



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

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

Provision Menu 2024-2025

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 (RWI)	Up to 6 children 3 x per week for 20 mins	Individual reading Guided reading Home reading	Michelle Shaukat Sarah Edwards Rukhshana Saleh Patrycja Ako Sunita Wenden Kaussar Nurmadurdo Salma Koralia
	Toe by Toe	Diagnosed dyslexic or more than 3 years behind in reading age in Y4, Y5 & 6	Single Word Reading Test	1:1  10 mins daily Ongoing as required.	Guided reading Home reading	Sunita Wenden Sarah Edwards Mumtaz Ibrahim
	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	Sarrah Yusuf Sunita Wenden

	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	Seating plans for group work.	Michelle Shaukat Sunita Wenden Patricia Ako Hanifa Osman Rukshana Saleh
				1 hour	Circle time used to address issues.	
	Bereavement	Pupils who suffer a	CT or SENCo identified	6 weeks  1-1	Strategies	Sarrah Yusuf

		bereavement		6 weeks	recommended by facilitator	
	Drawing & Talking  Therapeutic Intervention	Children who suffer anxiety or trauma; are withdrawn; difficulty to make friends; doesn't play or bullies others or is bullied.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.	Michelle Shaukat Sarrah Yusuf
	Guided Imagery	Children who have low self esteem.	CT or SENCo identified	1-1 1 hr weekly 10 weeks	Circle time	Sarrah Yusuf
	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	Michelle Shaukat
	CBT Body Mapping	Children with difficulties regulating or understanding emotions	SENCo identified	20-30 mins, 2+ times weekly	Strategies recommended by facilitator	Patricia Ako Kaussar Nurmadurdo Michelle Shaukat
	Boxall Nurture Group	For children who have gaps in their social or personal development.	SENCo identified	2x20 mins a week	1:1 activities with class TA with activities based on their profile.	Patricia Ako Aasiyah Teladia

Motor Skills	Intervention	Entry Criteria	Assessment	Grouping and Duration	In class support	Staff with relevant skills
<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
	Sensory Circuits	LCI or EP reports Behaviour	SENCo identified	5x 20 mins	At the start of the day	Michelle Shaukat Nafisa Patel Hafsa Dini

	Intervention	Entry Criteria	Assessment	Grouping and Duration	In class support	Staff with relevant skills
<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 Salam Koralia Sunita Wenden
	Colourful Semantics	Below expected on phonics	Assessment	1:1 3 x week 30 mins	Visual Cues	All Staff

	Intervention	Entry Criteria	Assessment	Grouping and Duration	In class support	Staff with relevant skills
<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>Not all Interventions will be completed every term.</b>	Intervention	Entry Criteria	Assessment	Grouping and Duration	In class support	Staff with relevant skills
	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