

Intervention Overview 2025 - 2026

Provision	Aims of provision	Recommended entry criteria	Recommended exit criteria	Staff/Pupil Ratio	Staff Involved	Cost in Time (Weekly)
Communication Plans	To increase skills in areas identified through SALT assessments.	Programme provided by S&L service following assessment	Assessment by S&L Therapist	1:1	Jo Hodkin All classroom TA's	(varies)
Reading Volunteers	To develop reading skills through practise and support	Various	Increase in reading levels.	1:1	Michelle Taylor Helen Haywood	varies
Becoming first class @ number	for children in Year 1 who need further support to secure the Early Learning Goal for Number	Sandwell assessment	Increase in maths age	1:5	Suzanne Marriott Michelle Taylor	5 x 30 min
First Class @ Number	For year 2 children: analysis of gaps in mathematical knowledge, understanding and concepts.	Sandwell Assessment	Increase in maths age	1:4	Suzanne Marriott Michelle Green	3 x 30
1 – 1 tutoring Phonics	To improve phonic knowledge and phonological awareness e.g. segmenting and blending, reading non-words etc.	Lowest 20% of children	Increase in phonic knowledge and awareness/pass Y1 test	1 : 1	Danni Wilson Michelle G Helen W Rae Lynn Michelle H	4X10min
Pinny time FS2	Practise of speed sounds – keep up not catch up	Lowest 20%	Increase in phonic knowledge and awareness	1: 1	Red base staff	4 x 5 min
Vocabulary Improvement Programme	To increase children vocabulary	Identified through S & L assessment	Increased skills	1:4	Jo Hodkin	(6weeks)

Nurture group	To help children manage their own emotions	Children who have suffered trauma, loss or have been identified through pupil progress	Programme completion	1:4	Jo Hodkin	1 X 30min per week
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Attention Autism (Bucket time)	To focus attention To develop listening and looking skills To encourage interaction	Identified through SEN process/ communication plan/ EHC	Increased skill Move to next level	1:4 1:6	Jo Hodkin Helen Webster Michelle H Rainbow room staff Nursery Staff	{6 weeks}
Intensive Interaction	To interact and echo behaviours To promote interactions through play Develop social communications	Identified through SEN process/ communication plans/ EHC	Increased skills Move to next level	1:1	Rainbow room staff Nursery staff	{6 weeks}
Curiosity programme	To develop increased interaction skills To develop social skills. To develop language and listening skills. To focus attention To experience sensory play	Communication plan/ EHC	Increased skills	1:1	Rainbow Room staff Nursery staff	6 weeks
Lego Therapy	To develop social skills. To develop language and listening skills. To increase interactions.	ASD diagnosis Identified through tracking Communication plans EHC	Improved skills	1:3	Jo Hodkin Lynn Michelle H	6 weeks
Lola the Listening Leopard	To focus attention To develop listening and looking skills	Identified through SEN process Pupil progress	Increased skills	1:5	Kerrie D Sophie Brooks	5X10mins per week

SCERTS Social Communication Emotional regulation Transactional Support	Approach to teaching children with complex needs / ASD	Communication plans/ EHC	Increased skills/ interaction	1:1	Rainbow room staff	
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Sports Groups	To develop listening and attention To teamwork and cooperation To develop gross motor skills To develop confidence	Identified through pupil progress meetings	Increased skills	1:6	Danni Wilson	1x30mins Per week
Precision Teaching of words/ number/ maths	To increase knowledge of sounds/graphemes To pass Y1 phonics screening test Increase knowledge of words Increase knowledge of number/ number concepts/ subitising	Identified through tracking	Increased skills Y1 ARE in maths/ reading	1:1	Michelle Green Rae Lynn	2xafternoons per week (10 min sessions)
RM Easi Maths	A individualised computer programme to develop early Maths skills	Working below ARE in Maths	Meeting ARE in Maths	1:7	Maria	4x20mins
Fine motor group / funky fingers	To improve fine motor skills	To develop fine motor skills Pupil progress	ARE fine motor/ formation	1:1 1: 4	Rainbow room staff Red base staff Nursery Staff Michelle H	3 x 10 min
Emotions group	To improve recognition of emotions To have strategies to deal with emotions Improve emotional regulation To use zones of regulation	EHC Communication plan Pupil progress	Can independently regulate Use zones of regulation	1:1 1:4	Jo Hodkin Class TA's Rainbow room staff	1 X 20 min
Friendship group / social group	To develop social skills To build relationships with peers Take turns and sharing	Pupil progress	Improved skills	1: 4	Jo Hodkin Helen W	1 x 20 min
Maths daily intervention	For children who need support to 'keep up'	Through daily assessment		1:1	Class TA's	Each day

Emotionally available adult	To support children emotionally Regular check ins Been available for the child	Through pupil progress	When child is emotionally regulated in school	1:1	Identified school staff for the child	Each day
Stories for talking	language programme to support early language development for all children	Pupil progress Pupil assessment Communication plans	Improved vocabulary at ARE	1: 4	Rae Helen Webster Nursery staff Rainbow room staff	1 x 20 min
Sensory story	Use senses to create meaningful experience	Pupil progress Communication plan	Improved skills/ engagement	1 : 4	Rainbow room staff	1 x 20 min
Sensory circuit	Physical activity that aims to alert, organise and clam the child	Pupil progress ADHD diagnosis Communication plan	When child can self-regulate	1 : 4	Michelle H Rainbow room staff	5 X 10 min
TEACCH programme	To support children learning, participation and organisation Structured activities	ASD diagnosis Communication plan EHC	When child can access learning independently	1 : 1	Rainbow room staff	5 x 10 min
Language for thinking	Targeted intervention for developing a child's ability to understand questions	Communication plan	When the child has completed the programme	1 : 1 1 : 2	Jo Hodkin Michelle G	2 X 10 min
FS1 Language group	To develop key word understanding	Pupil progress Identified through tracking	When at ARE	1 : 4	Nursery staff	1 X 10 min