



Cognition and Learning					
Intervention	Description of intervention	Year	Frequency & Duration	Ratio	Impact Measure
Educational Psychologist (Consultative)	Educational Psychologist part funded by the local authority and part funded by school. Used to support parents and schools to identify the needs of children (without diagnostic assessment) and suggest strategies and resources to support pupils. Also, to support in the access of support via an EHCP.	All	Termly consultations, frequency for pupils varies according to need	N/A	Tracking of personalised targets met. Teacher voice Pupil voice
0-5 SEND team	Local authority service of specialist teachers and teaching assistants who work with young children with complex needs with transition into early years settings.	HHP-First Steps, FS1 & FS2	Visits and blocks of support vary according to need	1:1	Tracking of personal targets met
Fusion s2s	This private service is used to support parents and schools to identify the learning strengths and weakness of pupils and suggest strategies and resources to support pupils.	Key Stage 1 and 2	Varies according to need	1:1	Tracking of personal targets met. Baseline assessments and monitoring assessments throughout pupils school years.
Fresh Start English	Provided by a trained RWI teacher to support pupils with phonics within a reading and writing context.	Year 7 to 8	60 minutes 4 x weekly	1:10	Phonics tracker/ reading book band. Pre post assessment test
Fast track phonics	Provided by a trained RWI teaching assistant to support pupils with phonics.	KS1 and Year 3/4 pupils who did not pass phonics screening	Daily	1:1, 1: 2, 1:3 or 1:4	Key Stage 1 phonics screening test before/ after. RWI phonics tracker
Reciprocal Reading	Provided by a trained teaching assistant to improve reading fluency, reading confidence and reading comprehension skills. Reciprocal reading uses a structured conversation about the text to improves pupil's comprehension skills.	Year 2 – Year 6	30 minutes x 3 weekly/ 12 – 16 weeks	1:6	Salford reading age test before/ after Tracking of child's book band level.
Lexia (software)	<b>Lexia</b> addresses the development of oral language, reading, spelling, and writing skills for pupils who are learning English or SEND pupils recapping the basics. Pupils will develop fundamental reading skills.	All	20 minutes x 3 weekly	Individually completed – overseen by class teacher	Progress tracked. Pre assessment and post assessment on Lexia.



## HHA Interventions 2020-2021

Precision teaching (under development)	A tool for providing regular practice to aid the retention of skills and facts after initial teaching. Aimed at individual children experiencing difficulty with acquiring or maintaining some skills.	HHP	Daily 15mins	1:1	Daily timed assessment with progress tracked
Handwriting Take 10	Provided by a trained teaching assistant to deliver the HH handwriting programme to ensure pupils achieve consistency in letter formation, sizing and joining.	Key stage 1 and 2 KS3 and 4 when needed	20 minutes x 3 weekly	1:4	Achievement of English handwriting year group objectives.
Add on Maths	Pupils are identified by the class teacher throughout the maths lesson as needing extra support to close the gap and achieve the lesson objective.	HHP	Daily 15-minute sessions after maths lessons – varies according to needs	Varies	Achievement of Maths objective
On track Maths	An intervention that enables teachers to identify what the child can do and understand whilst teaching a specific unit. It allows the teacher to track back to the relevant curriculum year to plug the gap and put the child back on track in order to succeed in class.	HHP y1- Y6 – pupils identified based on puma gap analysis	20 minutes x 3 week minimum	1:6	Puma test gap analysis
Multi- Sensory Learning Group Primary: Alphabet Arc	Provided by a trained teaching assistant to improve the strategies reading and writing skills of pupils with dyslexic tendencies. The programme follows a structured approach based on the 'Hickey Multi-sensory' techniques.	Year 2 – Year 11	20 minutes x 3 weekly. Ongoing and ad required.	1:4	Salford reading test before and after. Primary: alphabet arc assessment, high frequency words read pre and post
Pre teach vocabulary	A programme based on SALT techniques to embed subject specific vocabulary to support learning in the classroom	HHP Y7-9 pupils with lower than expected reading SATS or reading age/ identified as having vocabulary retention difficulties by outside agency assessment	35 minute/ 2 x week	1: 6	Pre and post assessment Tracking of personalised targets met. Teacher voice Pupil voice



Guided Reading	A structured reading approach to support pupils with decoding and phonetical gaps. Also supports vocabulary extension, reading comprehension and understanding the literal meaning	All	40 minutes x 2 weekly/ 12 – 16 weeks	1:6	Salford reading age test before/ after Monitor subject progress
The New start Centre	A primary style teaching environment, focussing on the basics in reading, writing, phonics (TES/ Fresh Start) and Maths through a topic approach	KS 3 and 4	Can be fulltime ( length dependent on baseline assessment on entry and progress made)	1:12	Baseline assessments: reading age, TES phonics, Maths proficiency. End of NSC assessments before entry to mainstream classes
Success@Arithmetic	A light touch calculation-based intervention for learners who have difficulties with arithmetic proficiency. Pupils are identified by the class teacher throughout the maths lesson as needing extra support to close the gap	Y7-9	30 minutes/ 2x weekly	Varies	Pre and post course assessment
<b>Communication and Interaction</b>					
<b>Intervention</b>	<b>Description of intervention</b>	<b>Year</b>	<b>Frequency &amp; Duration</b>	<b>Ratio</b>	<b>Impact Measure</b>
Speech and language Therapy service	External agency (referral system). Fully qualified Speech and Language Therapist who can assess pupil's communication needs.	All	Varies according to need and age of the child	1:1	Tracking of personal targets
Speech and language session	Group/ individual programme devised by SALT to improve pupils' communication and interaction skills with others. TAs are trained by SALT	All	30 minutes/ 2 x weekly	1:4 or 1:1	Pre and Post Language screening assessment
Wellcomm assessment	Toolkits developed by speech and language therapists- identify areas of concern in language, communication and interaction development in order to ensure early targeted intervention. Screens all pupils for speech and language ability – providing activities on how to address weaknesses	Phase 1 – Early Years – all pupils	Used daily	All class Pupils identified for support targeted for 1:1 in provision	Continuous assessments
LEAP	Provided by a trained teaching assistant to develop listening, talking and social skills.	HHP	20 minutes/ 3 x weekly	1:4	Pre and Post Language screening assessment
Attention Autism Curiosity Programme	Training provided by the Autism Team as an intensive strategy to engage the child in joint attention and communication	HHP: As advised by the Autism Team	30 mins x 5 weekly	1:1	Pre and Post Language screening assessment Locke and Beech



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Makaton/PECS	Visual symbols that enable non-verbal children express their needs and emotions	HHP: As advised by the Autism Team or NHS SALT	30 mins x 5 weekly	1:2	Pre and Post Language screening assessment Locke and Beech
VIP	Provided by a trained teaching assistant - Vocabulary Improvement Programme to support pupils to verbally communicate who is doing what/where and when.	All	20 minutes/ 3 x weekly	1:4	Pre and post vocabulary assessment
Lego therapy	This is a highly structures, systematic programme which supports pupils to learn to communicate with others, express their feelings and develop problem solving skills	HHP+ Y7-9	30 minutes/ 2 x weekly	Groups of 3 1 adult to supervise if needed	As above
Group communication	Pupils practise responding to visual stimuli; they describe situations and possible feelings in a social situation. They are encouraged to ask and answer questions and play games cooperatively	HHS	30 minutes/ 2 x weekly	1:4/6	Set 'good communication' criteria together session 1. Assess against that criteria beginning and end of programme
Social, emotional, mental health					
Intervention	Description of intervention	Year	Frequency & Duration	Ratio	Impact Measure
Learning Mentor	Group work or individual work to support pupils in the following areas: Behaviour for learning Confidence and self esteem Social skills Emotional regulation	HHP	Varies depending on need	1:1 1:4	Pupil voice and teacher voice Tracking of personal targets Attainment/ progress data entry and exit
Child & Adolescence Mental Health Service	External agency (referral system) who will assess the mental health needs of pupils and provide ongoing therapeutic support for families and pupils. They also provide assessment information to support the completion of My Plans and EHCPs	All	Varies depending on need	1:1	Progress met against personalised therapeutic targets and/ or My Plan /EHCP outcomes and steps/ Less incidents of poor or concerning behaviours



## HHA Interventions 2020-2021

Behaviour and Welfare Officer support	Group work or individual work to support pupils in the following areas: Support the pupil and family around attendance and punctuality concerns Behaviour for learning Confidence and self esteem Social skills Emotional regulation	HHP and HHS Y7-Y11	Varies depending on need	1:1	Pupil voice and teacher voice Tracking of personal targets Attainment/ progress data entry and exit Use of SOL tracker for attendance
Flower 125	Delivered by a trained BWO or CILS worker, this is an emotional regulation and friendship supporting group	Y3-Y11	30-60 minutes – weekly 12 sessions	1:6	Strengths and difficulties questionnaire pre and post Teacher and parent voice interviews BOXALL profile: a checklist to score aspects of social and emotional behaviour
Nurture group	Group support based in The Centre around social and life skills, confidence, and behaviour for learning as well as promoting self esteem (can also be on a 'drop in' basis to support individuals who need short term pastoral support)	Y7-Y11 (HHP-pending)	1 x 30/60 minutes session per day or 1x 30/60 minutes session per week	1:6	As above
Quiet room	Quiet room is available break and lunch time for down time; for those pupils who need this from their SEN portrait	HHS	Break and lunch	Depends on the day	Pupils prepared to enter tutor/ lessons after break/ lunch 5* data increased
Turn –around- time	Pastoral support for those who need some down time or preparation for lesson time	HHS	As needed	N/A	Progress seen when back in lessons full time
The Sanctuary	Sensory room to support those who have emotional regulation traits/ ASD traits. Pupils may need time on their own to relax or reflect	HHS	As needed	Individuals (monitored by adult from the Centre)	Pupils are prepared to discuss their issues and / or return to a learning environment



## HHA Interventions 2020-2021

Traffic Lights and CHECK IN	Small group or individual work around regulating emotions with a regular staff member. Comic strips/ social stories used to review feelings/ situations/ consequences	HHS/HHP	Check IN 4 x 5 mins daily  30 minutes/2 x weekly	1:4	BOXALL profile: a checklist to score aspects of social and emotional behaviour
Mood diaries and personal counselling	Pupil led counselling with our trained professional	HHS	When needed	1:1	
Mighty Minds ( in development)	Teaching assistants / BWO attend training by the Educational Psychologist team. A structured intervention to support those who find making and maintaining positive friendships difficult	Y4 to Y 8	30 minutes/2xweekly	1:6	Strengths and difficulties questionnaire pre/post
Autism Intervention Team	External agency (referral System) who provide support: - Support pupils in class to learn/ be part of a classroom and school environment Support the school to deliver staff training on how to maximise the pupils' potential	All	Varies according to need	1:1  Staff training-variable	Progress measured against personalised targets with staff, pupils and parents and/ or My Plan /EHCP outcomes and steps/
Community Youth Team	A multi -agency team ( referral system) early help service to support engagement with Education, Employment and Training; reducing risk taking behaviours	Age 10-18 years	60 minutes/ 1 x weekly	1:1	As above and/ or BOXALL progress
<b>Sensory and/ or physical impairment</b>					
<b>Intervention</b>	<b>Description of intervention</b>	<b>Year</b>	<b>Frequency &amp; Duration</b>	<b>Ratio</b>	<b>Impact Measure</b>
Fine Motor Skills	Practical activities provided by the teaching assistant and class teacher to improve hand eye co-ordination, hand/ finger strength and hand/finger manipulation.	All	10 minutes daily	1:1- 1:4	Personal targets met



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Occupational Therapy	Provides external specialist support to pupils who have sensory, fine or gross motor skill needs.	All	Visits vary depending on need to assess, review equipment, put a programme in place and discharge	1:1	Occupational therapy assessment, observation and staff questionnaire.
Physiotherapy	Provides external specialist support to pupils requiring physiotherapy	All	Visits vary depending on need to review equipment and programmes	1:1	Review of targets on individualised programmes
Vision impaired Service	Provide external specialist support to the pupil/ family/ teachers and whole staff if required. Equipment is also provided	All	Varies according to Sheffield Support Grid level As required for staff training	1:1 in class	Personal targets ( set by VIS) met and those on My Plan/EHCP
Hearing Impaired service	Provide external specialist support to the pupil/ family/ teachers and whole staff if required. Equipment is also provided	All	Varies according to Sheffield Support Grid level As required for staff training	1:1	Personal targets ( set by HIS) met and those on My Plan/EHCP
Touch Type programme (under development)	To provide a speedy alternative to handwriting for pupils who are unable/ uncomfortable handwriting for long pieces of work	Y7-10	15 minutes / 3 x weekly 6 weeks	1:4	Baseline assessment on speed and accuracy 1 <sup>st</sup> and last session