



Alexandra

Primary School

Aspire, Perform, Succeed

Interventions at Alexandra Primary School

Intervention Support Continuum

Bridging the Gap

Low End Concern

- Gap filling support, using programs such as PiXL therapies. Find the Gap, fill the gap. These are targeted at a specific area of learning within a subject/topic. These groups will usually consist of different children for each therapy. Depending on need, some children may need a number of therapies.
- In class support with learning from the teacher and TA, use of word mats and other learning aids to support.
- EAL support where appropriate.
- ELSA referrals for initial support – possible onward referrals to Pastoral Support and or play therapy.
- If children are not making any progress and are continuing to need constant support (beyond that of any EAL needs), then referral to the SENDCo should be considered for further investigation.

Personalised Learning

High End Concern

- Children are on the SEND register.
- Some children may have an EHCP.
- Interventions are targeted on a 1:1 or small group basis for a specific need.
- These are fixed interventions that will be completed with the same children over an agreed period.
- Support may be for cognition and learning, behaviour, sensory, speech and language, emotional literacy etc. or a combination of these.
- Outside agency support may be offered e.g. Cardinal Road, SALT, OT, Play Therapy, etc
- Provision maps will track the support offered to assess impact.

Bridging the Gap interventions and SEND Personalised Learning interventions aim to offer additional support to children to help them access the curriculum at APS, they are not a replacement for high quality first teaching. When timetabling any interventions, teachers should be mindful of not limiting a child's opportunities and ensuring they have access to a broad and balanced curriculum.