine or at key transition points during the day it can relieve school-based anxiety. Mindfulness colouring is also used to build relationships between SEND pupils and their key adults</p>	<p>Mindful Colouring is successful if it is keeping the child feeling calm, ready to learn, and better able to regulate their emotions.</p>
<p>Happy To Be Me</p>	<p>'Happy to be Me' is a 6-session programme which is aimed at school children (ages 6 - 11 years) who may be experiencing low self-esteem, lack of confidence, attachment problems and/or feeling insecure.</p>	<p>It provides children with a toolkit of essential 'self-esteem maintenance' tools that they will be able to draw upon for their lifetime.</p>

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<p>Inside Out sessions – delivered by Children & Family Northwest</p>	<p>Inside Out sessions are run by Children and Family Wellbeing Practitioners who come into school weekly. Pupils attend the sessions in groups. Inside out sessions build self-esteem and help children to develop coping strategies to allow them to manage social and emotional demands more effectively. Pupils gain an understanding of their own and others emotions and grow in resilience. This helps pupils to build and maintain positive relationships.</p>	<p>Things that will be evident if the sessions have been successful:</p> <p>These sessions build their confidence to take part in physical play and exercise;</p> <p>Get information to understand how diet and exercise effect their growing bodies</p> <p>Build their social skills, have fun together and make new friends</p> <p>Think about adopting healthy lifestyles, balancing activity time with screen time.</p>
<p>Worry Monsters</p>	<p>To provide children with a safe place to voice and share their worries and anxieties.</p>	<p>Children feel safe coming to school and know that there is always someone to help and listen to them if they are worried. These are questions on the pupil voice questionnaires.</p>
<p>Social Stories</p>	<p>Social Stories demonstrate appropriate social interaction, re-enacting different situations using social cues and recommended responses. Social Stories are a defined form of story that have set rules the author needs to follow. They are similar to an essay and use carefully researched facts, rather than opinions.</p>	<p>The goal of a social story is not to change the child's behaviour, but to share information in a way that makes perfect sense to them and help them cope with the situations they're in.</p> <p>There are many benefits to social stories, including: Helping children learn self-care and social skills and reduce anxiety.</p>

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<p>Lego Therapy Intervention delivered by a trained Teaching Assistant</p>	1:3	3	3 x 30 mins weekly	12 weeks	<p>LEGO-Based Therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting. Playing with LEGO in a therapy setting promotes 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. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.</p>	<p>To learn how to:</p> <ul style="list-style-type: none"> · Lead a group · Follow instructions <p>Play a supporting role in the group</p>
<p>Stile Tiles Intervention delivered by Teaching Assistant</p>	1: small group	1: small group	3x 10 mins weekly	Ongoing	<p>Stile is a highly motivating, self-checking teaching aid for pupils aged 4-11, providing them with rewarding and meaningful activities to work through independently without becoming bored or discouraged. Stile's unique and fun format turns learning into a game – which is a great way to encourage motivation and interest, making learning fun!</p>	<p>The Stile Tray is the key to self-checking activities. Pupils answer the questions by matching the tiles directly over the answers in the clear lid of the tray. They then close the tray, turn it over, and re-open it to reveal a geometric pattern, which should match the one printed at the top of the exercise.</p>

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<p>5 Minute Maths Box Intervention delivered by a Teaching Assistant</p>	<p>Teaching assistants or parents use with individual children to establish basic concepts of numeracy, or to support groups of children who are not yet working with abstract concepts.</p>	<p>1:1 or small group</p>	<p>Daily</p>	<p>5/10 minutes</p>	<p>5 Minute box - Maths The Number Box is a multi sensory teaching programme and maths resource. It was designed for those children who struggle with maths for one of several reasons. Dyslexic children find sequential skills, organisation and spatial operations in maths more challenging, and require resources and patient teaching.</p>	<p>The high-quality resources are particularly useful for teaching early number skills and the activities are designed to stretch children to encourage them to learn through regular sessions.</p> <p>Suitable from school entry onwards, Five Minute Literacy Box equally serves as a catch up intervention for children with EAL or extended school absence</p>
<p>5 Minute English box Intervention delivered by a Teaching Assistant</p>	<p>Teaching assistants or parents use with individual children to establish basic concepts of numeracy, or to support groups of children who are not yet working with abstract concepts.</p>	<p>1:1 or small group</p>	<p>Daily</p>	<p>5/10 minutes</p>	<p>The Five Minute Box is the multi-sensory phonics programme which enables the early identification of potential specific learning difficulties. The Box provides secure basic skills for reading, spelling and writing thus maintaining self-esteem and a more positive attitude.</p>	<p>The high-quality resources are particularly useful for teaching early phonics skills and the activities are designed to stretch children to encourage them to learn more sounds, blends and key words through regular sessions.</p> <p>Suitable from school entry onwards, Five Minute Literacy Box equally serves as a catch up intervention for children with EAL or extended school absence.</p>

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Toe By Toe Intervention delivered by a Teaching Assistant	1:1	1	Daily	10 minutes	Toe-by-Toe is for Y2+. This includes weak readers who struggle to decode or those with dyslexia, dyslexic difficulties or ADHD.	Confidence and self-esteem are boosted as a result. A rapid improvement in reading age.
Fast Track Phonics Intervention delivered by a trained Teaching Assistant	1:1 or small group	1:1 or small group	10-15 minutes 3 times per week	14 weeks	Fast Track Phonics has been developed to support children in Year 2 who did not achieve at the expected level in the Year 1 Phonics Check. It is designed to address gaps in learning. It is not intended to take the place of the daily phonics session, but would ideally be run in addition.	Children to achieve the Phonic Screening standard in Y2.
Springboard 3 Intervention delivered by a trained Teaching Assistant	1: 8-12	8-12	2 sessions per week	10 weeks	Springboard 3 is designed for teaching in the first half of the school year, and aims to bring children's understanding to a level where they can more easily benefit from the Year 3 teaching programme in the Framework for teaching mathematics from Reception to Year 6. It does not replace this programme, but complements it.	Springboard 3 is designed for teaching in the autumn and spring terms. It aims to bring children up to a level where they can more easily access the Year 3.
Springboard 4 Intervention delivered by a trained Teaching Assistant	1: 8-12	8-12	2 sessions per week	10 weeks	Springboard 4 is designed for teaching in the first half of the school year, and aims to bring children's understanding to a level where they can more easily benefit from the Year 3 teaching programme in the Framework for teaching mathematics from Reception to Year 6. It does not replace this programme, but complements it.	Springboard 4 is designed for teaching in the autumn and spring terms. It aims to bring children up to a level where they can more easily access the Year 4.

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<p>Springboard 5 Intervention delivered by a trained Teaching Assistant</p>	1: 8-12	8-12	2 sessions per week	10 weeks	Springboard 5 is designed for teaching in the first half of the school year, and aims to bring children's understanding to a level where they can more easily benefit from the Year 5 teaching programme in the Framework for teaching mathematics from Reception to Year 6. It does not replace this programme, but complements it.	Springboard 5 is designed for teaching in the autumn and spring terms. It aims to bring children up to a level where they can more easily access the Year 5.
<p>Springboard 6 Intervention delivered by a trained Teaching Assistant</p>	1: 8-12	8-12	2 sessions per week	10 weeks	Springboard 6 is designed for teaching in the first half of the school year, and aims to bring children's understanding to a level where they can more easily benefit from the Year 3 teaching programme in the Framework for teaching mathematics from Reception to Year 6. It does not replace this programme, but complements it.	Springboard 6 is designed for teaching in the autumn and spring terms. It aims to bring children up to a level where they can more easily access the Year 6.
<p>Better Reading Partners Intervention delivered by a trained Teaching Assistant</p>	1:1	1:1	3 times per week X 15 mins	10 week programme	Better Reading Support Partners is a 'light touch' reading intervention for pupils in Years 1 to 10 who have fallen behind at reading. A specially trained Better Reading Support Partner delivers a short one-to-one support programme to help them to develop independent reading and comprehension skills so that they can make faster progress and catch up with their peers.	<p>Better Reading Partners:</p> <ul style="list-style-type: none"> *Develops phonic and comprehension skills *Promotes engagement with and enjoyment of reading *Enables pupils to make rapid progress in reading

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<p>Precision Teaching Intervention delivered by a trained Teaching Assistant</p>	1:1	1:1	Daily	10 minutes	<p>Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention.</p>	<p>Effective precision teaching target a child's 'zone of proximal development' – defined as skill areas too difficult for them to master on their own, but which can be developed with the right guidance and supervision.</p> <p>Once areas of potential weakness are identified, teachers can then provide the necessary knowledge and guidance to encourage a child to learn and develop at their own pace</p>
<p>Sensory Diet Delivered by a trained Teaching Assistant</p>	1:1/ 1:2	1:1/ 1:2	Start of morning & afternoon sessions and then as required	As required	<p>Sensory diets are a way of supporting children with sensory processing issues. Despite the name, sensory diets have nothing to do with food and are typically made up of a series of sensory activities that children can do at home. An occupational therapist may design a series of activities to specifically meet a child's needs.</p>	<p>A sensory diet caters to a child's sensory needs, allowing them to reduce anxiety, improve concentration and focus, and regulate strong emotions. It can help children to feel more calm and alert.</p>

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Mindful Colouring	1:1/1:small group	1:1/1:small group	Daily	10 mins	Mindful Colouring asks us to focus on how we choose and apply colour in a design to bring our awareness to the present moment. This process is similar to meditation, we let go of our thoughts and anxieties or stresses. Mindful colouring can be accessed independently or with a trusted adult to support wellbeing.	If mindful colouring is used as part of the morning routine or at key transition points during the day it can help to relieve school based anxiety. Mindfulness colouring can also be used to build relationships between SEND pupils and their key adults or peers.
Happy To Be Me	1: Small group	1: Small group	1 session per week for 6 weeks	30 mins	'Happy to be Me' is a 6-session programme which is aimed at school children (ages 6 - 11 years) who may be experiencing low self-esteem, lack of confidence, attachment problems and/or feeling insecure.	It provides children with a toolkit of essential 'self-esteem maintenance' tools that they will be able to draw upon for their lifetime.
Inside Out sessions – delivered by Children & Family Northwest	2 x CFNW practitioners to a small group	2 x CFNW practitioners to a small group	1 session per week for 6 weeks	40 mins	Inside Out sessions are run by Children and Family Wellbeing Practitioners who come into school weekly. Pupils attend the sessions in groups. Inside out sessions build self-esteem and help children to develop coping strategies to allow them to manage social and emotional demands more effectively. Pupils gain an understanding of their own and others emotions and grow in resilience. This helps pupils to build and maintain positive relationships.	Things that will be evident if the sessions have been successful: These sessions build their confidence to take part in physical play and exercise; Get information to understand how diet and exercise effect their growing bodies Build their social skills, have fun together and make new friends Think about adopting healthy lifestyles, balancing activity time with screen time.

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Worry Monsters	1:1/1:small group	1:1/1:small group	Open access within classroom	As required	A worry monster is a toy with a big zip up mouth and fluffy fur. A worry monster can help pupils acknowledge, express and let go of their anxieties by sharing them. Worries can be whispered to a worry monster or 'gobbled up' by writing on a slip of paper and putting inside the mouth	Pupils will feel more able to share their worries leading to a reduction in anxiety or resolution to the problem Teachers will get an insight into the concerns that pupils in the class have and will be better able to address them appropriately.
Social Stories	1:1	1:1	As required in line with behaviours, transitions and upcoming events	5 mins at regular intervals daily when required.	Social stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why. Social stories can be used to: *Help develop social skills, personal care skills or positive behaviours *Help someone understand how someone might behave or respond in a particular situation *Help a person to cope with changes to routine or distressing events *Provide positive feedback to develop self-esteem	Pupils will be better able to manage changes in routines and new experiences. Pupils will become more resilient and confident individuals.