

GUIDE TO INTERVENTIONS

AT NURSLING C OF E PRIMARY SCHOOL



Here are some of the interventions we offer in our school to provide support which is 'additional to or different from' the high quality, carefully differentiated and inclusive teaching.

For further information about our interventions, please contact your child's Class Teacher or the SENCO, Jenny Pearce, via the school office.

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Hampshire LOCAL OFFER

Our SEND provision at Nursling C of E Primary School forms part of Hampshire's Local Offer. The Local Offer contains impartial advice and support and details about our SEND provision, and that of other schools and agencies in our area. You can also seek further information from SENDIASS, the impartial Special Educational Needs and Disability Information, Advice and Support Service.

Useful links:

- **Hampshire Local Offer:** <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
- **Southampton Local Offer:** <https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page>
- **Hampshire SENDIASS:** www.hampshiresendiass.co.uk
- **Southampton SENDIASS** <https://www.southamptonsendiass.info/>

Speech, Language and Communication Needs (SLCN):

This area of need includes children with difficulties with speech and language, some which may resolve as the child develops and pupils with Autism Spectrum Conditions as they can have difficulty in social interaction and communication.

Further Information can be found at:

Autism: www.autism.org.uk/about-autism <https://www.autismhampshire.org.uk/>

Speech and Language: <https://www.afasic.org.uk/about> <https://what0-18.nhs.uk/solent/therapies>

Alternative communication: <https://acecentre.org.uk>

Our Speech and Language Support Assistant (SALSA) Mrs Humphries, has worked with individual children on their speech development for many years, following programmes given her to the school (based on the Solent Therapy Resource Pack) and our outside Speech and Language Therapist, Georgia Pace. Mrs Humphries mainly works with children in Year R and KS1. Informal training has also been provided by Hampshire Specialist Teacher Adviser Communication and Interaction Team to support our higher need pupils in class.

Interventions:

- **Speech and Language Therapy (SALT)** programmes are reviewed, agreed and set with our attached Speech and Language Therapist. Our SALSA and/or class LSA are trained by our Speech and Language Therapist to work with the children 3x per week for approximately 10 mins and the children play lots of games to target specific skills. This can often include cued articulation to help children see how to develop their speech sounds.
- **Narrative Therapy:-** small group activities to improve vocabulary, sentence structure and listening skills. This is led by our SALSA and/or class LSA to focus on language development. The children usually work in small groups on a weekly basis for 20 mins

Cognition and Learning

This area of need includes pupils with Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties. A child with Specific Learning Difficulties (SpLd) may have difficulty with one or more aspects of learning. This includes a range of learning difficulties such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia

At SEN Support level, children with Cognition and Learning needs will typically have fallen behind their peers and age-related expectations significantly. Progress will invariably be slow and generally this will be across a range of subjects.

Children with Cognition and Learning needs may receive pre-teaching and consolidation on 1:1 basis or within small groups as part of high quality teaching. They may also need the opportunity to over-learn skills and knowledge as they may have a poor short term or working memory and/or slow processing skills. Doing things in different sensory ways - visually, aurally, orally and kinaesthetically helps make new learning more secure.

Further information can be found at:

ADHD at: www.addiss.co.uk

Dyslexia at: www.bdadyslexia.org.uk www.hantsda.org.uk

Dyscalculia at: www.ncld.org/types-learningdisabilities/dyscalculia

Dyspraxia at: www.dyspraxiafoundation.org.uk

Interventions:

- **Bear Necessities**:- This programme is led by the class LSA and gives pupils extra support in the basics of learning to read at least 3x 10 mins per week on 1:1 basis. Skills are carefully built from the bottom-up, with vast amounts of over-learning.
- **Phonics groups**:- This is carried out by our LSAs in class with small groups of children to reinforce phonics using a variety of different teaching methods. Typically 2x10mins weekly .
- **SOS spelling**:- This is carried out by our LSAs in class and is a small group activity to teach children a method for learning and remembering words they are struggling to spell using different multisensory approaches. This is led in class by LSA and typically would be 3x 10 min sessions lasting 5-10 mins weekly and reviewed each term.
- **Wordshark**:- This is a computer programme that uses multi-sensory games and personalised structured word lists to support spelling in KS2. It is used within class and under the guidance of the class LSA, dual reading with the class LSA with an emphasis on comprehension with questions for discussion at the end of each book. Typically, 2x times weekly for 15-20 mins.
- **Daily Reading**:- The Class LSA uses the approach of Paired Reading with individuals who need more support, encouragement and/or modelling when reading aloud. The adult and child read together to encourage fluency and expression and when the child is confident they carry on independently. As soon as the child makes a mistake the adult joins in again until child is able to carry on independently. With this approach, you do not stop and focus on mistake, improving the child's fluency and comprehension. Typically, 5-10 mins weekly.
- **Precision Teaching**: This is carried out by the LSA in class and helps pupils learn letter sounds, sight vocabulary as well as times tables and other number facts. It is a 1:1 intervention and the child usually has at least 3x per week lasting approximately 10 minutes. The LSA uses a multisensory approach to teach the necessary skills and then improve the speed of application. Each session, the child plays a game to learn/revise the skills and then is timed for 1 minute as they complete a 'precision grid' so progress can be monitored

Social Emotional Mental Health (SEMH)

Poor emotional and mental health affects a significant number of children and young people. Almost 1 in 4 children and young people show some evidence of mental ill health (including anxiety and depression). There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances. This area also includes pupils with Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD) which can seriously affect a child's concentration, behaviour and learning.

Further information can be found at:

HAMPSHIRE CAMHS: <https://hampshirecamhs.nhs.uk/help/parents-carers>

SOUTHAMPTON CAMHS: <https://www.solent.nhs.uk/our-services/services-listings/child-and-adolescent-mental-health-service-camhs-southampton/>

Hampshire Primary Behaviour Service: [Primary Behaviour Service - Parents \(hants.gov.uk\)](http://hants.gov.uk)

Interventions

- **ELSA:**– Emotional Literacy Support. Individual or small group sessions with our two trained Emotional Literacy Support Assistants (ELSAs), Miss Bond and Mrs Corney, to provide emotional support, develop independence, teach friendship skills etc. They also lead Social Communication groups – to develop children's understanding of social interaction. The intervention is usually once a week for half an hour and reviewed on half termly basis. Our ELSAs also run lunchtime friendship/games group. Priority is always given to pupils with identified needs but others are always welcome!

FEIPS - FEIPS Practitioner is a specially trained member of staff who can offer a young person time to talk about difficult issues in a safe and supportive environment. They will have regular 30 min sessions for a targeted period of time, The FEIPS Practitioner facilitates a helping conversation using counselling practices.

- **LEGO Therapy:**– led by our ELSA, Mrs Bond, LEGO therapy is a social skills intervention for school-age children based around collaborative LEGO play. The intervention is for groups of three pupils, is once a week and typically lasts for a half term. A typical Lego therapy session would challenge the pupils to build a LEGO set together with specific roles; one child acts as the “engineer” (describes the instructions), one is the “supplier” (finds the correct pieces) and the other is the “builder” (puts the pieces together). Each child has to communicate and follow social rules to complete the Lego build. Each activity requires verbal and non-verbal communication, collaboration, joint problem solving, joint creativity and joint attention to the task. Children would play their role for a certain length of time, or a certain number of steps in the instructions and then swap around. This can help joint attention, turn taking, sharing, joint problem solving, listening and general social communication skills
- **Play Therapy:**- our play therapist, Loretta Murphy, helps children to express their emotions, improve their communication, and solve problems. Play therapy builds on children's natural ability to express their feelings and resolve conflicts through play. This intervention is once a week and lasts approximately 30-40mins and regular review meetings are held with parents so the therapist can offer practical strategies to help support you child.

Sensory and Physical

This area includes pupils that have disability which prevents or hinders them from making use of the educational facilities generally provided and may fluctuate over time. This includes pupils with hearing impairment, vision impairment and physical disability which require ongoing support, equipment and/or adaptations to the environment and curriculum to access all the opportunities available to their peers.

At SEN Support level, we seek advice from the Hampshire's Specialist Teachers Advisory Service (STAS) to support these children e.g. make reasonable adjustment such as specialist equipment or adapted keyboard to ensure their full participation in our curriculum and wider life of the school. The Solent NHS therapies pack also provides programmes and strategies written by the Solent children's therapy team to support pupils with gross and fine motor skills and skills for living and learning.

Further information can be found at:

Solent Therapy: <https://what0-18.nhs.uk/solent/therapies>

STAS: <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/specialistadvisory/resources>

Interventions:

- **Fine Motor Skills:**— all children in Year R follow a programme to develop fine motor skills, following this some children need additional support to develop good posture, hand/arm muscles for handwriting and good pencil control. Children may be involved in small group work called Clever Hands this is a programme of activities and exercises developed by Occupational Therapists and Physiotherapists to develop and improve fine motor control.
- **Write from the Start:**— Write from the start is a fine motor control programme that is used in KS1 and lower KS2. It helps to develop: Hand and eye coordination, Spatial organisation, correct letter and numeral formation and orientation, consistency in size of writing. It is typically delivered in a small group weekly 5-10 min sessions in class by the class LSA.
- **Speed Up Handwriting:**— This is an 8 week kinaesthetic programme to develop fluent handwriting (Year 3 and up) that is delivered by the class LSA in 30 mins sessions on a weekly basis.
- **Dance Mat Typing:**— This is an online programme to teach children touch typing and key board skill that is delivered within class and led by the class LSA. It typically lasts 5-10 mins at least 3 times a week that is reviewed on termly basis.
- **Gross Motor skills:**— 1:1 or small group intervention using Solent Therapy ABC and Clever Bodies Programmes- developed by Occupational Therapists and Physiotherapists, which develops children's gross motor skills e.g. balance, ball skills and motor planning/coordination through regular practice of key skills e.g. throwing and catching, developing balance and coordination These sessions follow 6 weekly programmes that can be stand alone or incorporated into PE lessons.
- **Sensory or Movement Break:**— This is not an intervention but regular daily opportunities for individuals to regulate their sensory needs through a variety of activities developed by Occupational Therapists.
- **Sensory Circuit:**—This helps our pupils to focus their concentration in readiness for learning and develop their sensory processing skills. A sensory circuit includes an alerting section to with activities that work muscles and joints, an organising section with activities that require motor/ sensory processing, balance and timing and calming section so children are ready to return to class calm and ready to learn. This is on daily basis, for approximately 15 mins, and is reviewed on a termly basis.