



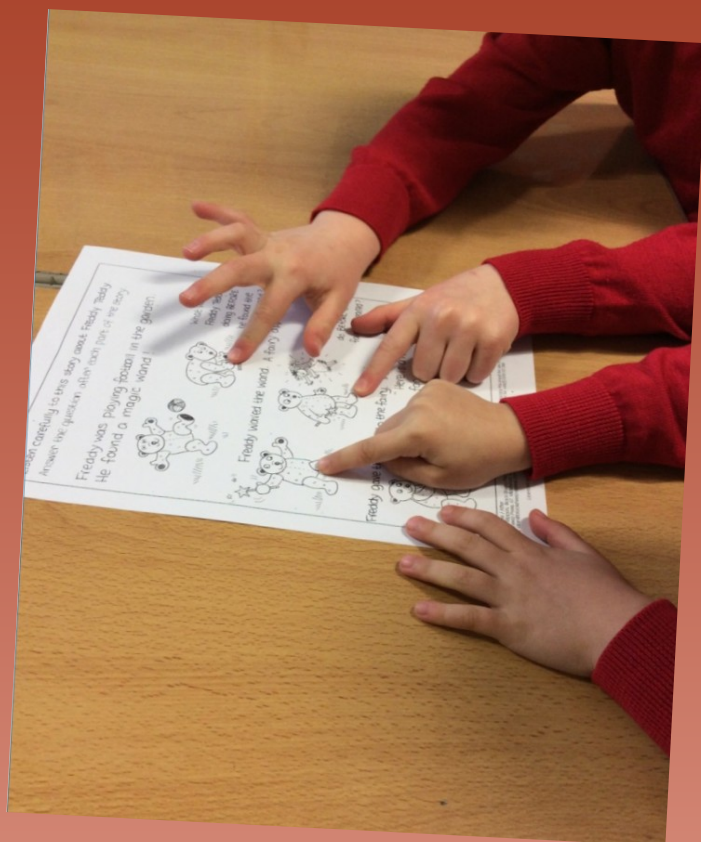
Interventions

Interventions are small group or one-to-one sessions that are provided to support a specific area of difficulty that a child is experiencing.

The class teachers oversee the progress and development of the child no matter who is leading the intervention. Each intervention has a specific purpose and works towards planned outcomes.

Communication and Literacy

The slide features a solid reddish-brown background. At the bottom, there are several overlapping, wavy, semi-transparent shapes in shades of white and light brown, creating a decorative border. The overall design is clean and modern.



1-1 SLCN support

These sessions are personalised 1-1 programmes which are tailored to a child's specific need. They need to be completed within a quiet environment so the adult's voice is easily heard, and so the child can focus on what they are saying rather than the volume they need to say it.

The individual needs may include: phonology, oro-motor skills, word order, vocabulary, concepts, sequencing, instructions.

Outcomes may include: Can I articulate a clear /s/ sound? Can I use a target sound at word level? Sentence level? Can I sequence pictures to tell a story?

Time to talk

This develops oral and social interaction skills in a quiet environment, also reinforcing listening and attention skills. The skills being focussed on are: listening, increasing understanding and use of concepts and vocabulary (bodies, home, clothing, food, school and positional concepts), conversational skills, attention and memory, making and keeping friends, awareness of the needs and feelings of others. A small bear called 'Ginger' is the stimulus for these sessions.

Outcomes may include: to take turns with one other person, listen carefully to an instruction, to answer a question using 'who', to recognise emotion through expression.



Musical Communication

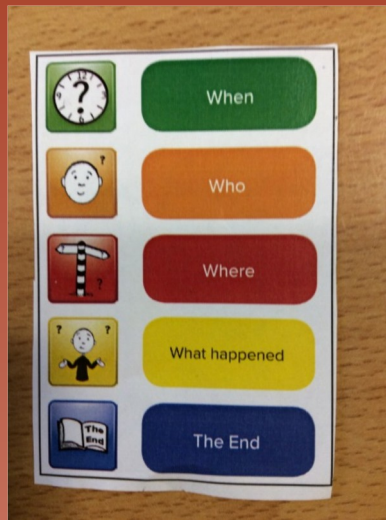
Musical communication is a dialogue between a pupil and the adult which has a rhythmic or melodic aspect to it.

The outcomes can include: To develop shared attention, improve turn-taking, improve imitation and the ability to copy. To develop reciprocation in response to musical ideas. To develop or improve choice making behaviours. To improve purposeful interaction with others. To improve communication.



Narrative therapy

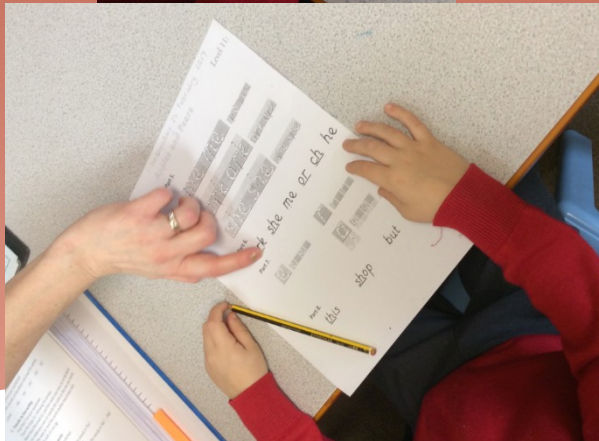
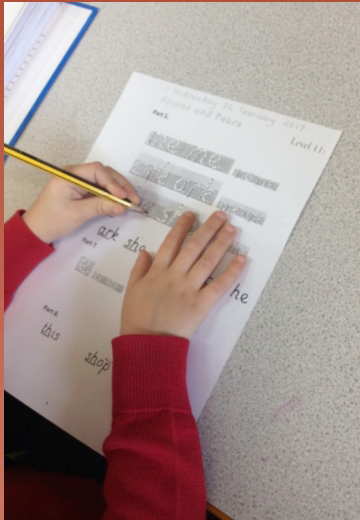
This intervention supports the development of narrative skills in children, from raising awareness of a simple story (focus on who, what, where, when, why) to retelling and generating own ideas. Visual reinforcement is a constant through signs, pictures or the use of Makaton. Outcomes may include: Can I talk about who, what where, when, why, what happens in relation to a story? Can I use those questions to generate endings for a story, to build my own story from a picture? From my imagination?



Apples and Pears

In the first exercises, the pupil writes or traces the individual letters dictated by the teacher. Pupils are taught to spell basic digraphs (sh, ee, ar, ch, th, ck, or) and the trigraphs ing and all. They are taught the patterns represented by me, she, he, we, be and my, try, why. Carefully planned multi-sensory sound discrimination exercises ensure that children's phonological awareness and segmenting skills improve rapidly.

Additional basic spelling patterns, such as ay, qu, and igh are introduced later in the book. Pupils continue phonological drills (saying the phonemes in a word), and they start to learn a morphological approach spelling with the use of prefixes and suffixes. Mastery Tests ensure that the pupil has mastered the material and is ready to

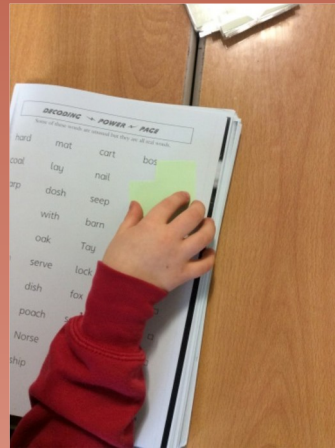
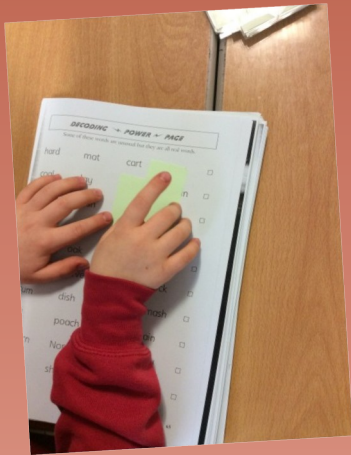
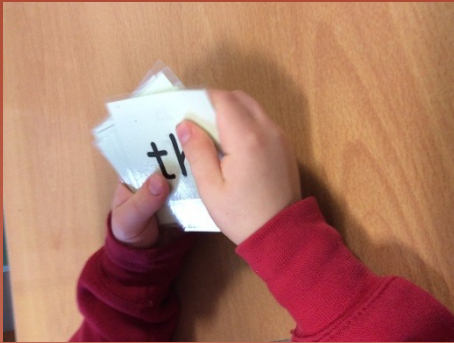


Dancing Bears

This is a synthetic phonics programme which will produce automaticity of response. Regular practice of flashcards daily until response is instant and automatic allowing children's attention to be given to blending. Spelling patterns are rehearsed continually throughout the programme.

It uses a variety of exercises to maintain engagement.

Outcomes may include: to improve rapid recall of digraphs, to decode at a quickening pace new words.

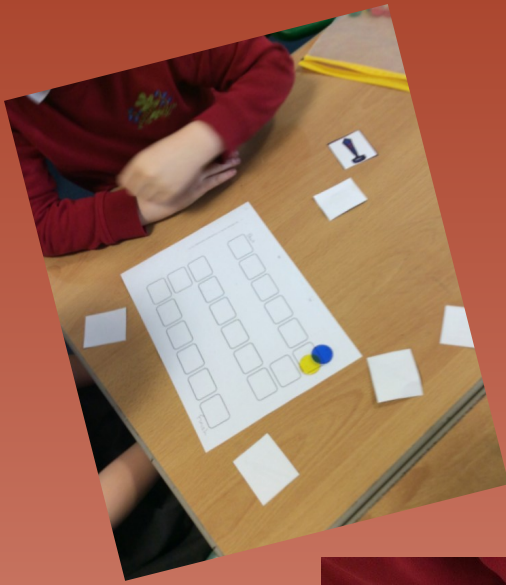


Phonological awareness

Phonological awareness develops the ability to notice, think about or manipulate the individual sounds in words.

It uses games and activities with visual pictorial supports focussing on sound, syllables and onset and rhyme.

The outcomes can include: to recognise that words can be broken into onset and rime, to recognise speech sounds as distinct from environmental sounds.

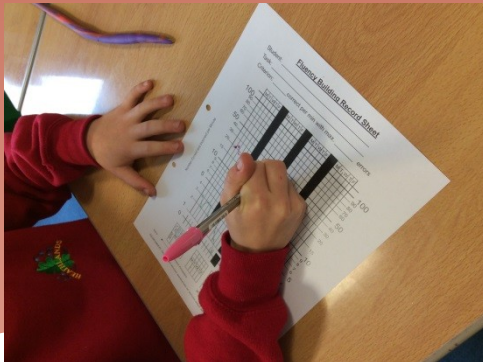


Precision teaching

This is effective for children struggling to acquire automatic skills in learning letters sounds, recognising whole words and spellings or number facts.

It must be done precisely and daily for impact to occur. Daily performance is recorded.

Outcomes may be: to read and recall teen numbers, to retain number facts to 10, to recognise individual phonemes.



Rapid Phonics

Rapid phonics is a catch-up phonic programme, which uses Junior themed texts to secure children's phonic knowledge, blending and segmenting skills. Activities ensure that there is plenty of practise of target sounds and modelling of a fluent and accurate reading model. Outcomes may include: to read and recall target sounds, to read with growing fluency.



Pets as therapy – Reading dog

READ 2 DOGS gives children an opportunity to practise and enjoy reading away from their peers, to an audience that will enjoy the experience as much as the child does. Identified children will have weekly session of 15 minutes, reading to a Pets As Therapy registered dog, under the supervision of the P.A.T. dog's owner and a member of the school staff. These dogs are specially registered dogs who normally visit in hospitals, hospices, care homes, etc. They remain on the lead and under control at all times. A member of school staff is present throughout.



Fischer family trust

Each child's programme is based on the initial assessment. It addresses skills and knowledge at word, sentence and text level. Letter and Word work is always immediately applied to reading or writing continuous text.

The aim is for the child to develop a range of independent reading and writing strategies.

Day 1 Reading Day

The child:

Re-reads a familiar book (4-5 mins)

Carries out 3 fast letter/word work activities (3 mins)

Reads a new book following a book introduction (6-8 mins)

Reconstructs a cut-up sentence taken from the book (2 mins)

Learns a new word from the book (2 mins)

Day 2 Writing Day

The child:

Re-reads yesterday's book (4-5 mins) - weekly running record

Revises word(s) learnt in the previous sessions (2 mins)

Composes and writes a sentence based on a picture or stimulus from the book (8-9 mins)

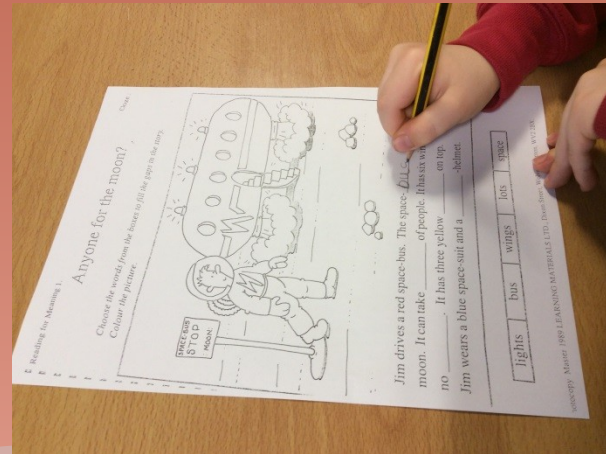
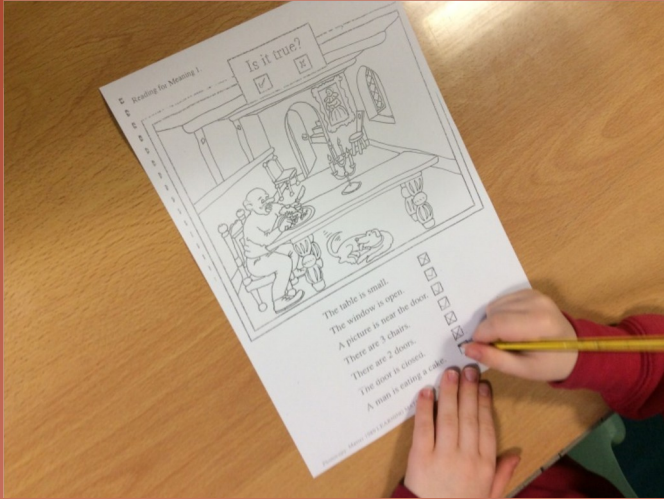
Learns a spelling from the writing (2 mins)

Reconstructs a cut-up sentence from the writing (2 mins)



Reading for Meaning

An intervention often used for children with ASD. Using specific worksheets – conceptual understanding and meaning is assessed and then taught if needed.



Colourful Semantics

Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics).

Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them.

The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

WHO – Orange

WHAT DOING – Yellow

WHAT – Green

WHERE – Blue

There are a range of benefits to using this approach, including;

Encouraging wider vocabulary

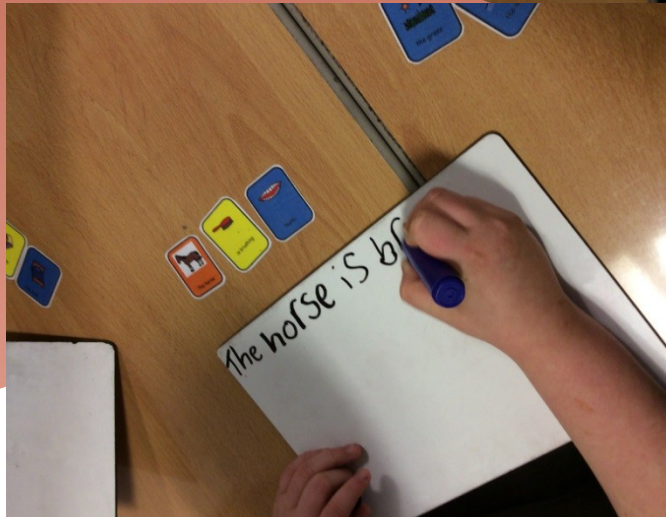
Making sentences longer

Helps children to answer questions or generate responses to questions

Developing use of nouns, verbs, prepositions and adjectives

Improves story telling skills

Skills can be transferred to written sentences and written composition



Nessy

This is an App based intervention.

There are 6 games that each test a different learning ability, including working memory, visual memory, sequencing and phonological awareness

An ongoing review suggests how to make better use of your learning strengths.

It will also explain what difficulties you will experience where you have a weakness.

The game involves three different paths up the mountain which encourage you to replay games and improve your skills, hopefully to collect all 18 yetis!

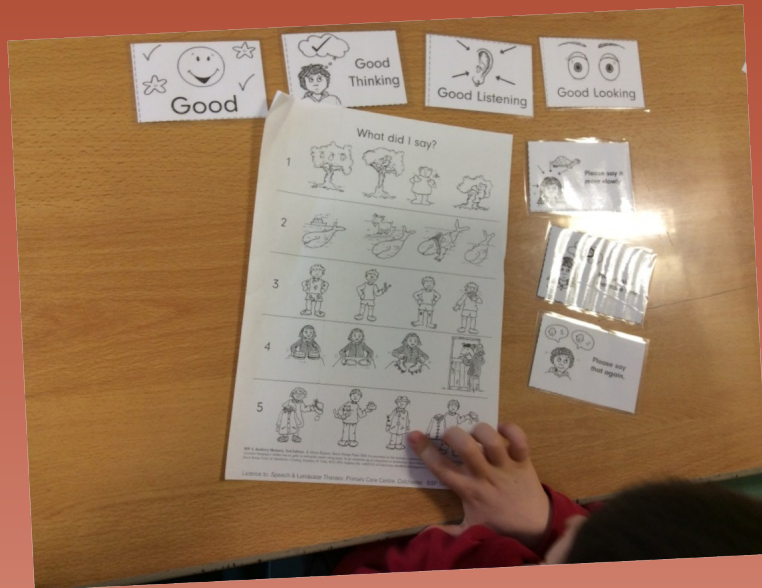


Gym trail

This develops fine and gross motor skills. The gym trail is a circuit of motor co-ordination activities – beginning with warm up to heighten body awareness, followed by a selection of the following: weight bearing tasks to awaken sensory feedback, whole body co-ordination, finger, arm and hand movements, hand-eye co-ordination, foot-eye co-ordination, balance, core strength, balance, sound, touch and movement, motor planning and spatial awareness. Outcomes may include: listen carefully to an instruction, to strengthen fine motor skills, to develop core stability.



Auditory memory



Auditory memory is the ability to recall information that has been given orally. This can be combined with visual memory activities.

Children who have difficulties in this area may have: an inability to retain more than 1 or 2 items of information, difficulty retaining information, difficulty recalling information in sequence.

Outcomes may include: to retell main events of a story, to retain and recall a sequence of colours, to use mind maps to aid recall of key information.

Touch typing

This develops an alternative to writing as a method of recording.

This teaches typing using the correct fingers using a fun 'dance mat' activity style. It should be taught at least twice a week.

Outcomes may include: to type using the home row keys, to type using keys on the home row as well as e,i,r,u.





Vision training exercises

Exercises based on recommendations from CPOC: to improve vision skills such as eye movement control or eye co-ordination, or to improve motor reflex skills.

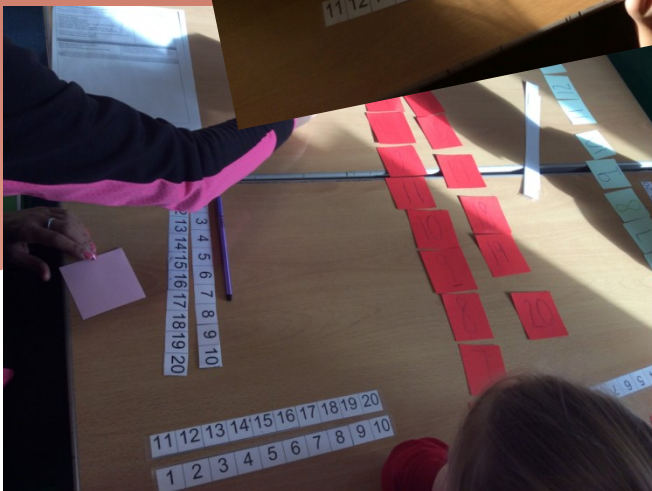
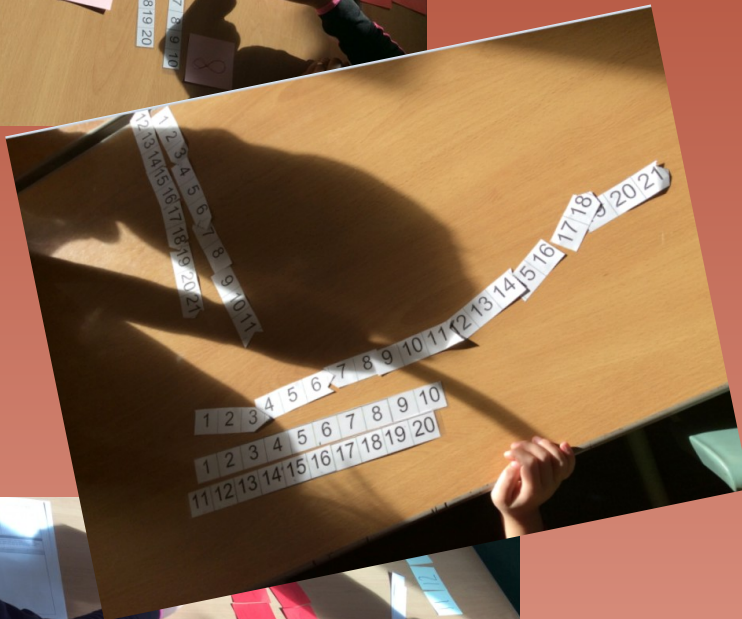
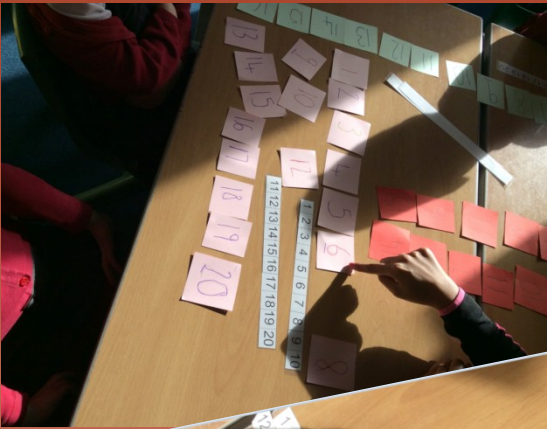


Maths

1st class @ number

A 8-12 week intervention to be delivered 3 times weekly, with a clear focus on the development of mathematical language and vocabulary, key skills including the difference between teen and –ty numbers, place value.

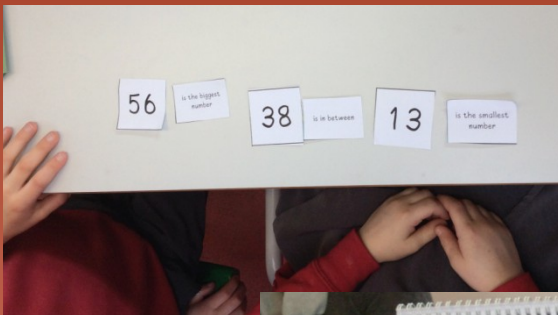
Outcomes can include: to count backwards with accuracy, to recognise a teen and -ty number.



Talk 4 Number

Talk 4 Number helps pupils to talk confidently about number:

- builds mathematical language understanding and enjoyment
- develops a wide range of mathematical talk – explaining, instructing, presenting...
- develops speaking and listening skills in number contexts, strengthens reflection and metacognition
- supports mathematical talk throughout the school.



Plus 1 / Power of 2

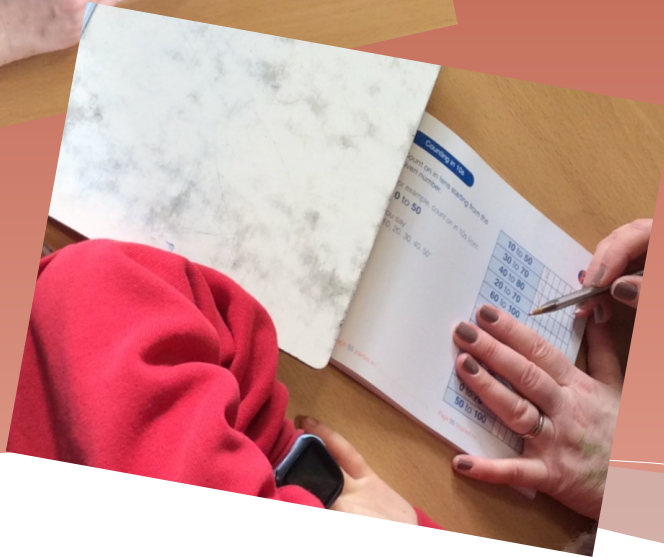
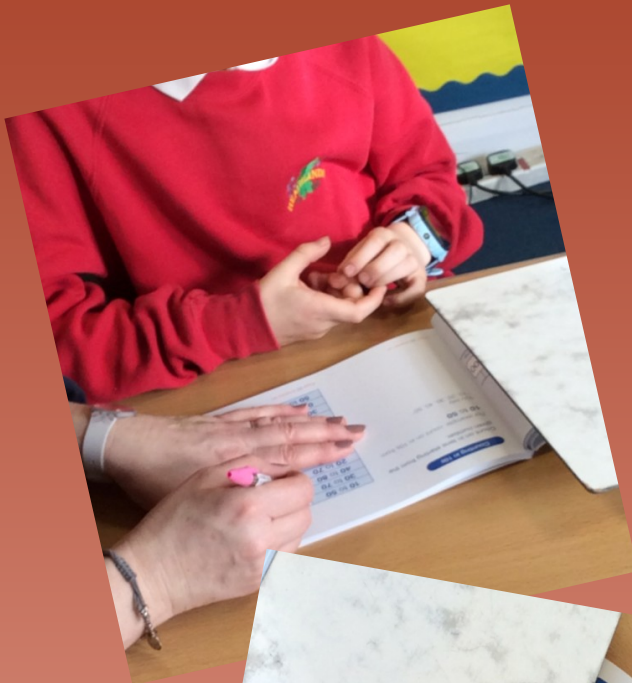
The intervention covers basic number work, such as counting forwards and backwards with numbers up to 10, adding and subtracting numbers up to 10, and introducing doubling and halving. It is for anyone who benefits from repeated practice and explanation as the book, Plus 1, stems from the need of some people to have more reinforcement and practice than is often available.

Some strands covered are:

Counting backwards and forwards

Adding and subtracting up to 10

Introduction to doubling and halving



SEMh

Talkabout

This provides a framework for the development of social skills. It begins with a basic assessment procedure to evaluate pupil's self-awareness, as well as the awareness of others.

It is divided into six levels:

Improving the awareness of self and others, including physical appearance, likes, dislikes and problem solving.

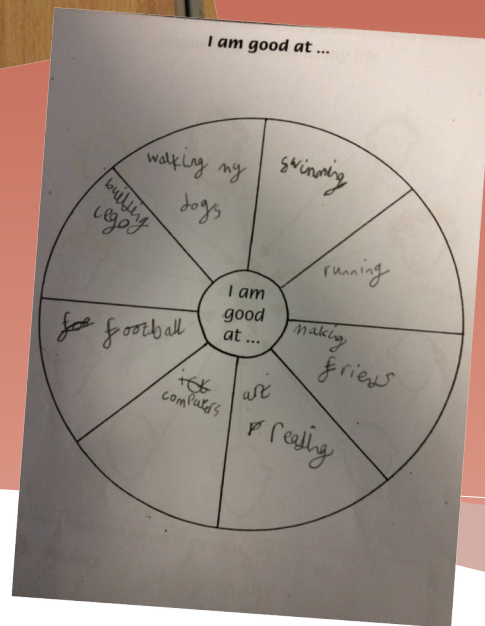
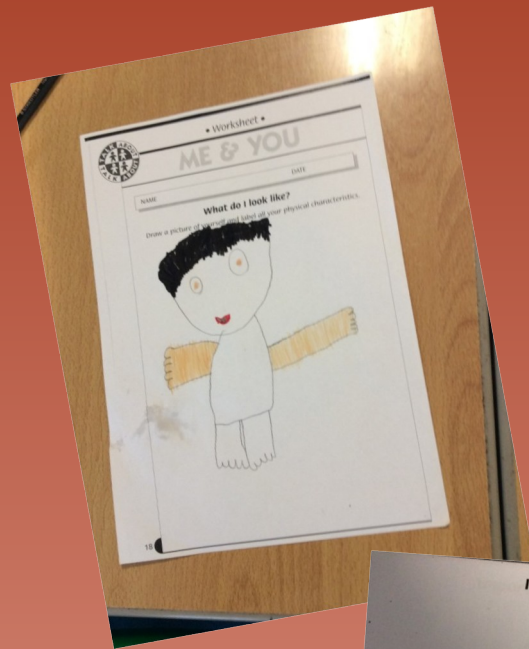
Allowing pupil's to assess their own communication skills.

Taking the pupil through eight levels of body language.

'Talkabout the way we talk' improving paralinguistic skills.

Taking pupils through the processes needed to improve conversational and listening skills

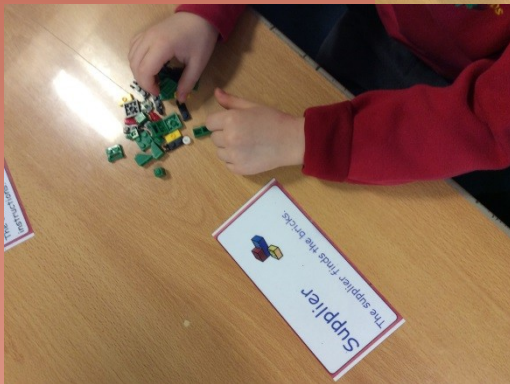
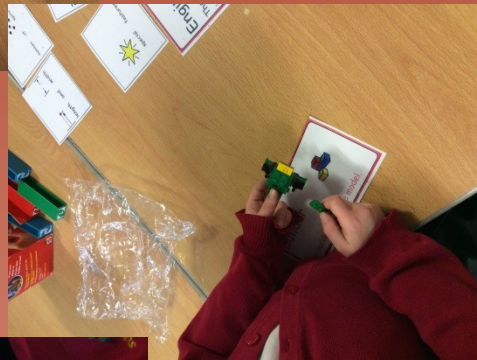
Awareness and use of assertiveness skills.



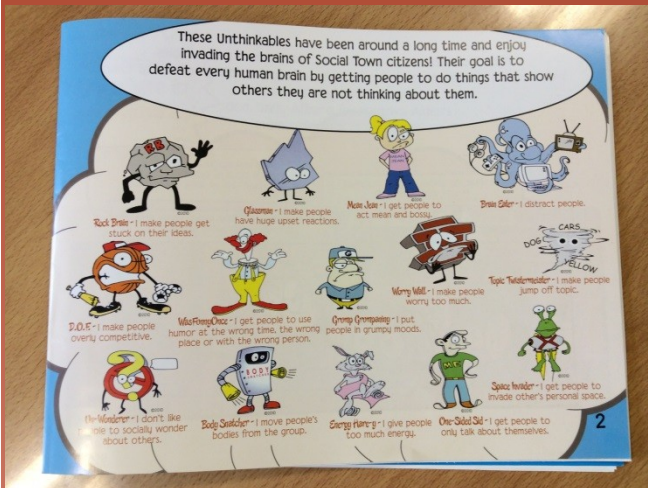
Working together with Lego

'Working with Lego' was derived from Lego Therapy - a play based intervention, focusing on the use of a naturally appealing toy to develop social interaction skills in pupils with autistic spectrum conditions. By working in groups, with specific roles allocated to each participant, pupils learn to develop their ability to engage and collaborate with others.

The group works within the guidelines of a set of rules which are on display. The adult's role is to facilitate the pupils in negotiating how to resolve any conflicts, using the rules as a point of reference. Together, the pupils follow the instructions to build a model, taking turns in each role. Pupils are also given the opportunity to devise and build their own models in small groups or pairs, with the continued expectation of working together



Superflex



Superflex: A Superhero Social Thinking Curriculum provides fun and motivating ways to teach pupils with social difficulties how to build social thinking skills.

Superflex combines a book, comic book and CD to create a curriculum that develops in each pupil's brain their own superheroic thinking processes that can overcome the challenges in different social situations that arrive across the school and home day.

The students learn how each of them have Superflexible capacities in their brains that can overcome a Team of Unthinkables, such as Rock Brain, Topic Twister Meister and Mean Jean. Superflex Takes on Rock Brain and the Team of Unthinkables. This book tells the story of how Superflex came to be. The children will enter Superflex's town, Social Town, and learn about the cast of Unthinkables who are trying to overtake and rid the town of Superflex forever. Superflex and his sidekick dog, Bark, go on their first mission to try to save the citizens of Social Town.



Art therapy

Children are naturally creative, and it is usually easier for them to draw a picture as opposed to answering questions directly. They may be reluctant or even hostile about discussing certain topics. Creating artwork is a non-threatening venue that allows kids to tackle tough issues in a creative way. Talking to the children about their drawings or paintings and helping them interpret the art can provide therapists with the opening they need to get at the heart of the problems affecting their young patients.

Art therapy can be used to assist children with a number of issues including:

Death of a family member or friend

Childhood trauma involving physical, mental, or sexual abuse

Learning disabilities

Emotional issues like fear of abandonment or phobias

Improve cognitive abilities

Deal with the challenges of serious diseases like cancer

Treating mental disorders such as schizophrenia or depression

Help children understand and deal with physical disabilities

Understand and treat behavioural problems

When faced with these challenges, art therapy can help children express their feelings, gain awareness of self, and develop



the medium even if he or she has never picked up a crayon



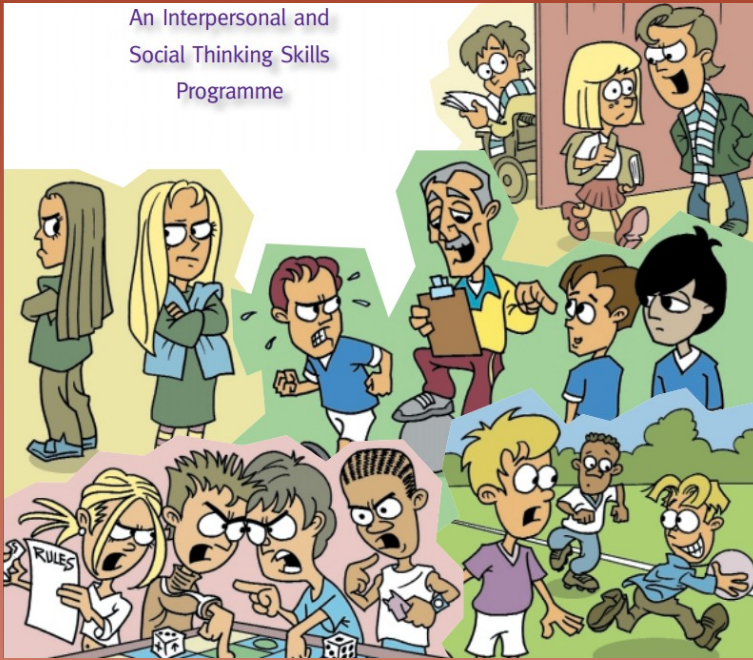
Social detective

Every one of us is a Social Detective. We are good Social Detectives when we use our eyes, ears, and brains to figure out what others are planning to do next or are presently doing and what they mean by their words and actions.

By supporting the children to observe peers at play, we discuss what they think could be happening and then move towards the game to look at what is happening.

This allows pupils the opportunity to discuss the observations they make, and allow adults to support developing social skills.

An Interpersonal and
Social Thinking Skills
Programme



SMART thinking

The main focus of each session is to develop the principles behind successful interpersonal and social thinking skills. The sessions need a potential problem or difficult situation to discuss in specific stages within the 'Stop/Think/Choose/Do' process.

All the answers and ideas generated by the pupils need to be accepted as valid and valuable suggestions in a non-judgemental way.

The important part is to generate discussion around the consequences of each option, both positive and negative, and the feelings that may be experienced by the pupils and others involved.

Remember!

STOP

What's the problem?

THINK

What could you do?
What could happen then?
What else could you do?

**CHOOSE
DO**

Which one will you choose?
Why?



Bubble time

Circle time is an important daily activity in the preschool classroom. ... In a well-planned circle time, children also get to know one another, each other's families, feelings, and ideas. This community knowledge helps children feel a part of the group. This is developed through the research of Jenny Mosley.

Bubble time focuses on a smaller number of pupils for a set period of time and their specific needs within it.

