

SEND Interventions

Name / Provider	Barrier to support	Brief Description	Target Students	Review Cycle / Success Criteria
Speech and Language Therapy (SaLT) Listen Check Succeed group	- SLCN difficulties - difficulties building meaningful relationships - limited social skills - limited social communication	- Direct sessions with a SaLT - Direct sessions with a SaLT trained HLTS - Small group sessions - developing social skills and practicing social communication within a structured setting led by a Speech and Language Therapist	Students will have varying speech and language needs identified by the SaLT. Target students can be from year 7 – 13 as required	6 week intervention and maybe extended after a review
Educational Psychologist (EP)	- Cognition and learning difficulties - Social - emotional and mental health needs - Complex SEND concerns	Consultation, observation and assessment Recommendations for strategies and provision Support for staff and families	Students requiring specialist assessment or advice	Reviewed following assessment and implementation of recommendations
Occupational Therapist (OT)	- Fine/gross motor difficulties - Sensory processing needs - Difficulties with independence skills	Assessment and targeted intervention Sensory regulation strategies Programmes to develop motor skills	Students with identified occupational therapy needs	Termly review of targets and progress
Little Wandle - Phonics program (KS3 intervention)	- difficulties with decoding - difficulties in reading/ low reading age	- Phonics lessons - Support and build fluency in reading	Students with low reading ages	
Keyworker Check in	- Confidence - difficulties building meaningful relationships - limited social skills	1:1 support - Weekly sessions to work through positive and negative aspects of the week and discuss and concerns		On going to ensure student is able to seek support when needed and build confidence in doing so
Touch typing	Illegible handwriting	Structured touch-typing	Students whose handwriting	Reviewed each half term;

	Little to no progress seen with a handwriting intervention	- programme - Development of keyboard skills to support written recording	significantly impacts learning	increased speed and independence in recording work
Handwriting club	Illegible handwriting	- Following a clear handwriting program - Supporting the formation of specific letters as required	Students requiring support with letter formation and presentation	Half-termly review; improved legibility and consistency of handwriting
Lego therapy	- Difficulties with social interaction - Turn-taking and communication skills - Building relationships	- Small group structured activities using Lego - Focus on communication, teamwork and problem-solving	Students requiring support with social communication and interaction	6–12 week intervention; improved collaboration and communication skills
ELSA - Social skills/language for emotions interventions	- Emotional literacy difficulties - Anxiety - Limited understanding and expression of emotions	- Targeted ELSA sessions - Development of emotional vocabulary, resilience and social understanding	Students requiring support with emotional regulation and social skills	6–12 week intervention with measurable emotional and social targets
Numeracy Intervention	- Gaps in mathematical understanding - Low numeracy skills	- Small group or 1:1 numeracy support - Targeted teaching of key mathematical concepts and fluency	Students working below age-related expectations in mathematics	Half-termly review; progress evidenced through assessment and classroom performance
Life Skills Intervention	- Difficulties with independence, organisation - Difficulties preparation for adulthood	Small group or 1:1 sessions developing independent living, communication, travel training, money management and personal organisation skills	Students requiring support to develop independence and life skills	Termly review; increased independence and application of skills in school and daily life
Movie Time - Improve listening, understand emotions and social situations	Difficulties understanding social situations, emotions and perspectives of others	Structured viewing and discussion activities to develop listening, inference, emotional literacy and social understanding	Students requiring support with emotional understanding and social communication	6–12 week intervention; improved listening, emotional awareness and discussion skills
Subject catch up interventions	Gaps in learning and attainment	Targeted intervention sessions to address identified curriculum	Students working below expected levels or requiring	Half-termly review; measurable progress in

		gaps reinforce key knowledge and skills	additional support in specific subjects	assessments and classroom performance
Homework Club	- Difficulties completing homework - Difficulties with organisation - Difficulties independent study	- Supported homework sessions providing guidance, resources - a structured environment for learning - Access to a device and the internet	Students requiring support with organisation, study skills or homework completion	Termly review; improved completion rates and independence in learning
Sensory Circuit Gym Sessions	- Sensory processing difficulties - Regulation difficulties - attention and concentration difficulties	Structured sensory circuit activities designed to alert, organise and regulate sensory systems to improve readiness for learning	Students with sensory regulation needs affecting access to learning	Termly review; improved regulation, focus and engagement in lessons

Pastoral Interventions

Name / Provider	Barrier to support	Brief Description	Target Students	Review Cycle / Success Criteria
FutureMen	Behaviour, especially risk taking or at risk of disengagement from education	Small group or 1:1 talking External	Boys year 8 plus, risk of permanent exclusion or engaging in risky behaviours in the community	6 weeks, ongoing, in exceptional cases does extend beyond target 6 or 12 weeks
Spectra	Behaviours with sexual wellbeing and health or issues with gender or sexuality	1:1 External	Male or identify as male, displaying barriers as described	10 week programme
Bike Building	Low self confidence, lack of social skills	5 days of building and fixing bikes in a small group External provider	Year 8 and 9, barriers as described	1 off 5 day programme
Suaad Mohammed, Inspire Projects	Students at severe risk of underachieving – becoming NEET, where parental engagement is challenging	Holistic 1:1 or small group mentoring, liaising and engaging parents External	Year 10 to 12 students	6 or 12 week programmes, on occasional Suaad will go back and check in with students

	or where parents need support			
School Nurse	Health impacts on school or attendance, identified need for support, chronic health conditions	1:1 External	Any internal or self referral	This is a highly flexible intervention
School Social Worker	Significant domestic issues impacting upon attendance or attitude to learning	1:1 Support, engaging with families External	Internal referral. Sometimes referred directly from MASH	Usually on a 6 week review, flexible
Educational Welfare	Low rates of attendance, impact upon progress	1:1 Support, engaging with families External	Below 85%	Flexible- until attendance is no longer a concern
Young Carers	Students who care for family members, take more responsibility than most students, serious and chronic health conditions	1:1 support, holiday activities External	Any Young Carer	Flexible, long term support
Attendance Officer	Where attendance impacts on progress	1:1 Support and family engagement, monitoring Internal	Any	Flexible, long term support
Family Support Worker	Concerns about engagement with education/attendance and behaviour. Wider needs for			
Pastoral Support Programme	Where behaviour impacts	1:1 Support, PRU, family engagement	High number of behaviour points and suspensions	6 and 12 week reviews