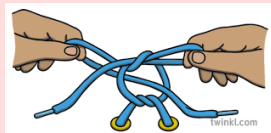


# BDPA Interventions Menu

Last updated: April 2021

## Fine Motor Skills



The programmes have been developed to cover typical fine motor and handwriting difficulties experienced by primary school children.

There are 6 programmes to choose from, arranged in a developmental sequence, starting with foundation skills in movement and body awareness, moving on to more complex fine motor and pre-writing skills, all the way up to handwriting fluency.

**Suitable for:** EYFS-KS2

**Delivery:** 1:1 / small groups – 3 times a week – approx. 20-30 minutes

**Initial assessment:** A simple checklist helps you decide which programme would be most suitable for each child, and there are accompanying baseline and outcome measures, and a form for recording each session. *Which programme? Fine motor skills screening form*

Once you have identified which programme you are completing, you must complete the baseline and exit assessment for that programme.

**Baseline:** Baseline assessment

**Exit:** Exit assessment

**Location:** SharePoint-SEND-2020-21-Interventions

### Programme 1: Foundation Skills

This programme has been designed to develop the foundation skills needed for fine motor skills, including body awareness, strength, stability and balance, and visual skills.

### Programme 2: Hand Skills

The activities in this programme are designed to build on the Foundation Skills. In each session, the pencil skills and scissor skills activities are designed to complement each other, working on the same shapes to reinforce learning.

### Programme 3: Skilled Hand Use

This programme builds on the fine motor skills, pencil skills and awareness of shape developed in Programme 2: Hand Skills. The aim now is to develop more skilled in-hand manipulation skills and more refined pencil control. This programme is suitable for children who are already writing and will work on their sense of shape, form constancy and accuracy.

### Programme 4: Visual Perception

Visual perception is the ability to recognise, recall, discriminate and make sense of what we see. For example, recognising a letter 'b' and understanding how it is different from a letter 'd' or 'p'; being able to find a pair of scissors in a drawer full of different items, or completing a jigsaw.

### Programme 5: Handwriting - Letter Formation

Focusing on the correct formation of the letters is really important, as this will help with legibility and, eventually, speed.

### Programme 6: Handwriting - Fluency and Speed

This programme has been designed to improve handwriting speed and legibility. If letter formation and

neatness are problematic, please complete programme 5: Handwriting Letter Formation before starting this programme

### Colourful Semantics



A highly effective visual system for coding the information in words and sentences. Helps children to understand how the words in sentences are linked - Uses question words and colour-coding to link to meanings.

**Suitable for:** EYFS-KS1  
**Delivery:** 1:1 / small groups of pupils with similar ability – twice a week – approx. 25-30 minutes

**Baseline:** CS assessment  
**Exit:** CS assessment

**Location:** SharePoint-SEND-2020-21-Interventions and resources SENCo office.

### Lego Club



A therapy session usually aimed for pupils with ASD but also useful for pupils with: Anxiety disorders, Depression, Adjustment difficulties, Social communication difficulties, and Language difficulties.

**Suitable for:** KS1-KS2  
**Delivery:** small groups of 3 pupils max –once a week – 30 minutes

**Baseline:** Baseline assessment  
**Exit:** Exit assessment

**Location:** SharePoint-SEND-2020-21-Interventions and resources SENCo office.

### Zones of Regulation



Zones of Regulation can support pupils who may benefit from a visual support system for self-regulation - Find it difficult to complete homework due to overwhelming emotions - Find it difficult to understand their emotions - Have outbursts of emotion e.g. anger or sadness - Struggle to concentrate in class due to overwhelming emotions - Struggle to manage emotions

**Suitable for:** EYFS-KS2  
**Delivery:** 1:1/small groups up to 3 pupils–twice a week – 20-25 minutes

**Baseline:** Boxall profile  
**Exit:** Boxall profile

**Location:** SharePoint-SEND-2020-21-Interventions and resources SENCo office.

### Social Skills



This great value set of 6 board games models' good social skills and behaviour. The six games include morals, manners, empathy, friendship, showing emotions and managing emotions. Each game supports the development of social and emotional skills and the consolidation of those already learnt. A comprehensive approach to promoting the social and emotional skills that underpins effective learning, positive behaviour, regular attendance, staff effectiveness

### Precision Teaching/ Probes



Framework for teaching – it is not a teaching method or magic wand! Good for boosting basic skills: literacy or numeracy and may improve self-esteem and attitude to work.

Precision Teaching involves short one-minute tasks to build skills by practising them regularly. It lets you monitor and track the progress the child makes very carefully and make changes to

### Attention Autism



Attention Autism aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.

**Suitable for:** EYFS-KS2  
**Delivery:** 1:1/small groups – daily – 10-15 minutes

**Baseline:** SCERTS  
**Exit:** SCERTS  
*Assessment completed with SENCo*

and the emotional health and well-being of all who learn and work in schools.

**Suitable for:** KS1-KS2

**Delivery:** small groups – once/twice a week – 20-25 minutes

**Baseline:** SDQ assessment  
**Exit:** SDQ assessment

**Location:** SharePoint-SEND-2020-21-Interventions and board game in SENCo office.

ensure the child is learning as fast as they can. It is not in fact ‘teaching’ in the full sense but is a tool to help highly effective teaching and support where a child is finding something difficult or where the skill they need to learn needs to be fluent and automatic.

**Suitable for:** KS1-KS2

**Delivery:** 1:1/small groups – daily – 10 minutes

**Baseline:** The skill pupil(s) are not able to master (i.e two times table)

**Exit:** The same skill pupil(s) were not able to master (i.e two times table)

**Location:** n/a

**Location:** SharePoint-SEND-2020-21-Interventions

### Play-Doh Club



With similar benefits of Lego club, playdough club is aimed specifically for younger pupils. Play Doh sessions can be utilised to develop the following skills and concepts: Fine motor – Listening - Turn Taking - Language and Communication - Subject specific vocabulary - Collaborative work - Self-esteem - Executive Function

**Suitable for:** EYFS

**Delivery:** small groups of 3 pupils max –once a week – 30 minutes

**Baseline:** Baseline assessment  
**Exit:** Exit assessment

**Location:** SharePoint-SEND-2020-21-Interventions and resources in SENCo office.

### Speaking and Listening



Involving drama, role play and fun, these 6 speaking and listening board games will encourage children to listen carefully and speak clearly whilst developing their ideas, thinking skills and vocabulary. The importance of getting children off to a good start cannot be overstated, and these games will prove invaluable in developing the key skills crucial for future success in reading and writing.

**Suitable for:** KS1-KS2

**Delivery:** small groups – once/twice a week – 20-25 minutes

**Baseline:** Baseline assessment  
**Exit:** Exit assessment

**Location:** SharePoint-SEND-2020-21-Interventions and board game in SENCo office.

### Read Write Inc. Fresh Start



A Ruth Miskin intervention, Fresh Start bridges the gap between phonics and independent reading. Using a similar, familiar approach to our phonics programme, students will practise sounds, words and sentences and a range of great stories across their time on the programme.

**Suitable for:** Year 3, 4 and 5

**Delivery:** Small groups – 30 minute sessions, two/ three times per week.

**Baseline:** Based on NGRT.  
**Exit:** Reviewed half termly.

**Location:** Physical resources stored in Hoffman.

## Language for Thinking



Blank's Levels of Questioning is a questioning framework. There are four levels of questioning which move from simple, concrete questions to more difficult, abstract questions. Blank's questions encourage development of general language and vocabulary as well as skills in comprehension, reasoning, inferencing, predicting and problem solving.

**Suitable for:** KS2

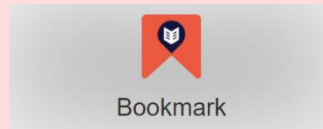
**Delivery:** 1:1 / twice a week – 20-25 minutes

**Baseline:** Level working towards (A,B,C)

**Exit:** Level working towards (A,B,C)

**Location:** SharePoint-SEND-2020-21-Interventions and book in SENCo office.

## Bookmark



Bookmark is an online reading program using volunteers to provide one-to-one support. While the package offered depends partly on the volunteer, activities range from decoding challenges to story reading and comprehension.

**Suitable for:** Y2, 3 and 4

**Delivery:** Once / Twice a week, 30 mins to an hour

**Baseline:** Judgments made on NGRT data.

**Exit:** Students receive an allocation of volunteer hours depending on availability.

**Location:** Delivered in Pullman, with logins stored in an email sent weekly to Mr Merel.

## Astrid

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Students can use Astrid as a virtual teacher, working on decoding, word recognition, sentence completion and comprehension at a range of difficulties tailored to each child's needs. When students read aloud, Astrid listens and offers feedback. Describing itself as a magical storybook, Astrid makes reading fun, even for students who find reading difficult.

**Suitable for:** Year's 1-3 (with exceptions for some Year 4/5 pupils)

**Delivery:** Once a week, with potential for home engagement

**Baseline:** Reading ages below 7.

**Exit:** Ongoing.

**Location:** SharePoint-SEND-2020-21-Interventions

## Neli



The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. Developed by a team led by Maggie Snowling and Charles Hulme, the intervention has been

## Talk Boost



Talk Boost KS1 is a targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten-week intervention.

**Suitable for:** KS1

**Delivery:** small groups – x3 a week – 30-40 minutes

## Early Talk Boost




Early Talk Boost is a targeted intervention aimed at 3-4 year old children with delayed language skills helping to boost their language skills to narrow the gap between them and their peers. The programme aims to accelerate children's progress in language and communication by an average of 6 months, after a nine-week intervention.

**Suitable for:** EYFS

**Delivery:** small groups – x3 a week – 15-20 minutes

**Baseline:** 'I can' tracker



<p>evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children’s oral language skills as well as promoting longer-term progress in reading comprehension.</p> <p><b>Suitable for: Reception children</b>  <b>Delivery:</b> 4 times a week Individual session 1 hour and 30 minutes and group sessions are 30 minutes.  <b>Baseline:</b> Assessment form  <b>Exit:</b> Assessment form</p> <p><b>Location:</b> n/a</p>	<p><b>Baseline:</b> ‘I can’ tracker  <b>Exit:</b> ‘I can’ tracker</p> <p><b>Location:</b> SENCo office</p>	<p><b>Exit:</b> ‘I can’ tracker</p> <p><b>Location:</b> Potter classroom</p>
<p style="text-align: center;"><b>ELSA</b></p>  <p>An ELSA in a school is an Emotional Literacy Support Assistant. 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.</p> <p><b>Suitable for:</b> EYFS, KS1, KS2  <b>Delivery:</b> 1:1 / groups once a week – 30-45 minutes</p> <p><b>Baseline:</b> ELSA assessment</p> <p><b>Exit:</b> ELSA assessment</p> <p><b>Location:</b> SharePoint-SEND-2020-21-Interventions</p>	<p style="text-align: center;"><b>Dialogic reading</b></p> <p>Dialogic reading is the process of having a dialogue with students around the text they are reading. This dialogue involves asking questions to help children explore the text at a deeper level, including defining new words, analysing the components of a story and being able to talk about the text.</p> <p><b>Suitable for:</b> EYFS</p> <p><b>Delivery:</b> 1:1 - timing depends on the story.</p> <p><b>Baseline:</b> n/a  <b>Exit:</b> n/a</p> <p><b>Location:</b> Books in the class.</p>	

If you have any questions, get in touch with SENCo - [Primary.senco@burlingtondanes.org](mailto:Primary.senco@burlingtondanes.org)