







































YEAR 2 INTERVENTIONS				
INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	ASSESSMENT TOOL USED TO IDENTIFY CHILDREN/ ENTRY/EXIT CRITERIA	EXPECTED OUTCOME
<b>Get Moving</b> Delivered by trained Level 3 TAs	1:6	Twice a week 20 mins per session	Children who appear to be clumsy and have lack of control over their gross motor movements. Teachers/TAs identify these children and assign them to this specific intervention. Occupational Therapy also recommend children to complete this intervention.	To demonstrate further control and confidence in gross motor movements.

Wren's Nest  
Primary School



KEY STAGE 1 PROVISIONS				
INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	ASSESSMENT TOOL USED TO IDENTIFY CHILDREN/ ENTRY/EXIT CRITERIA	EXPECTED OUTCOME
<b>Rainbow Room - Whole School Nurture Group Provision</b>	6:22  With access to mainstream classroom for Child's strength lessons	Daily- 8.40am- 2.00pm	Children identified for the Nurture Group have a range of Social, Emotional Mental Health needs. Many of these children are identified before the transition into Year 1. Boxall profile assessments are completed to provide an insight into the specific areas of need for each individual child.	The Nurture Group provides some of our most vulnerable children with a provision that supports the development of their Social, Emotional and Mental Health needs. This includes the children being taught skills to help them self-regulate and ultimately, manage their own behaviour.
<b>Sunflowers</b>	2:12  With access to mainstream classroom for Child's strength lessons	Every Day  With access to mainstream classroom for strength lessons	The provision was created to meet the needs of a group of KS2 children with slow progress and low attainment in Literacy and Numeracy. All children have a primary need of cognition and learning which may be exacerbated by speech and language difficulties, social and emotional and mental health needs and/or physical disabilities.	The children within the provision should make good personal progress with their literacy and numeracy skills as well as their development and progress in the wider curriculum areas.



KEY STAGE 1 PROVISIONS				
INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	ASSESSMENT TOOL USED TO IDENTIFY CHILDREN/ ENTRY/EXIT CRITERIA	EXPECTED OUTCOME
<b>Ladybirds room</b> <b>EYFS/KS1 SEND Provision</b>	3:6  With access to mainstream classroom for Child's strength lessons	Children access this room when necessary.	Children who are struggling to cope in the mainstream classroom or continue to need access to an Early Years curriculum. The Ladybirds room is used a break out space to complete tasks or engage in play based activities.	Allows children to regulate their emotions and continue to complete tasks or play based activities relevant to their learning.

Wren's Nest  
 Primary School



YEAR 3 INTERVENTIONS				
YEAR 3 INTERVENTIONS	STAFF/CHILD RATIO	FREQUENCY	ASSESMENT TOOL USED TO IDENTIFY CHILDREN/ ENTRY/EXIT CRITERIA	EXPECTED OUTCOME
<b>Phonics 1:1s</b> - Delivered by trained Level 2 TAs	1:1	Daily 10 mins per child	Half termly phonics assessments identify children who need this intervention and also identify when they have made good progress s that the intervention is no longer needed. Phonics tutors also complete daily assessments on individual children which are fed back to Reading Leader half termly.	To learn and retain new sounds from set 1 ,2 and 3 and successfully and independently blend.
<b>Precision teaching reading focus</b> Delivered by Level 2 TAs	1:1	Daily 10 mins per child	LSS Literacy assessments identify children who require reading PT intervention. Daily tracking is completed by member of staff delivering intervention and half termly assessments are to track progress children are making.	To increase the amount of High Frequency words a child can read increasing accuracy and fluency in reading leading to increased levels of comprehension.
<b>LM 1:1s</b> <b>(including sand play, drawing and talking)</b> Delivered by a Learning Mentor.	1:1/ small group (depending on needs)	Once a week (can be more regular depending on severity of need)  15 mins per session	Children who are struggling to regulate their emotions. This may be linked to a specific event that has occurred such as bereavement/loss etc. An SDQ is completed by class teacher to identify a specific area of need. Recommendations for specific therapies can also occur through the EP service.	For children to have developed an awareness of how they are feeling and be able to manage emotions with greater independence. Children will also have developed a bank of strategies they can use to deal with related emotions and have a positive relationship with a special key adult who they can talk to about their feelings.



YEAR 3 INTERVENTIONS				
YEAR 3 INTERVENTIONS	STAFF/CHILD RATIO	FREQUENCY	ASSESMENT TOOL USED TO IDENTIFY CHILDREN/ ENTRY/EXIT CRITERIA	EXPECTED OUTCOME
<b>LM 1:1s (Lego play)</b> Delivered by a Learning Mentor.	1:1	Once a week  (can be more regular depending on severity of need)  15 mins per session	Children who are struggling to regulate their emotions. This may be linked to a specific event that has occurred such as bereavement/loss etc. An SDQ is completed by class teacher to identify a specific area of need. Recommendations for specific therapies can also occur through the EP service.  Lego Play can also support children who are struggling to follow instructions by providing a play-based activity to encourage and support the ability to follow instructions.	For children to have developed an awareness of how they are feeling and be able manage emotions with greater independence. Children will also have developed a bank of strategies they can use to deal with related emotions and have a positive relationship with a special key adult who they can talk to about their feelings.  To support and develop the ability to follow instructions.
<b>LM friendship group</b> Delivered by a Learning Mentor.	1:6	Once a week  30 mins per session	Children identified who have poor social skills. The group is often mixed ability so this allows peer role models to provide positive social examples.	To encourage the development of social skills and how to appropriately socialise with peers. Children to have developed relationships with peers.
<b>Additional Group Early Start session (Little Gems)</b> Delivered by Teacher and a Level 2 TA	2:10	Daily	Most children who access the 'Little Gems' group are children who were part of the KS1 nurture provision. Many of these children still require a more nurture based approach to prepare them for the school day.	A morning session to welcome, settle and prepare the children for the school day ahead.



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YEAR 3 INTERVENTIONS	STAFF/CHILD RATIO	FREQUENCY	ASSESSMENT TOOL USED TO IDENTIFY CHILDREN/ ENTRY/EXIT CRITERIA	EXPECTED OUTCOME
<b>Social Skills Intervention</b> Delivered by a Level 3 specialist TA	1:4	1x weekly 30 mins	Children with/undergoing a diagnosis of ASD or those needing help with social understanding and appropriate behaviours.	To talk about different social scenarios through play, and demonstrate appropriate reactions. Talk about and discuss how people may feel in relation to their actions towards others and the impact this may have on themselves. Developing the ability to socialise with peers during play, increased ability to take turns and to listen/be aware of others and their differing opinions or behaviours
<b>SALT</b> Delivered by specialist Speech and Language TA	1:1 or small groups	Dependent on individual SALT targets	Children are identified by class teachers/TAs as possibly requiring SALT. They are then referred to SALT by AMA (Speech and Language TA). Children are then provided individual targets which AMA works on with children in school.	Children to make progress with their speech and language skills.
<b>Specialist ASD TA 1:1 time</b> Delivered by Level 3 specialist TA	1:1	As needed	Children who are diagnosed with ASD and are working directly with AoS or children undergoing ASD diagnosis. AoS recommendations are used as a basis of this intervention time.	To support communication and social interaction with peers. To develop understanding of the school day and daily routines. To identify and support sensory needs.
<b>CHIMP</b> Delivered by the Learning Mentor Team	1:1	Once a week  Or dependent on individual need.	Children are identified through behaviour tracking and also teacher referrals into the Learning Mentor Team.	Supporting children to recognise their emotional needs and strategies to overcome barriers they may face.



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YEAR 3 INTERVENTIONS	STAFF/CHILD RATIO	FREQUENCY	ASSESSMENT TOOL USED TO IDENTIFY CHILDREN/ ENTRY/EXIT CRITERIA	EXPECTED OUTCOME
<b>Play Therapy</b> Delivered by external play therapist as required	1:1	Once a week	Children are referred to the EP with concerns regarding SEMH needs. The EP service and school collaboratively work together to identify children who would benefit from Play Therapy.	Play therapy is a psychotherapeutic approach which will allow children involved to freely express repressed thoughts and emotions through play.
<b>Steve Brown Behaviour Support</b> Delivered by external consultant as required	1:1	Half Termly Reviews	Children are referred to Steve Brown for support, advice and strategies to deal with challenging behaviours. Children are identified through professional discussions and behaviour tracking.	Ideas/strategies for school to implement to support behaviour in school. For children to access 1:1 sessions with Steve and become aware of strategies that they can use to independently self-regulate.
<b>Get Moving</b> Delivered by trained Level 3 TAs	1:6	Twice a week 20 mins per session	Children who appear to be clumsy and have lack of control over their gross motor movements. Teachers/TAs identify these children and assign them to this specific intervention. Occupational Therapy also recommend children to complete this intervention.	To demonstrate further control and confidence in gross motor movements.

Wrens Nest Primary School





YEAR 4 INTERVENTIONS				
YEAR 4 INTERVENTIONS	STAFF/CHILD RATIO	FREQUENCY	ASSESSMENT TOOL USED TO IDENTIFY CHILDREN/ ENTRY/EXIT CRITERIA	EXPECTED OUTCOME
<p><b>LM Friendship Group (Conflict Resolution/Solution Focus)</b></p> <p>Delivered by a Learning Mentor.</p>	1:6	Once a week  30 mins per session	Children identified who have poor social skills. Behaviour tracking can highlight key children that would benefit from this intervention. Parents also liaise with school to identify these children.	To encourage the development of social skills and how to appropriately socialise with peers. Children to have developed relationships with peers. To support children to identify their own triggers and how they can resolve their social issues.
<p><b>LM 1:1s (including sand play, drawing and talking)</b></p> <p>Delivered by a Learning Mentor.</p>	1:1  small group (depending on needs)	Once a week  (can be more regular depending on severity of need)  15 mins per session	Children who are struggling to regulate their emotions. This may be linked to a specific event that has occurred such as bereavement/loss etc. An SDQ is completed by class teacher to identify a specific area of need. Recommendations for specific therapies can also occur through the EP service.	For children to have developed an awareness of how they are feeling and to be able to manage emotions with greater independence. Children will also have developed a bank of strategies they can use to deal with related emotions and have a positive relationship with a special key adult who they can talk to about their feelings.

Wren's Nest  
Primary School



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<p><b>LM 1:1's (Lego play)</b> Delivered by a Learning Mentor.</p>	1:1	<p>Once a week</p> <p>(can be more regular depending on severity of need)</p> <p>15 mins per session</p>	<p>Children who are struggling to regulate their emotions. This may be linked to a specific event that has occurred such as bereavement/loss etc. An SDQ is completed by class teacher to identify a specific area of need. Recommendations for specific therapies can also occur through the EP service.</p> <p>Lego Play can also support children who are struggling to follow instructions by providing a play-based activity to encourage and support the ability to follow instructions.</p>	<p>For children to have developed an awareness of how they are feeling and be able to manage emotions with greater independence. Children will also have developed a bank of strategies they can use to deal with related emotions and have a positive relationship with a special key adult who they can talk to about their feelings.</p> <p>To support and develop the ability to follow instructions.</p>
<p><b>Precision teaching – reading focus</b> Delivered by Level 2 TAs</p>	1:1	<p>Daily</p> <p>10 mins per child</p>	<p>LSS Literacy assessments identify children who require reading PT intervention. Daily tracking is completed by member of staff delivering intervention and half-termly assessments are to track progress children are making.</p>	<p>To increase the amount of High Frequency words a child can read increasing accuracy and fluency in reading leading to increased levels of comprehension.</p>
<p><b>Social Skills</b> Delivered by a Level 3 specialist TA.</p>	1:4	<p>1x weekly</p> <p>30 mins</p>	<p>Children with/undergoing a diagnosis of ASD or those needing help with social understanding and appropriate behaviours.</p>	<p>To talk about different social scenarios through play, and demonstrate appropriate reactions. Talk about and discuss how people may feel in relation to their actions towards others and the impact this may have on themselves. Developing the ability to socialise with peers during play, increased ability to take turns and to listen/ be aware of others and their differing opinions or behaviours</p>



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YEAR 4 INTERVENTIONS	STAFF/CHILD RATIO	FREQUENCY	ASSESSMENT TOOL USED TO IDENTIFY CHILDREN/ ENTRY/EXIT CRITERIA	EXPECTED OUTCOME
<b>SALT</b> Delivered by specialist Speech and Language TA	1:1 or small groups	Dependent on individual SALT targets	Children are identified by class teachers/TAs as possibly requiring SALT. They are then referred to SALT by AMA (Speech and Language TA). Children are then provided individual targets which AMA works on with children in school.	Children to make progress with their speech and language skills.
<b>CHIMP</b> Delivered by a Learning Mentor	1:1	Once a week  Or dependent on individual need.	Children are identified through behaviour tracking and also teacher referrals into the Learning Mentor Team.	Supporting children to recognise their emotional needs and strategies to overcome barriers they may face.
<b>Play Therapy</b> Delivered by external play therapist as required	1:1	Once a week	Children are referred to the EP with concerns regarding SEMH needs. The EP service and school collaboratively work together to identify children who would benefit from Play Therapy.	Play therapy is a psychotherapeutic approach which will allow children involved to freely express repressed thoughts and emotions through play.
YEAR 5 INTERVENTIONS				
YEAR 5 INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	ASSESSMENT TOOL USED TO IDENTIFY CHILDREN/ ENTRY/EXIT CRITERIA	EXPECTED OUTCOME
<b>LM Friendship Group</b> Delivered by a Learning Mentor.	1:6	Once a week  30 mins per session	Children identified who have poor social skills. The group is often mixed ability and this allows peer role models to provide positive social examples.	To encourage the development of social skills and how to appropriately socialise with peers. Children to have developed relationships with peers.



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<p><b>LM 1:1s</b> <b>(including sand play, drawing and talking)</b> Delivered by a Learning Mentor.</p>	<p>1:1  small group (depending on needs)</p>	<p>Once a week (can be more regular depending on severity of need)  15 mins per session</p>	<p>Children who are struggling to regulate their emotions. This may be linked to a specific event that has occurred such as bereavement/loss etc. An SDQ is completed by class teacher to identify a specific area of need. Recommendations for specific therapies can also occur through the EP service.</p>	<p>For children to have developed an awareness of how they are feeling and be able manage emotions with greater independence. Children will also have developed a bank of strategies they can use to deal with related emotions and have a positive relationship with a special key adult who they can talk to about their feelings.</p>
<p><b>LM 1:1's (Lego play)</b> Delivered by a Learning Mentor.</p>	<p>1:1</p>	<p>Once a week (can be more regular depending on severity of need)  15 mins per session</p>	<p>Children who are struggling to regulate their emotions. This may be linked to a specific event that has occurred such as bereavement/loss etc. An SDQ is completed by class teacher to identify a specific area of need. Recommendations for specific therapies can also occur through the EP service.  Lego Play can also support children who are struggling to follow instructions by providing a play-based activity to encourage and support the ability to follow instructions.</p>	<p>For children to have developed an awareness of how they are feeling and to be able to manage emotions with greater independence. Children will also have developed a bank of strategies they can use to deal with related emotions and have a positive relationship with a special key adult who they can talk to about their feelings.  To support and develop the ability to follow instructions.</p>



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<b>Social Skills</b> Delivered by a specialist Level 3 TA	1:6	1x weekly 30 mins	Children with/undergoing a diagnosis of ASD or those needing help with social understanding and appropriate behaviours.	To talk about different social scenarios through play, and demonstrate appropriate reactions. Talk about and discuss how people may feel in relation to their actions towards others and the impact this may have on themselves. Developing the ability to socialise with peers during play, increased ability to take turns and to listen/ be aware of others and their differing opinions or behaviours
<b>Precision teaching - reading focus</b> Delivered by Level 2 TAs	1:1	Daily 10 mins per child	LSS Literacy assessments identify children who require reading PT intervention. Daily tracking is completed by member of staff delivering intervention and half-termly assessments are to track progress children are making.	To increase the amount of High Frequency words a child can read, increasing accuracy and fluency in reading, leading to increased levels of comprehension.
<b>SALT</b> Delivered by specialist Speech and Language TA	1:1 or small groups	Dependent on individual SALT targets	Children are identified by class teachers/TAs as possibly requiring SALT. They are then referred to SALT by AMA (Speech and Language TA). Children are then provided individual targets which AMA works on with children in school.	Children to make progress with their speech and language skills.
<b>Specialist ASD TA 1:1 time</b> Delivered by a specialist Level 3 TA	1:1	As needed	Children who are diagnosed with ASD and are working directly with AoS or children undergoing ASD diagnosis.  AoS recommendations are used as a basis of this intervention time.	To support communication and social interaction with peers. To develop understanding of the school day and daily routines. To identify and support sensory needs.



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YEAR 5 INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	ASSESSMENT TOOL USED TO IDENTIFY CHILDREN/ ENTRY/EXIT CRITERIA	EXPECTED OUTCOME
<b>CHIMP</b> Delivered by a Learning Mentor	1:1	Once a week  (Or dependent on individual need.)	Children are identified through behaviour tracking and also teacher referrals into the Learning Mentor Team.	Supporting children to recognise their emotional needs and strategies to overcome barriers they may face.
<b>Play Therapy</b> Delivered by external play therapist as required	1:1	Once a week	Children are referred to the EP with concerns regarding SEMH needs. The EP service and school collaboratively work together to identify children who would benefit from Play Therapy.	Play therapy is a psychotherapeutic approach which will allow children involved to freely express repressed thoughts and emotions through play.
<b>Steve Brown Behaviour Support</b> Delivered by external consultant as required	1:1	Half Termly Reviews	Children are referred to Steve Brown for support, advice and strategies to deal with challenging behaviours. Children are identified through professional discussions and behaviour tracking.	Ideas/strategies for school to implement to support behaviour in school. For children to access 1:1 sessions with Steve and become aware of strategies that they can use to independently self-regulate.

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<b>LM 1:1s</b> <b>(including sand play, drawing and talking)</b> Delivered by a Learning Mentor.	1:1  small group (depending on needs)	Once a week (can be more regular depending on severity of need)  15 mins per session	Children who are struggling to regulate their emotions. This may be linked to a specific event that has occurred such as bereavement/loss etc. An SDQ is completed by class teacher to identify a specific area of need. Recommendations for specific therapies can also occur through the EP service.	For children to have developed an awareness of how they are feeling and be able manage emotions with greater independence. Children will also have developed a bank of strategies they can use to deal with related emotions and have a positive relationship with a special key adult who they can talk to about their feelings.
<b>LM 1:1's (Lego play)</b> Delivered by a Learning Mentor.	1:1	Once a week (can be more regular depending on severity of need)  15 mins per session	Children who are struggling to regulate their emotions. This may be linked to a specific event that has occurred such as bereavement/loss etc. An SDQ is completed by class teacher to identify a specific area of need. Recommendations for specific therapies can also occur through the EP service.  Lego Play can also support children who are struggling to follow instructions by providing a play-based activity to encourage and support the ability to follow instructions.	For children to have developed an awareness of how they are feeling and be able to manage emotions with greater independence. Children will also have developed a bank of strategies they can use to deal with related emotions and have a positive relationship with a special key adult who they can talk to about their feelings.  To support and develop the ability to follow instructions.



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<b>LM Transition Support</b> Delivered by a Learning Mentor.	1:6	Once a week  (Summer Term)	Children are identified who are vulnerable/have attachment needs or require additional transitional support due to anxieties about to High School.	For children to be more prepared about the transition to High School. Children will identify a special key person that they can share their feelings with and feel confident to go to for additional support/preparation for the transition to High School.
<b>Social Skills</b> Delivered by a specialist Level 3 TA	1:6	1x weekly 30 mins per session	Children with/undergoing a diagnosis of ASD or those needing help with social understanding and appropriate behaviours.	To talk about different social scenarios through play, and demonstrate appropriate reactions. Talk about and discuss how people may feel in relation to their actions towards others and the impact this may have on themselves. Developing the ability to socialise with peers during play, increased ability to take turns and to listen/ be aware of others and their differing opinions or behaviours
<b>Transition Support</b> Delivered by a specialist Level 3 TA	1:6	Once a week 30 mins  (Summer Term)	Children with / undergoing diagnosis of ASD or those needing additional support due to anxieties related to moving on.	To support the anxieties and questions of children moving up to Yr7. To look at different schools and what might be expected from them. Look at the differences between primary and high schools. How to start being independent in getting to places on their own. How to ask questions but also who to ask these questions to. Role play on different scenarios of what could happen and how they can deal with them.

Wrens Nest Primary School





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YEAR 6 INTERVENTIONS	STAFF/CHILD RATIO	FREQUENCY	ASSESSMENT TOOL USED TO IDENTIFY CHILDREN/ ENTRY/EXIT CRITERIA	EXPECTED OUTCOME
<b>Precision teaching – reading focus</b> Delivered by Level 2 TAs	1:1	Daily 10 mins per child	LSS Literacy assessments identify children who require reading PT intervention. Daily tracking is completed by member of staff delivering intervention and half-termly assessments are to track progress children are making.	To increase the amount of High Frequency words a child can read increasing accuracy and fluency in reading leading to increased levels of comprehension.
<b>Specialist ASD TA 1:1 time</b> Delivered by a specialist Level 3 TA	1:1	As needed	Children who are diagnosed with ASD and are working directly with AoS or children undergoing ASD diagnosis. AoS recommendations are used as a basis of this intervention time.	To support communication and social interaction with peers. To develop understanding of the school day and daily routines. To identify and support sensory needs.
<b>SALT</b> Delivered by specialist Speech and Language TA	1:1 or small groups	Dependent on individual SALT targets	Children are identified by class teachers/TAs as possibly requiring SALT. They are then referred to SALT by AMA (Speech and Language TA). Children are then provided individual targets which AMA works on with children in school.	Children to make progress with their speech and language skills.
<b>CHIMP</b> Delivered by a Learning Mentor	1:1	Once a week  Or dependent on individual need.	Children are identified through behaviour tracking and also teacher referrals into the Learning Mentor Team.	Supporting children to recognise their emotional needs and strategies to overcome barriers they may face.



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YEAR 6 INTERVENTIONS	STAFF/CHILD RATIO	FREQUENCY	ASSESMENT TOOL USED TO IDENTIFY CHILDREN/ ENTRY/EXIT CRITERIA	EXPECTED OUTCOME
<b>Play Therapy</b> Delivered by external play therapist as required	1:1	Once a week	Children are referred to the EP with concerns regarding SEMH needs. The EP service and school collaboratively work together to identify children who would benefit from Play Therapy.	Play therapy is a psychotherapeutic approach which will allow children involved to freely express repressed thoughts and emotions through play.
<b>Steve Brown Behaviour Support</b> Delivered by external consultant as required	1:1	Half Termly Reviews	Children are referred to Steve Brown for support, advice and strategies to deal with challenging behaviours. Children are identified through professional discussions and behaviour tracking.	Ideas/strategies for school to implement to support behaviour in school. For children to access 1:1 sessions with Steve and become aware of strategies that they can use to independently self-regulate.

Wrens Nest  
 Primary School



KEY STAGE 2 PROVISIONS				
INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	ASSESSMENT TOOL USED TO IDENTIFY CHILDREN/ ENTRY/EXIT CRITERIA	EXPECTED OUTCOME
<b>Shooting Stars</b> <b>Complex Learning Difficulties (CLD) Provision</b>	4:21	Every Day  With access to mainstream classroom for Child's strength lessons	The provision was created to meet the needs of a group of KS2 children with EHCP's/undergoing statutory assessment for an EHCP. All children have a primary need of cognition and learning which is intensified by speech and language difficulties, social and emotional and mental health needs and/or physical disabilities. Some of the children within this group may have been placed in a special school, but parents have chosen for them to remain within a mainstream setting with appropriate levels of support.	The children within the provision should make good personal progress with their literacy and numeracy skills as well as with their ability to work collaboratively, socialise and communicate appropriately developing resilience, self-esteem and independence throughout their learning opportunities.
<b>Rainbow Room - Whole School Nurture Group Provision</b>	6:22	Daily- 8.40am-2.00pm  With access to mainstream classroom for Child's strength lessons	Children identified for the Nurture Group have a range of Social, Emotional Mental Health needs. Many of these children are identified before the transition into Year 1. Boxall profile assessments are completed to provide an insight into the specific areas of need for each individual child.	The Nurture Group provides some of our most vulnerable children with a provision that supports the development of their Social, Emotional and Mental Health needs. This includes the children being taught skills to help them self-regulate and ultimately, manage their own behaviour.

