

Intervention Provision Map

Communication and Interaction					
Intervention	Description	Year Groups	Size of group/ frequency	Expected Outcome	How will progress be measured?
Wellcomm	A targeted intervention that identifies areas of concern in language, communication and interaction. A profile is created and then activities personalised to meet individual needs	Year 1, 2	1:1 2-3 times per week	Pupils will make progress with their language development	Intervention Tracker Baseline assessment Half termly assessment
Blank Levels	An intervention to support pupils' understanding of questions that go from understanding concrete questions to more abstract questioning and inferencing	Year 1, 2, 3, 4, 5, 6	1:1 2-3 times per week	Pupils will be able to understand more complex questions	Intervention Tracker Baseline assessment Half termly assessment
Colourful Semantics	A speech and language therapy intervention that indirectly works on developing a pupil's grammar through the use of spoken sentences and visuals	Year 1, 2, 3, 4, 5, 6	1:1 2-3 times per week	Pupils will make progress in their speech and language skills	Intervention tracker Baseline assessment Half termly assessment
Cognition and Learning					
Intervention	Description	Year Groups	Size of group/ frequency	Expected Outcome	How will progress be measured?
Read Write Inc	An intervention programme that provides a systematic and consistent approach to the teaching of reading and writing.	Year 3, 4	1:1 or groups of 2-3 daily	Pupils will develop reading and writing skills that will support with all subjects	Entry assessment Assessment 1 On-going assessment throughout sessions
Fresh Start	An intervention that teaches students at their challenge point, so they learn to read accurately and	Year 5, 6, 7, 8, 9, 10,	1:1 or groups of 2-3	Pupils will develop reading and writing skills that will	Entry assessment Assessment 1 On-going

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	fluently. They will also develop good comprehension, spelling and punctuation skills through targeted activities.	11	daily	support with all subjects	assessment throughout sessions
Active Literacy Kit	An intervention developed by Dyslexia Action, the Active Literacy Kit is designed to support all children of 7 years and over who experience literacy difficulties, whether dyslexic or not. The programme offers a series of timed exercises which build the foundation skills needed for automatic, fluent and accurate reading and spelling. Carefully structured activities cover phonological awareness, word recognition, phonics, graphic knowledge and spelling.	Year 3, 4, 5, 6	1:1 2-3 times per week	Pupils will develop phonological awareness, word recognition, phonics, graphic knowledge and spelling	Intervention tracker Baseline assessment On-going assessments End assessment
Beat Dyslexia	An intervention for pupils with Dyslexia. It is a step-by-step multi-sensory Literacy programme Full of variety and using imaginative approaches, each stage in the Beat Dyslexia series is structured so that all the goals are small and attainable.	Year 2, 3, 4, 5, 6, 7, 8, 9	1:1 2-3 times per week	Pupils will gain confidence through success as they develop a sound understanding of basic spelling and grammar	Baseline assessment Intervention tracker Small, attainable goals On-going assessments End assessment
Accelerated Reader	An online reading programme that targets pupils at their reading age	Year 3, 4, 5, 6,	1:1 online	Pupils' reading age will increase each	Baseline STAR reading test

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	and encourages independent reading and comprehension	7, 8, 9, 10, 11	15-30 mins per day	term	Termly STAR tests Quiz after each book read
Numicon	A multi-sensory intervention to explore Maths using practical resources in order to reinforce and embed key concepts	Year 1, 2, 3, 4, 5, 6	1:1 or groups of 2-3 2-3 times per week	Pupils to make progress in Maths by developing an understanding of key concepts	Intervention tracker Record sheet Baseline assessment On-going assessment
SATs Companion	A Maths and English intervention programme that identifies gaps in learning and provides personalised tasks	Year 5, 6,	1:1 online 2-3 times per week	Pupils will revisit gaps in learning in order to make progress in English and Maths	Initial assessment On-going assessment Reports
Numeracy Ninjas	A Maths intervention designed to fill gaps in pupils' basic mental calculation strategies, times tables and key skills fluency	Year 5, 6, 7, 8, 9	10 mins per day	Pupils will make progress with key Maths skills	Ninja skill check Target skills Ninja score
Mirodo Education	An intervention to tailor Maths and English for a personalised learning experience, it has instant marking, so is quicker and easier to close any gaps in learning.	Year 3, 4, 5, 6, 7, 8, 9	1:1 online	Pupils will make progress in Maths and English to support with re-engagement	Baseline assessments On-going assessment End assessment
BKSB	An e-learning package to target support towards GCSE and Functional Skills English and Maths	Year 10, 11	1:1 e-learning	Pupils will be prepared for examinations	Initial assessment On-going assessment Reports
Core Skills: Memory	An intervention that uses games, tasks, activities to improve memory which supports knowledge and skill retention	All year groups	1:1 or groups of 2-3 2-3 times per	Pupils' memory will improve which leads to progress across all subjects	Intervention tracker Baseline assessment End assessment

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Social, Emotional and Mental Health					
Intervention	Description	Year Groups	Size of group/ frequency	Expected Outcome	How will progress be measured?
Zones of Regulation	An intervention to teach self-regulation. Supports pupils to recognise and understand their emotions. Pupils develop their own toolkits to help manage and improve their ability to regulate.	All year groups	30 mins per week Regular revisiting throughout the day	Pupils will develop strategies to self-regulate and manage their own emotions which will increase engagement in learning and support in life.	PD Tracker Reduction in serious incidents - CPOMs
Starving the Anger Gremlin	An intervention based on cognitive behaviour principles which supports pupils to understand why they get angry and how their anger affects themselves and others, and teaches them how to manage angry thoughts and behaviours	Year 1, 2, 3, 4, 5, 6,	Small group 1:1 30 mins per week	Pupils will develop the skills to understand and manage anger	PD Tracker Reduction in serious incidents – CPOMs Intervention Tracker
Social Stories and Comic Strip Conversations	An intervention that includes short descriptions and/or pictures of a particular situation, event or activity, which include specific information about what to expect in that situation and why	All year groups	1:1 When required	Pupils will develop their social understanding of situations and be well prepared to manage situations that may cause anxiety	PD Tracker Reduction in serious incidents – CPOMs Intervention Tracker
Restorative Thinking –	An intervention that equips pupils with the skills and language to find	Year 1, 2, 3, 4,	1:1	Pupils will develop more positive	PD Tracker Reduction in serious

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interactive toolkit	solutions to every day conflicts and to reflect more on their own behaviour	5, 6		relationships with those around them	incidents – CPOMs Intervention Tracker
Sensory and Physical					
Intervention	Description	Year Groups	Size of group/ frequency	Expected Outcome	How will progress be measured?
Fine Motor Activity Kit	An interactive intervention using a range of activities to develop fine motor skills	Year 1, 2, 3, 4, 5, 6	1:1 or groups of 2-3 2-3 times per week	Pupils develop the skills to write for a longer period of time	Fine Motor Skills Assessment – Baseline and End Intervention Tracker
Handwriting	An intervention that develops muscle strength to support correct letter formation when writing	All year groups	Small group 2-3 times per week	Pupils' handwriting is clear and recognisable	Intervention Tracker Baseline assessment On-going assessment End assessment
Sensory Circuit/ Sensory Diet	A personalised intervention to support sensory needs to enable pupils to stay regulated throughout the day	All year groups As required	1:1 or groups of 2-3 Throughout the day	Pupils develop the skills to regulate by engaging in sensory activities	PD Tracker Reduction in serious incidents – CPOMs Intervention Tracker Shine Therapy assessments