

Interventions Menu Autumn 2021



<p>In Class Academic Interventions</p>	<p>Your children’s teachers get to know your children really well as they go through the year. This includes the progress that they are making academically. Where children with SEN are making slower progress, a teacher may put them into a small group or work 1-1 with them to help them to continue to make progress. The teacher may also direct an LSA to complete daily tasks to support children who are having some academic difficulties. The adults in class keep a record of this intervention when it takes place. These interventions continue as long as is needed.</p>
<p>Nessy</p>	<p>Nessy is a computer-based intervention for children who have persistent literacy difficulties. It works on their phonics, spelling and reading skills. The children have access to the areas that they are working on in school and at home. They will be accessing Nessy on laptops in the classroom this year approximately 3 times a week. This intervention is in place for as long as needed.</p>
<p>Think Good Feel Good</p>	<p>Think Good Feel Good is a cognitive behavioural therapy intervention for children who need support to regulate their behaviours. They may be impulsive or struggling to manage big emotions which is leading to their behaviour instances escalating in school. This intervention is predominantly used for children on a neurological pathway such as ADHD and in some cases ASD. This is a 12-week programme and the children have 1-1 sessions.</p>
<p>Brick Club</p>	<p>Brick Club is a social skills club. It is a social skills programme based around building LEGO models in groups. The aim of the group is to help children to develop social interaction skills in a friendly, fun setting. Social interaction skills such as turn taking, collaboration, social problem solving, joint focus and communication are all key elements of the LEGO®-based therapy approach used in Brick Club. It can also support children with their emotional regulation and self-control skills. The groups set up for this intervention are reviewed each half term.</p>
<p>Memory Magic</p>	<p>Memory Magic is an activity programme to improve children’s memory skills. It looks to develop the children’s sensory, short term and long-term memory. The activities focus on visual, auditory and phonological memory. This intervention will take place in a small group and be approximately 4 times a week. This will be reviewed after 6-8 weeks.</p>
<p>Positive People</p>	<p>Positive People is a group intervention for children who are struggling with friendships, interactions with others, and confidence. It also looks at different types of families to explore children’s differences in a positive way to build their self-esteem and understanding of various life experiences. It looks at managing emotions and focuses heavily on positive social interactions. Positive People is going to take place on a weekly basis for one afternoon. The children will take part for a whole term after which this will be reviewed.</p>
<p>Emotional Literacy Support</p>	<p>This intervention is run by a qualified Emotional Literacy Support Assistant and is a 1-1 intervention taking place once a week. This intervention is focussed on building confidence and self-esteem, tackling anxiety and can address issues such as bereavement and significantly family changes. There will be a review of the children accessing this intervention on a half termly basis.</p>
<p>Drawing and Talking</p>	<p>Drawing and Talking is a non-intrusive intervention that takes place 1-1 on a weekly basis. It has been proven to support children and young people with their mental health giving them a safe space to share about their thoughts, feelings and lives. The programme is for 10 weeks.</p>
<p>Pupil Premium Support</p>	<p>Children who are pupil premium may be accessing some of the above intervention. However, some children who also require additional support are timetabled to have 1-1 support on a weekly basis. This could be across a range of areas for example one child’s session may be focussed on practicing a maths skill whereas another child might have an emotional check in session. We tailor this time so that it is focussed on a specific area of need for each individual child.</p>