

Intervention Information
Booklet for Parents

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This booklet aims to explain some of the different interventions which are used in school to support children. Not all of the interventions run every term, and the support offered to children will be based on the needs of children across the school each term. Please speak to Miss Rudge if you have any questions or concerns regarding the provision in place for your child.

Communication and Interaction

SALT (Speech and Language Therapy)

This year we have employed a speech and language therapist to work in school for 1 day each week. This professional is used to assess and prepare plans for children with speech and language challenges so that we can arrange support to meet the needs of the child.

SALT (Speech and Language Therapy) Interventions

In a speech and language intervention, the teaching assistant (TA) will interact with your child by playing and talking, using pictures, books, objects, or ongoing events to help develop language. The TA may also model how to correctly pronounce words and use repetition exercises to build speech and language skills. These activities will be chosen and developed by a trained speech and language therapist.

Language Enrichment Activity Programme (LEAP)

LEAP is a structured 12 lesson programme, which aims to develop children's speaking skills. Children are taught a range of skills to help with their speaking and listening throughout the school day. The Leap programme runs with children in Nursery, Reception or Year 1.

Timmy Time

Timmy Time is a planned speech and language intervention which develops children's sentence and storytelling skills. The intervention runs with children from Nursery, Reception and Year 1. It is delivered over three lessons per week for six weeks by a trained teaching assistant.

Pre-teaching Vocabulary

Pre-teaching Vocabulary teaches children the new words they are going to use in a lesson. It is usually delivered by teaching assistants but can be used as a whole class strategy. Visual symbols are used to teach children how to use the new words independently.

VIP (Vocabulary Improvement Program)

The Vocabulary Improvement Program (VIP) is designed to help children to increase the number of words they are able to use. It can also be used for children with English as an Additional Language. (EAL) It is run by trained teaching assistants.

NIP (Narrative Intervention Programme)

The Narrative Intervention Programme is for children from Year 2 to Year 6 whose language skills need further development. This intervention is used with children who have English as an Additional Language or those who have poor speaking and listening skills. The Narrative Intervention Programme motivates children to talk, enabling them to improve their speaking and listening skills.

Cognition and Learning

Letters and Sounds

Letters and Sounds is a phonics resource developed by the government. It helps to build children's speaking and listening skills by teaching them the sounds that make up words. The resource is made up of six phases which are described below.

Phase	Phonic Knowledge and Skills
<i>Phase One</i>	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral segmenting (splitting up words into their sounds) and blending (putting words together again).
<i>Phase Two</i>	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i>	Learning the remaining 7 letters of the alphabet, one sound for each. Graphemes (the letter or letters which make a sound) such as ch, oo, th representing the remaining phonemes (sounds in speech) not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i>	Children learn to blend (put together) and segment (split up) longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i>	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i>	Working on spelling, including prefixes and suffixes (the start or end of a word which changes a words meaning), doubling and dropping letters etc.

Phonics Boosters

Phonics Boosters take place across Nursery, Reception, Year 1, Year 2 and Year 3. They are for children who need further help in using the sounds in words to read and spell. The boosters are delivered by trained teaching assistants.

Guided Reading

Guided Reading is where a small group of children read a story or a section of writing. There are normally six in a group. Children answer questions on what they have read to demonstrate their understanding.

Reading Inference Intervention

Four pupils work with a teaching assistant for 30 minutes, twice a week for 24 lessons. Through reading and discussions, the group predict, ask questions, think, imagine and read on to help to understand what they have read. They identify words or sentences they don't understand and investigate these. These strategies also help the children to understand the full meaning of a story, picture the story in their head and share their opinions on the text.

IDL Cloud



IDL Cloud is a computer-based program which uses sight, sound, touch, and voice to improve reading and spelling. IDL gives a starting point for each pupil based on their reading and spelling ability and helps them to move through different modules. The program can also meet individual visual needs by allowing pupils to choose their own page background and text colours to make tracking and place finding easier.

Units of Sound



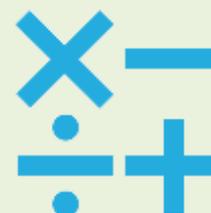
Units of Sound is an online Literacy development program. It develops reading, spelling and writing skills by breaking down the meanings of new words. Units of Sound encourages independent learning and can be used with groups or set for homework.

1st Class @ Number



1stClass@Number is a maths intervention. It is delivered by trained teaching assistants to small groups of children who have fallen behind in maths. It helps them to get back on track and catch up with their peers.

Success @ Arithmetic



Success@Arithmetic is an intervention for learners in upper Key Stage 2 who have fallen behind in their maths learning. It helps them to make faster progress and to catch up with their peers. A teaching assistant delivers up to 24 sessions, from detailed plans according to the child's needs and progress.

Social, Emotional and Mental Health Difficulties

Inclusion Suite

Children can access the inclusion suite at any point during the day, if in crisis or simply just to chat! The inclusion suite is an inviting environment with a range of trained staff ready to support and guide where necessary.

Bereavement and Loss

We are lucky to have a Learning Mentor who is trained in a range of programmes regarding bereavement and loss. Depending on the child, our learning mentor will choose a package of learning that suits their needs and deliver this 1:1 or to small groups.

Stay Safe Programme

Our trained Learning Mentor delivers this programme to help develop safety awareness in a range of situations. For example, road safety, water safety or in the home. This programme also covers staying safe around people.

Behaviour Management

Delivered by our trained Learning Mentor, children are helped to understand their behaviour, control their behaviour and are taught methods responding appropriately to challenging situations independently.

Emotional Literacy

Emotional Literacy is a unique package of work tailored to meet the children's individual emotional development needs. Our trained learning mentor delivers this intervention. The programme of intervention encourages children to reflect and develop their emotional literacy and language skills.

Helping Children to Cope with Change, Stress and Anxiety

A therapeutic programme which helps children to cope with changes that can range from loss to transition which has indirectly led to stress and anxiety. Our trained learning mentor delivers this intervention.

Philosophy through Storytelling

This programme encourages children to analyse texts and draw from them problems and solutions. The programme aims to develop reading comprehension and social skills and is delivered by our trained learning mentor.

Lego Based Therapy

Lego-Based Therapy is a structured programme for teaching social skills to children with communication or social difficulties. The programme aims to motivate children to learn key skills needed in social situations. Our Special Educational Needs Coordinator delivers this intervention.

Sensory and Physical Needs

Fine Motor Skills

Fine motor skills generally refer to the small movements of the hands, wrists, fingers, feet, toes, lips, and tongue. In a Fine Motor Skills Intervention, the children focus on the ability to grasp, pick up, release, imitate and copy patterns. These small muscles perform the movements used in writing, or holding a pencil. These skills are usually practiced through fun games and activities in a small group setting. Teaching assistants across school have a range of activities to ensure children have the opportunities to strengthen these movements.

Gross Motor Skills- Smart Moves Intervention

Gross motor skills involve the large muscles of the body that enable such functions as walking, kicking, sitting upright, lifting, and throwing a ball. The Smart Moves programme is used as a specific 'catch up' scheme to develop gross motor skills and is delivered by one of our teaching assistants.

Physiotherapy

If a child has a specific need where there is a requirement for physiotherapy to be delivered in school, staff work alongside our NHS physiotherapy team to build a bespoke package of exercises. The team also train staff in delivering these exercises. We then work alongside you, as parents and carers, to ensure the child is getting the best provision needed.