

Burhill Primary School Provision Map

Wave 3 Interventions

Communication and Interaction				
Intervention	Description	Year Groups	Size of group /frequency	Expected Outcome
Support for pupils with EHCP's (Education Health Care Plans) or high need SEN support	Support for pupils with an EHCP (Education Health Care Plan). Pupils with EHCP's may have additional targeted support to help develop communication and interaction	All year groups	1:1 or small group depending on need. LSA will encourage independence	Children will make progress towards objectives and targets on their statement or Individual Support Plan
Individual Speech and Language targets	Pupils supported by the Mainstream or Early Years Speech and Language Service work on their individual speech and language targets with school staff	All year groups	Usually 1:1 although some children with similar speech articulation difficulties can be supported in a very small group Frequency as directed on report	Children will make progress on their individual targets. Their targets will be evident on their IEP and speech and language report
Key word instructions	A targeted speech and language intervention to develop ability to follow instructions	All year groups	1 to 1 intervention 2 or 3 times a week 10-15 mins	Children will be able to follow instructions containing an increasing number of key words i.e. 2,3, 4 or 5 key words
Colourful Semantics	Colourful Semantics is a speech and language therapy intervention that indirectly works on developing a child's grammar through the use of: spoken sentences and visuals.	All year groups	1to 1 intervention 2 or 3 times a week	Children will make accelerated progress in their speech and grammar skills
Cognition and Learning				
Intervention	Description	Year Groups	Size of group /frequency	Expected Outcome
Support for pupils with EHCP's (Education Health Care Plans) or high need SEN support	Support for pupils with an EHCP (Education Health Care Plan). Pupils with EHCP's may have additional targeted support in order to facilitate access to the curriculum e.g. Literacy, Mathematics etc.	All year groups	1:1 or small group depending on need. Teacher and LSA will encourage independence	Children will make progress towards objectives and targets on their statement or Individual Support Plan

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Toe by Toe	A highly structured multi sensory reading programme for children with specific literacy difficulties	Year 3 /4	1:1 daily intervention 10-15 mins for as long as programme takes	Children will make good progress in their reading. Reading assessment at beginning and end of intervention
5 mins box	Early reading and phonics intervention for children struggling with acquiring letters and sounds and early reading skills	Year 1/2	5 /10 mins daily	Children will make accelerated progress and catch up with peers. Entry exit data will show progress.
Precision teaching	A 1:1 targeted teaching method to meet the needs of an individual who is struggling with particular literacy and numeracy skills e.g. number bonds, high frequency words, spellings	All years	10 mins 1:1 daily	Children will acquire the skills that they are experiencing difficulty with through daily multisensory activities. Progress is recorded on graphs to show progress
Fischer Family Trust Wave 3	A reading and writing intervention delivered by a trained LSA	Year 1 /Year 2	1:1 daily 30 mins 10-20 weeks	Accelerated progress in reading and writing 2 or 3 sublevels of progress Assessments at beginning and end of programme
Alpha to Omega	A targeted phonics based intervention to develop reading and spelling skills. Particularly suitable for dyslexic children	Year 2 and above	Daily ideally 20 mins	Children will develop their reading and writing skills through multi-sensory activities
Switch On Literacy	A targeted intervention to develop reading and writing skills	Year1 – Year 6	1:1 20 mins daily	Children will make accelerated progress in reading and writing
Nessy Reading and Spelling	Targeted computer based reading and spelling intervention	Reception to year 6	15 mins at least 3 x a week	Children will make accelerated progress in reading and spelling working towards own personalised targets
SNIP literacy	A reading and spelling intervention focusing on High frequency words	Year 3, 4, 5, 6	Daily 20 mins	Children will improve their spelling skills
Zones of Regulation	An intervention to teach self-regulation. Helps children recognise and understand their emotions. Children develop their own toolkits to help them manage and improve their ability to calm	All year groups	Targeted sessions 20 mins and also regular revisiting throughout the day	Children will develop strategies to self-regulate and manage their own emotions

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Closing the Gap Numicon	Structured Maths intervention using Numicon	All year groups	1:1 or paired group	To make progress in maths using practical resources to help (Record sheet and tracking shows progress)
Social , Emotional and Mental Health				
Intervention	Description	Year Groups	Size of group /frequency	Expected Outcome
Support for pupils with EHCP's (Education Health Care Plans) or high need SEN support	Support for pupils with an EHCP (Education Health Care Plan). Pupils with EHCP's may have additional targeted support in order to facilitate and meet their social and emotional needs	All year groups	1:1 or small group depending on need. LSA will encourage independence	Children will make progress towards objectives and target s on their statement or Individual Support Plan
Drawing and Talking	Support for children experiencing emotional difficulties	All year groups	1:1 30 mins session weekly	Children will make progress emotionally. The pupil self assessment will evidence that they are happier in school and be able to talk about their worries
Comic Strip Conversations and Social Stories™	Support for pupils to develop their i	All year groups	1:1 as needed	Children will develop their social understanding of situations and be well prepared to manage situations that can cause anxiety
ELSA Support	Pupils who require social and emotional support (Trained Emotional Literacy Support Assistant)	All year groups	1:1 or small group depending on need	Children will show progress in social and emotional aspects of learning. Various tools used to baseline and show progress SDQ/ BOXALL PROFILE/ EMOTIONAL PART OF SNIP CHART /BEHAVIOUR LOGS ETC
Sensory and Physical				
Intervention	Description	Year Groups	Size of group /frequency	Expected Outcome
Support for pupils with EHCP's (Education Health Care Plans) or high need SEN support	Support for pupils with an EHCP (Education Health Care Plan). Pupils with EHCP's may have additional targeted support in order to facilitate access to the curriculum and meet their physical and sensory needs.	All year groups	1:1 or small group depending on need. LSA will encourage independence	Children will make progress towards objectives and target s on their statement or Individual Support Plan
Playground /Lunchtime support	Support at playtime to ensure appropriate interaction with peers and help develop social	All year groups	1:1 or small group depending on need	Children will have support to develop friendships and interactions. There will be less incidents for children who have social , emotional or mental

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	skills			needs
Support and advice from Surrey's Physical and Sensory Teachers	Support , monitoring and advice in relation to physical and sensory needs including hearing and Visual impairments	All year groups	1:1 or small group dependant on need	Children will make progress towards targets written on their EHCP
Occupational Therapy	Pupils supported by the Paediatric Occupational Therapy Department work on their individual targets with school staff	All year groups	Usually 1:1 although some children with similar OT needs can be supported in a very small group Frequency as directed on report	Children will make progress on their individual targets. Their targets will be evident on their ISP and Occupational Therapy report
Physiotherapy	Pupils supported by the Paediatric Physiotherapy Department work on their individual targets with school staff	All year groups	1:1 As directed by their physiotherapy programme	Children will make progress on their individual targets. Their targets will be evident on their IEP and Physiotherapy report