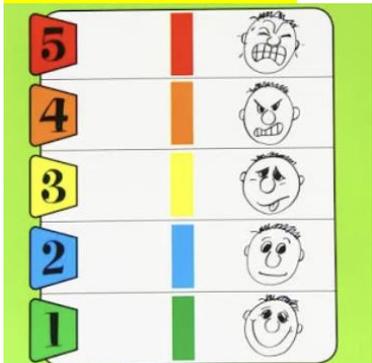
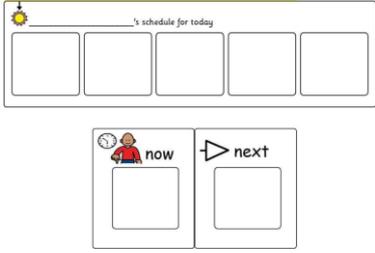


## Intervention List

Intervention Name	Aims	What happens?
Attack Spelling SR	To improve spelling.	Sight recognition words and spelling.
Fresh Start SR <a href="https://global.oup.com/education/content/primary/series/rwi/fresh-start/?region=uk">https://global.oup.com/education/content/primary/series/rwi/fresh-start/?region=uk</a>	To develop reading skills and comprehension. To accelerate reading progress.	Reading and comprehension activities.
Number Sense SR <a href="https://numbersensematics.com/">https://numbersensematics.com/</a>	To develop confidence and flexibility with number and fluency in addition and subtraction facts	Small group input and activities.
ELSA support SR <a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a>	To manage strong feelings. To build self-esteem. To support children who have experienced bereavement or loss.	Personalised programmes though our specially trained ELSA support assistant.
Super Boys / Super Girls SR <a href="https://www.elsa-support.co.uk/resources/superboys-communication-intervention-item-407/">https://www.elsa-support.co.uk/resources/superboys-communication-intervention-item-407/</a>	Children will learn about emotions during each session and will also learn relaxation and calming techniques through the 'relaxation time'. This knowledge and these skills will help them to become more emotionally literate.	Part of the ELSA provision. Children learn through completing games and activities.
Emotional Check ins SR MW LW TM DC MA	To give children the opportunity to stop, pause, explore, and appreciate their emotions. To normalise talking about feelings.	Children talk with an adult so they feel supported and that they have a Champion in school who will listen.
Daily Logs SR MW LW TM DC MA	To build self-esteem. To recognise the positives.	Children are asked how their day has been and we look together for a positive experience to celebrate.
Positives Book SR MW LW TM DC MA	To build self-esteem. To recognise the positives.	Children keep a diary like record of something they feel proud of during the day. It helps to celebrate success.
Socially Speaking LW <a href="https://www.hope-education.co.uk/product/sen/social-skills/communication/socially-speaking/he1005515?gclid=CjwKC_Ajw5s6WBhA4EiwACGncZal7Urf54mYwiXv8iMJN_OoZo_PzTI9OyH3eLSndC4n8qypGIACWxoC6gUQAvD_BwE">https://www.hope-education.co.uk/product/sen/social-skills/communication/socially-speaking/he1005515?gclid=CjwKC_Ajw5s6WBhA4EiwACGncZal7Urf54mYwiXv8iMJN_OoZo_PzTI9OyH3eLSndC4n8qypGIACWxoC6gUQAvD_BwE</a>	To develop and maintain relationships. To improve social skills, listening and self-esteem.	Programme can last up to a school year and covers: Communicating Let's be friends Let's practise.

<p>Social Stories  <b>MW LW TM DC MA</b>  <a href="https://happylearners.info/social-stories/index.html">https://happylearners.info/social-stories/index.html</a></p>	<p>To improve understanding by simply sharing social information.  With improved social understanding clarity and predictability is established and anxiety is diminished.</p>	<p>Social stories are written for certain aspects a child may be finding difficult e.g. shouting out in class, sharing. The stories are personalised and shared with the child frequently to help understanding.</p>
<p>Daily Readers  <b>SR MW LW TM DC MA</b></p> 	<p>To improve decoding skills.  To improve reading fluency.  To improve comprehension.  To develop a love of reading.</p>	<p>Children will read with an adult on a daily basis in school.  Children may also be part of a small group and will be read to by an adult.</p>
<p>Regular Readers  <b>SR MW LW TM DC MA</b></p> 	<p>To improve decoding skills.  To improve reading fluency.  To improve comprehension.  To develop a love of reading.</p>	<p>Children will read regularly with an adult – up to 3 times per week.  Children may also be part of a small group and will be read to by an adult.</p>
<p>5-minute Intervention  <b>SR MW LW TM DC MA</b></p>	<p>To consolidate a certain skill that has already been taught.</p>	<p>An adult will work with a child for a short period to go over key learning or to remind them of their target.</p>
<p>Pre-teaching  <b>SR MW LW TM DC MA</b></p>	<p>To introduce children to key concepts or vocabulary before they hear it in main lessons.  To help the child to make links to prior learning.</p>	<p>Children work with an adult so they feel more confident during the quality first teaching.</p>
<p>Overlearning group  <b>SR MW LW TM DC MA</b></p>	<p>To consolidate learning.  To check a child's understanding.</p>	<p>Children work with an adult to go over key concepts or vocabulary to check their understanding or to correct any misconceptions.</p>
<p>5-point scale  <b>SR MW LW TM DC MA</b></p> 	<p>To improve emotional regulation.  To reduce anxiety.  To identify behaviour and emotions.</p>	<p>Children work with an adult on identifying behaviours and associated feelings and emotions. They assign a number and list strategies to help at each stage.</p>

<p>Visual Timetable Support  <b>SR MW LW TM DC MA</b></p> 	<p>A visual schedule is helpful for breaking down a task that has multiple steps to ensure the teaching and compliance of those steps. It is also helpful in decreasing anxiety and rigidity surrounding transitions by communicating when certain activities will occur throughout the day or part of the day.</p>	<p>Children go through their daily timetable with an adult and discuss any anxieties they may have.</p>
<p>Nurture / emotion cards  <b>SR MW LW TM DC MA</b></p> 	<p>To identify emotions and feelings.  To broaden vocabulary.  To improve self-regulation.</p>	<p>Children will explain the emotions they are having, explain what the emotion is, describe times they have felt the emotion and or have seen others feel the emotion, and what to do after the emotion arises.</p>
<p>Self-regulation work / box  <b>SR MW LW TM DC MA</b>  <a href="https://www.youngminds.org.uk/young-person/blog/how-to-make-a-self-soothe-box/">https://www.youngminds.org.uk/young-person/blog/how-to-make-a-self-soothe-box/</a></p>	<p>To help a child to feel grounded and less anxious.  To help a child to take time out when their emotions are heightened.</p>	<p>A calm down box houses your child's favourite items that can help them self-regulate, regain a normal heart rate, and centre themselves. Calm boxes are focused on sensory exercises that can ground children by feeling, smelling, hearing, or practicing our breathing.</p>
<p>SALT – Speech and Language Therapy  <b>TM</b></p>	<p>To ensure that children get the best chance to develop their speech, expressive language,  To ensure the skills they already have are working well for them, whilst developing the new skills they need.  To develop personalised strategies to support a child's individual needs.</p>	<p>A speech and language therapist provides treatment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing. A member of school staff will support the child and will complete any follow up work with the child on a daily basis. A referral is needed to gain access to our SALT. Please speak to your child's class teacher.</p>
<p>NELI – Nuffield Early Language Intervention  <b>DC</b>  <a href="https://www.elklan.co.uk/NELI/">https://www.elklan.co.uk/NELI/</a></p>	<p>To develop children's language needs though early intervention.  To improve language and early literacy skills.</p>	<p>The programme involves a trained teaching assistant providing short small-group and individual</p>

		teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.
<p>Forest School  <b>MA</b>  <a href="https://forestschoollassociation.org/what-is-forest-school/">https://forestschoollassociation.org/what-is-forest-school/</a></p>	<p>To promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.</p> <p>Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.</p>	<p>Children will work in our outdoor area for around 2 hours, once per week with our trained Forest School Lead.</p>
<p>Equine Therapy / Time</p> 	<p><b>To help children discover more about themselves, develop new ways of thinking and change any negative behaviours.</b></p>	<p>Children have the opportunity to lead the ponies around a course on the school field, taking responsibility and enjoy a positive experience.</p>
<p>Sensory Circuits  <a href="https://www.youtube.com/watch?v=mFQ_rWM9Qdk">https://www.youtube.com/watch?v=mFQ_rWM9Qdk</a></p>	<p><b>To facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning.</b></p>	<p>The children will complete a circuit which should be an active, physical and fun activity that children enjoy doing. The aim is for children to leave in a calm state, ready for learning.</p>
<p>Sensory Corridor</p>	<p>Sensory hallways are designed as a <b>preventative measure, improving focus and preventing disruptive behaviours from occurring within the classroom environment.</b> After following the sensory path, students can return to the classroom focused and ready to learn.</p>	<p>Sensory activities to refocus a child to build on positive experiences and to increase the length of time on learning.</p>
<p>Heavy work  <a href="https://www.griffinot.com/the-mystery-of-heavy-work/">https://www.griffinot.com/the-mystery-of-heavy-work/</a></p>	<p>Heavy work is any activity that pushes or pulls against the body. They can assist children with sensory processing difficulties to feel increasingly centred and calm so they can focus on school tasks, home tasks, and play! Heavy work <b>assists to wake up the body and targets body awareness.</b></p>	<p>Children may walk with a backpack or carrying an object as a sensory task.</p>
<p>Sensory breaks  <b>SR MW LW TM DC MA</b></p>	<p>A Sensory Break is a designated portion of time that may <b>allow a</b></p>	<p>Sensory breaks also are beneficial for students that</p>

<a href="https://harkla.co/blogs/special-needs/sensory-breaks-classroom">https://harkla.co/blogs/special-needs/sensory-breaks-classroom</a>	<b>child to deescalate from the sensory stimulation of the classroom setting.</b>	benefit from additional movement or deep pressure input opportunities to help with focus, attention, and learning
Isometrics SR MW LW TM DC MA	To provide sensory input to help a child to focus their awareness with minimal disruption to others.	In an <b>isometric</b> exercise, a force is applied against a resistant <b>object</b> , so that even though tension builds in a specific muscle, there is no movement.
Phonological awareness SR MW LW TM DC MA	<b>To help children become prepared to learn how letters and sounds go together in words.</b> This makes it easier for them to read and write.	A child will work with an adult on specific things e.g. phonic sounds, syllables, rhyming word chains.
Read Write Inc SR MW LW TM DC MA <a href="https://home.oxfordowl.co.uk/at-school/">https://home.oxfordowl.co.uk/at-school/</a>	To build knowledge of phonics to help develop reading and writing.	Children work in assessed groups of children. They complete sound work, word level work and then reading and written work linked to the sounds they are learning.
Elklan TM	To help children reach their full potential through their speech, communication and language.	A specially trained member of staff will engage with your child to facilitate conversation, communication and language skills development.
Precision Teaching SR MW LW TM DC MA <a href="https://www.structural-learning.com/post/precision-teaching-a-teachers-guide">https://www.structural-learning.com/post/precision-teaching-a-teachers-guide</a>	To develop fluency and accuracy when reading words, spelling, letters, tables.	

***Please note that all interventions begin with a baseline starting point assessment and following any intervention, an end point assessment is carried out to indicate how much progress the child has made during the intervention. We will conclude whether the intervention has had impact and was right for the child and will record next steps. Staff delivering interventions keep an intervention log which records work covered in sessions and progress made by each child. This is monitored by the SENCO on a termly basis.***