

Interventions

The majority of these are kept in the PPA Room in the Junior Building.

Intervention	Description/	Who is it aimed at?	Suitable for	Who can deliver?
On Track Maths	Intended for use with small groups or individual children, it includes a comprehensive range of activities that can be used to consolidate children's learning, providing a firmer foundation for progress.	Children whose progress is hindered due to gaps in learning. Working below the expected standard in maths.	KS1 KS2	Teachers Teaching Assistants
On Track Grammar & Writing	A targeted intervention resource to help pupils gain the skills they need to reach the national expected standard in writing.	Lower attaining pupils. Working below the expected standard in writing.	KS2	Teachers Teaching Assistants
On Track Reading	A targeted intervention resource to help pupils gain the skills they need to reach the national expected standard in reading.	Lower attaining pupils. Working below the expected standard in reading.	KS2	Teachers Teaching Assistants
Social Skills	Social Games Books and Resources.	Children who struggle in a social context- may struggle to make and maintain friendships or behave inappropriately in a variety of social contexts.	KS1 KS2	Teachers Teaching Assistants
Precision Teaching	A method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills.	Children who struggle with retaining even basic information and would benefit from 'overlearning'.	KS1 KS2	Teaching Assistants
Physiotherapy	Guided physiotherapy	Children with particular physical needs	SEND	Teaching Assistants
Nessy	Children with reading and spelling difficulties.	Children who display dyslexic tendencies or have been diagnosed with dyslexia.	KS1 KS2	Teaching Assistants
Write From The Star (Teodorescu)	An effective approach that will guide children through the various stages of perceptual and fine-motor development to lay the foundations for flowing, accurate handwriting	Children with difficulties with fine motor skills and poor handwriting.	KS1 Lower KS2	Teaching Assistants Homework
No Nonsense Phonics	It is a programme that provides a comprehensive step-by-step method of teaching reading, handwriting and spelling	Children who need support in order to reach the expected standard in Phonics.	KS1 Lower KS2	Teachers
Well Comm	Speech and Language Intervention.	Children with delayed language skills	EYFS KS1	Teachers Teaching Assistants

Peg 2 Paper	Developing fine motor skills for handwriting	Children who are struggling with letter formation and pencil grip	EYFS	Teachers Teaching Assistants
Time To Talk	A programme to develop oral and social skills	Children aged between 4-6 who need a helping hand in developing their oral and social interaction skills.	EYFS KS1	Teachers Teaching Assistants
Beanstalk Reading	A structured reading programme to support	Children who need to make faster progress with reading	Pupil Premium	Trained Volunteers
Toe by Toe	Helps with decoding (reading unfamiliar words confidently and accurately) or reading fluently (reading without pausing or hesitating when confronted by an unfamiliar word).	Weak readers who struggle to decode or those with dyslexic difficulties	KS2	-
Word Wasp	One to one text based literacy intervention. Word Articulation, Spelling and Pronunciation. These three elements are manipulated by the Word Wasp to teach students, from the age of seven upwards, the necessary rules, structures and skills to communicate (read, write, spell and speak!) the English Language.	Children with reading and spelling problems, or have been diagnosed as dyslexic or needing to learn English as a second language.	KS2	Teachers Teaching Assistants
TRUGS	Interactive games that help children strengthen their decoding skills using phonics.		KS1 and KS2	Teaching Assistants
Friendship Terrance	Sharing stories to improve friendship skills	Children who find it difficult to make friends or for friends who have had fall outs	All children	Teaching Assistants
Play therapy	Based around a therapeutic story that's written specifically for the child/children and their needs, but will have the overarching aim of helping them to understand their feelings and finding ways to express them in a positive way.	Any children who we feel need additional support with SEMH needs. This has currently been highlighted as Y6 children with post lockdown/high school anxiety.	All children	Kathryn Pownall (Qualified play therapist)
Lego Therapy	Children work in a group, taking the following roles: <ul style="list-style-type: none"> • The Engineer: has a set of instructions for the model and has to request the bricks from the Supplier and direct the Builder to put the model together • The Supplier: has the Lego bricks and supplies the Engineer with the required items upon request • The Builder: is given the bricks by the Supplier and has to follow the instructions given by the Engineer to make the model. An adult facilitator works with the group.	Children who need to improve their engagement with peers, or to have improved/increased shared experiences, or those who struggle to collaborate. The group are encouraged to problem-solve, communicate, and engage together.	All children	Helen Machin (qualified Lego therapist)

Black Sheep speech and language program	SALT intervention sent through from Cheshire East for individuals who require a bespoke SALT intervention. The intervention is carried out by the TA in the majority of cases.	Children seen by SALT who have a SALT care plan.	Children seen in SALT clinic	Teaching Assistants (some Elklan trained)
Pathways to Progress	A writing intervention programme designed to be delivered in addition to pupils' English lessons.	The programme is predominately aimed at pupils in Y1 to Y6 who were working just below expected in summer term assessments and those who have fallen behind due to disruption to learning during the COVID-19 pandemic.	KS1 and KS2	Teachers Teaching Assistants
Muddles, Puddles and Sunshine	Muddles, Puddles and Sunshine offers practical and sensitive support for bereaved children	Children who have suffered a bereavement	KS1 and KS2	Teachers Teaching Assistants
Cool Connections	A ten session early intervention programme aimed at children 9-14. A cognitive behavioural therapy (CBT) approach to positively modifying the everyday thoughts and behaviours of children	Designed to encourage children to build resilience and self-esteem and reduce feelings of anxiety and depression	Upper KS2	Teachers Teaching Assistants
NELI The Nuffield Early Language Intervention is	A 20-week programme proven to help young children overcome language difficulties. It combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. https://www.elklan.co.uk/neli/about-neli	It is designed for children aged 4-5 years who have poor communication & language skills.	EYFS	Teaching assistants who have had the official training only
Voice of the Child	Structured conversations to find out about how a child is feeling regarding a situation in their life at home. We use The Three Houses http://www.partneringforsafety.com/uploads/2/2/3/9/22399958/three_houses_booklet_updated.pdf) and Fink cards to help structure our conversations	Designed to encourage the child to talk about their feelings, including what is going well, their worries and their hopes and wishes	All children	Teachers Teaching Assistants
ELSA	An ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.	Designed to support the emotional needs of children	All children	Teaching assistants who have had the official training only