



# Uplands Junior L.E.A.D. Academy

## A L.E.A.D. Academy

### Provision Menu 2023-2024

Interventions that may be used to support SEND pupils.

SENDCo : Mrs M Shaukat

	Intervention	Entry Criteria	Assessment	Grouping and Duration	In class support	Staff with relevant skills
<b>English</b>  <b>Not all Interventions will be completed every term.</b>	Phonics	Below expected on phonics screen on entry to junior school	Phonics screen (ALS)	Daily 30 minutes	Individual reading Guided reading Home reading	Michelle Shaukat Sarah Edwards Salma Koralia Rukhshana Saleh Patrycja Ako Sunita Wenden Kaussar Nurmadurdo
	Toe by Toe	Diagnosed dyslexic or more than 3 years behind in reading age	Single Word Reading Test	1:1 10 mins daily	Guided reading Home reading	Sunita Wenden Sarah Edwards Mumtaz Ibrahim

		in Y4, Y5 & 6		Ongoing as required.		
	Reading rocketeers	Comprehension age is below reading age (able to decode).	Star reading	Group of 6 3 X week 30 mins 6 weeks	Individual reading Guided reading Home reading	All staff
	Precision Teaching	EP or SENCo recommendation.	Baseline assessment by TA from precision teaching kit	1-1 Daily 10-15 mins.	Spelling rules and reading of HFW built on in class	Sunita Wenden Kausser Nurmodo Farida Nazir Rukshana Saleh Mumtaz Ibrahim Salma Daudo Sarah Edwards
	Better Reading and Writing Partnership (BRWP)	SENCO or Reading leader recommendation	PM Benchmarking	1:1 3+ times a week 20 mins	Individual reading Guided reading Home reading	Tom Lee Sunita Wenden Sarrah Yusuf

	Intervention	Entry Criteria	Assessment	Grouping and Duration	In class support	Staff with relevant skills
<b>SEMH</b>  <b>Not all Interventions will be completed every term.</b>	Friendship skills group	Children who have difficulty forming and maintaining friendships and or bullies others or is bullied.	Strengths and difficulties questionnaire.	6 children  1 hour  6 weeks	Seating plans for group work.  Circle time used to address issues.	Raz Patel Michelle Shaukat Salma Koralia
	Bereavement	Pupils who suffer a bereavement	CT or SENCo identified	1-1 6 weeks	Strategies recommended by facilitator	Raz Patel
	Drawing & Talking  Therapeutic Intervention	Children who suffer anxiety or trauma; are withdrawn; difficulty to make friends; doesn't play or bullies others or is bullied.	CT or SENCo identified  Strengths and difficulties baseline and exit	1-1  30 minutes weekly  12 weeks	Circle time used to address issues.	Raz Patel Michelle Shaukat
	Guided Imagery	Children who have low self esteem.	CT or SENCo identified	1-1 1 hr weekly 10 weeks	Circle time	Raz Patel

	Transition Y6 – Y7	Year 6 who may struggle with transfer to secondary.	Year 6 staff and SENCo identified	4 weeks 1 hour	Transition units whole class	Raz Patel
	CBT Body Mapping	Children with difficulties regulating or understanding emotions	SENCo identified	20-30 mins, 2+ times weekly	Strategies recommended by facilitator	Raz Patel Kaussar Nurmadurdo Michelle Shaukat

<b>Motor Skills</b>	<b>Intervention</b>	<b>Entry Criteria</b>	<b>Assessment</b>	<b>Grouping and Duration</b>	<b>In class support</b>	<b>Staff with relevant skills</b>
<b>Not all Interventions will be completed every term.</b>	South Warwickshire Fine Motor Skills Programme	SALT reports EP reports Pupils with fine motor difficulties	Baseline assessment SALT or LCI	1-1 3-5 times a week 15 mins	Handwriting practice. Pencil grip if required. 3 types available	Sunita Wenden Salma Daudo Mumtaz Ibrahim Sarah Edwards Salma Korolia

	<b>Intervention</b>	<b>Entry Criteria</b>	<b>Assessment</b>	<b>Grouping and Duration</b>	<b>In class support</b>	<b>Staff with relevant skills</b>
<b>Speech, Language and Communication</b>  <b>Not all Interventions will be completed every term.</b>	Word and language group	Speech Therapist Reports SALT report LCI report	Baseline assessment of vocabulary	Group 3 X weekly 30 mins 6 weeks	Sp list activities Circle Time Talk Partners Foundation curriculum	Sunita Wenden Sarah Edwards Rukhshana Salleh Mumtaz Ibrahim
	Lego therapy	Children with social interaction communication difficulties/ASD diagnosis	Class teacher/SENCo/External Agency identified. Baseline assessment from LCI	3 x 20 mins weekly 6-12 weeks depending on need.	Visual cues Non-verbal cues Friendship support	Sarah Edwards Salma Koralia Sunita Wenden
	Colourful Semantics	Below expected on phonics	Assessment	1:1 3 x week 30 mins	Visual Cues	Sunita Wenden Sarah Edwards Nafisa Patel Patrycja Ako Sarrah Yusuf Aasiyah Teladia

	<b>Intervention</b>	<b>Entry Criteria</b>	<b>Assessment</b>	<b>Grouping and Duration</b>	<b>In class support</b>	<b>Staff with relevant skills</b>
<b>New to English (EAL)</b>  <b>Not all interventions will be completed every term</b>	Flash Academy	Arrival to the UK/previous exposure to English	Baseline assessment on programme	10-15 minutes daily until programme completion	Visual systems Dual language resources Translation from children/other adults	EAL coordinator All staff

<b>Mathematics</b>	<b>Intervention</b>	<b>Entry Criteria</b>	<b>Assessment</b>	<b>Grouping and Duration</b>	<b>In class support</b>	<b>Staff with relevant skills</b>
<b>Not all Interventions will be completed every term.</b>	Precision Teaching	EP recommendation Maths coordinator or SLT recommendation.	Baseline assessment by TA.	1-1 Daily 10-15 mins.	Number bonds built on in class	Sunita Wenden Kausser Nurmodo Farida Nazir Rukshana Saleh Mumtaz Ibrahim Salma Daudo Sarah Edwards
	Power of 2	Children with gaps in early numeracy skills	CT or SENCO recommendation. Assessment data.	1:1 5-10 minutes daily	Skills learnt in book that week reinforced in class	All TAs