



Interventions

Lessness Heath Primary School
Parent Workshop
Thursday 23rd February 2017

What are interventions?



- ▶ An intervention is a time limited programme that is explicitly taught on top of the classroom offer outside the classroom.
- ▶ Interventions are designed to accelerate and maximise progress, minimising gaps in performance.
- ▶ Interventions are delivered to either a small group of children or on a one-to-one basis.
- ▶ Interventions can be used as a form of evidence for further support
- ▶ Interventions are designed to accelerate progress in a specified area
- ▶ Anything bespoke or adapted in the classroom is Quality First Teaching.

When do interventions take place?



- ▶ Interventions take place outside of the classroom in an appropriate space.
- ▶ At Lessness Heath pupils do not participate in interventions during their English or Maths lessons (unless it is a 10 minute intervention).
- ▶ Interventions happen at least once a week and are non-negotiable.

How are children identified for an intervention?



- ▶ Termly tracking of pupil data.
- ▶ Pupil voice, parent voice & school awareness of pupil circumstance (SEMH).
- ▶ Discussion with class teacher and Senior Leaders at Pupil Progress meetings.
- ▶ Recommendations from outside agencies; Speech and Language therapist, Educational Psychologist, Pediatrician, Physiotherapist.

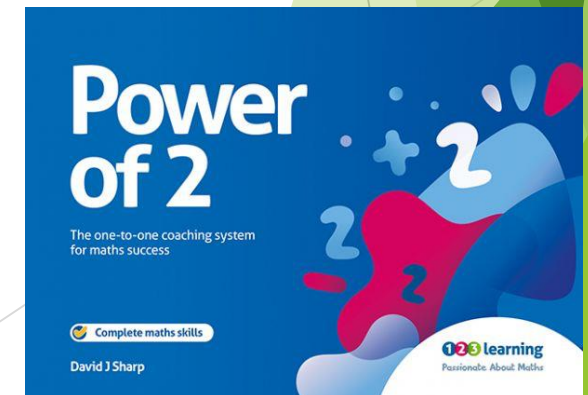
Interventions at Lessness Heath Primary School



- ▶ Interventions are planned and actioned in terms 1, 3 and 5.
- ▶ Interventions are reviewed in terms 2, 4 and 6.
- ▶ Class teachers and parents are given feedback regarding the impact of the intervention.
- ▶ Interventions are led by trained LPAs and the Deputy SENCo (Mrs Hearn, Mrs Ashley, Mrs Collins, Mrs Spiller) and our Therapeutic Play Specialist (Mrs Hannaghan)
- ▶ Interventions have been selected based on evidence of impact (National or Borough)

Plus 1 & Power of 2

- ▶ Daily Maths intervention
- ▶ 10 minutes, 1:1
- ▶ Pupil has to achieve each question three times consecutively to move on.
- ▶ Plus 1 focuses on counting forwards and backwards, adding and subtracting 10 and doubling and halving.
- ▶ Power of 2 puts into place the building blocks of number and develops skills with mental calculations.



Yes We Can Read

- ▶ Daily Reading intervention.
- ▶ 10 minutes, 1:1.
- ▶ Phonics based programme to develop reading for meaning.
- ▶ Unique photo-alphabet, well-spaced text and easy-to-read font printed on cream paper, this programme is ideal for learners with Dyslexia.
- ▶ Gentle and non-critical to establish self-belief and confidence - works through praise.
- ▶ Starts at the beginning with pictures for letters sounds, reader works at own pace.



Write Away Together



- ▶ Writing intervention.
- ▶ 1:1, 2x per week, 30 minutes. At least ten weeks duration.
- ▶ Helps children understand how they can improve their writing at word, sentence and text level.
- ▶ Praise, Improve (word/sentence/text), Plan model.
- ▶ Intervention based on classwork, which is then celebrated and then improved.
- ▶ Helps the child see himself/herself as the writer.
- ▶ Helps child see editing as a positive part of the writing process.

Individual Speech and Language Programme

- ▶ 1:1 or small group, 2x week.
- ▶ Programme set by Language Therapist (JCT or in-school) and delivered by trained LPAs.
- ▶ Acquisition and development of speech and language skills.
- ▶ Targets are continually reviewed. Progress discussed termly with Language Therapist - Pupil may then be discharged from speech and language or re-assessed for new targets.

Talk Boost



- ▶ Language intervention
- ▶ Small group, 2x week
- ▶ *Talk Boost KS1* is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills.
- ▶ These children often have difficulties with reading, writing, and spelling and are more likely to have behavioural issues (Talk Boost aims to improve attention, listening and communication skills).
- ▶ Structured programme (minimum ten weeks). The programme breaks the language down into 5 components: attention and listening, vocabulary, building sentences, telling stories and conversations.
- ▶ Weekly whole class activities are then taught in the classroom to build on intervention learning.

BLAST

- ▶ Speech and Language auditory programme.
- ▶ Boosting language auditory skills and talking.
- ▶ Used for nursery aged children.
- ▶ 30 consecutive sessions.
- ▶ 2-3 times per week, 15-20 minutes, small group.
- ▶ Receptive and expressive language, turn taking, listening, attention and social communication.
- ▶ Activities include the 'Hello song', listening to environmental sounds (like aeroplanes and motorbikes), listening to speech sounds and distinguishing between them, interactive storytelling, a language boosting activity and the 'goodbye song'.
- ▶ One thing I really like about the programme is the emphasis on every child succeeding, all the time. With mixed ability groups, this is achieved by giving children as many clues as they need to get the right answer or solution: the adult guides them to the point where they have practically given the children the right answer, but they still get to experience success from being the ones to come up with it in the end.
- ▶ "Every child succeeds with every activity!"

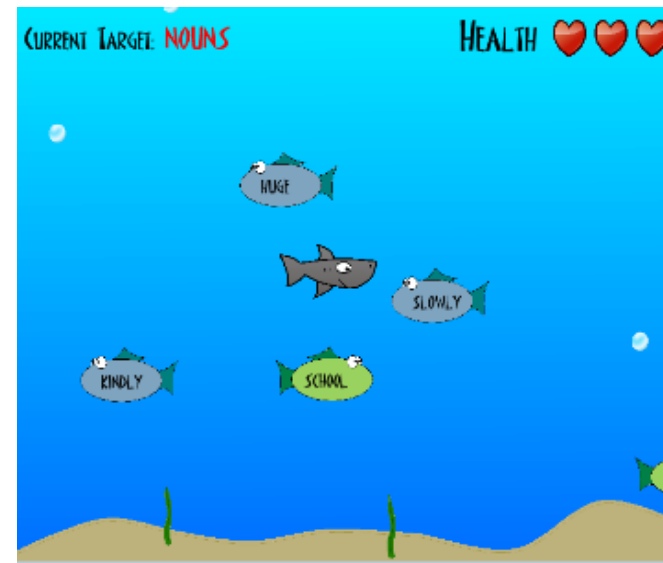
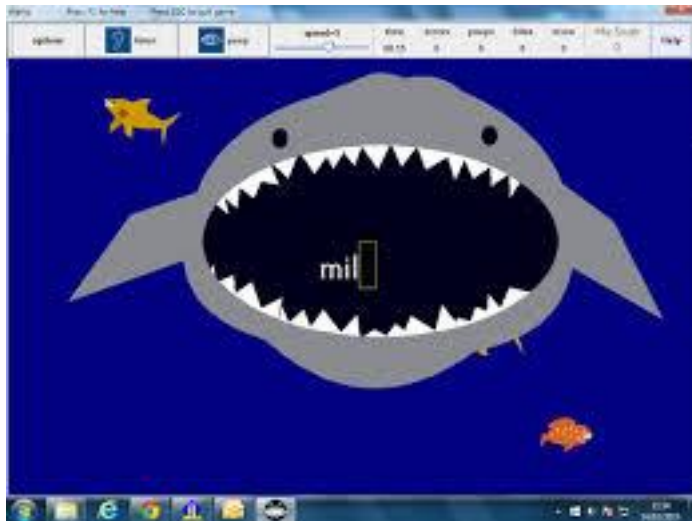


BLAST
BOOSTING LANGUAGE AUDITORY SKILLS & TALKING

WORD SHARK[®] v.5

Word Shark

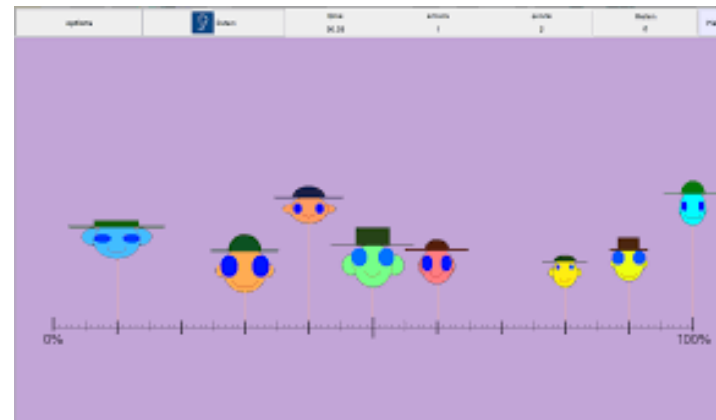
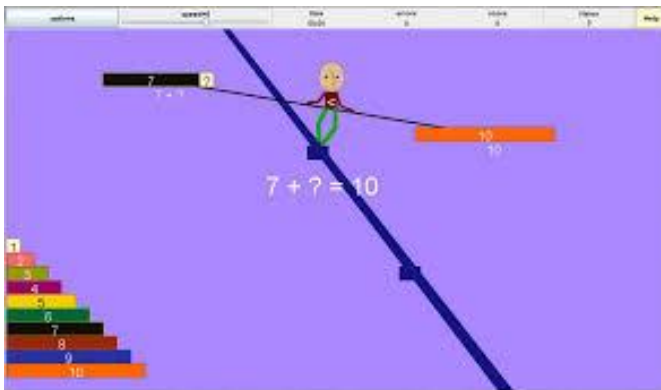
- ▶ More than 60 specially designed games to teach and to reinforce reading and spelling
- ▶ Different games include blending sounds into words for reading and also segmenting into sounds and syllables for spelling.
- ▶ <http://www.youtube.com/embed/MF8LQWYKS7c?autoplay=1>



Number Shark



- ▶ Number Shark is a computer program to help anyone improve their understanding and use of numbers.
- ▶ The program teaches and reinforces numeracy using a wide variety of carefully designed games.
- ▶ There are over 600 topics to choose from.
- ▶ The topics address each of the number operations + - x ÷ plus fractions, decimals and simple percentages, in very gradual steps. A section of graded word problems is included.

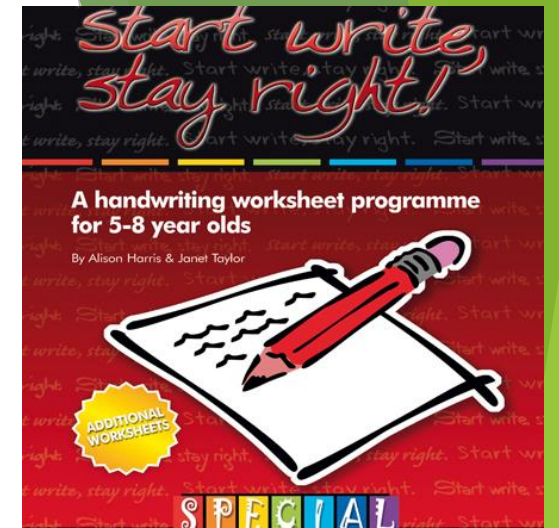


Jump Ahead

- ▶ Jump Ahead is a motor programme that all Bexley schools have been given (written by Occupational and Physiotherapy services).
- ▶ It is a structured, graded intervention to develop all the underlying movement skills a child needs for confidence and progress in the classroom.
- ▶ There are four stages in total and each stage takes at least a term to complete.
- ▶ Small group, 2x week
- ▶ Two terms of Jump Ahead required to be taught before a referral to Occupational Therapy can be made.
- ▶ Good motor co-ordination skills underpin the ability to listen, pay attention, do table top activities like writing, maths etc. and they help children with their social interaction skills with others.

Start Write, Stay Right

- ▶ Handwriting Intervention, cursive writing.
- ▶ 45 minutes, 1x week, small group
- ▶ Expectation from Bexley NHS to complete this (alongside Jump Ahead) before referring to Occupational Therapy (KS1)
- ▶ Weekly homework expectation.
- ▶ KS1 and KS2 group in school.
- ▶ Can be used when introducing handwriting or for helping older children resolve handwriting difficulties.



Touch Typing

- ▶ BBC Bitesize Dance Mat typing
- ▶ Small group, once a week
- ▶ When you can do it well, touch typing is the fastest way to write.
- ▶ Supports children with motor skill delays
- ▶ Provides children with an alternative method for recording.



ELSA

- ▶ Emotional Literacy Support Assistants (SEMH intervention)
- ▶ LPA's receive six days of additional training from educational psychologists on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up.
- ▶ Their role is to support children in school to understand and regulate their own emotions whilst also respecting the feelings of those around them.
- ▶ ELSA support is about developing a respectful relationship in which the young person is enabled to think about their situation without feeling judged or criticised. It is intended to be short-term purposeful support, usually to help develop new skills or coping strategies that enable the pupil to experience greater success.
- ▶ Children learn better and are happier in school if their emotional needs are also addressed.
- ▶ 1:1, 30 minutes 1x week, 12 week duration. Parental permission required.



Draw & Talk



- ▶ Drawing and talking is a safe, easy to learn method of working with children to help with underlying emotional difficulties that may be affecting their learning and behaviour.
- ▶ The core of the method is encouraging the children to draw with a person they feel comfortable with regularly at the same time each week, and this person asking some non-intrusive questions about the child's drawings.
- ▶ Over time, a symbolic resolution is found to old conflicts, old trauma is healed and the child becomes more able to control their behaviour and better able to access the curriculum.
- ▶ 1:1, 30 minutes per week. Led by trained LPA. Duration 12 weeks. Parental permission required.

Therapeutic Play

- ▶ **Play therapy** is a form of counselling that uses **play** to communicate with and help people, especially children, to prevent or resolve psychosocial challenges. This is thought to help them towards better social integration, growth and development, emotional modulation, and trauma resolution.
- ▶ Play toolkit can include, sand, water, clay, puppets, painting, storytelling...
- ▶ Gives children a safe space to allow the mind to heal.
- ▶ 1:1, 30-45 minutes, one session per week. Led by Kelly Hannaghan.
- ▶ 1:1 parent consultation at beginning and end of the intervention.
- ▶ Confidential.
- ▶ Measured for impact by SDQs.



Any questions?

- ▶ Please complete an evaluation form before you leave. We really value your feedback.