

Interventions Menu

Not all interventions are run at all times, however many of the intervention within the menu below are run regularly.



COMMUNICATION AND LANGUAGE			
Intervention/support	Who is it for?	How long is the intervention/support?	What is the intervention for/about?
Language for Thinking programme	Children with verbal reasoning difficulties and/or delayed language skills and/or speech and language difficulties	10-15 sessions	The intervention is used to develop children's language from the concrete to the abstract. While most children develop verbal reasoning skills with relative ease, others find it more challenging. Verbal reasoning is particularly difficult for children who are recognised as having delayed language skills, specific language impairment, Autistic Spectrum Disorder (including Asperger's Syndrome), pragmatic language impairment or moderate learning difficulties. Children with less obvious oral language difficulties may begin to struggle when they start to read.
Communication and Play	Children who struggle to make friendships and to communicate	3 weekly sessions Half a term in the first instance	Communication and play is an intervention to support children who struggle to make friendships and communicate effectively. It also supports: <ul style="list-style-type: none"> • <i>Developing and fostering children's friendships</i> • <i>Communication</i> • <i>Understanding emotions and appropriate behaviour in a school environment</i> • <i>Forum for children to share worries or concerns</i>
Let's Talk	Children who have difficulties in communication and language	10 weekly sessions	Let's Talk is a language based intervention which provides strategies which are successful in supporting children in a small group which is then incorporated into the classroom. Let's Talk provides the children with: <ul style="list-style-type: none"> • <i>A Stress free environment</i> • <i>Opportunity to talk</i> • <i>Time to process</i> • <i>Activities to aid understanding</i> • <i>Practise and extend understanding</i> • <i>Enhance self-esteem</i>
PORIC	Children with a poor descriptive vocabulary	For half a term in the first instance	PORIC provides a wealth of ideas to assess and develop the linguistic concepts (descriptive vocabulary) needed to access the Foundation and Key Stage 1 curricula. It is based on the core vocabulary and linguistic concepts incorporated in Ann Locke's 'Living Language' programme which underpins most of the Maths and Science curricula in all four countries of the UK. It is an invaluable resource for staff supporting children who need more help to learn these important words.
Colourful Semantics	Children with a reduced vocabulary, who struggle with word order or who have speech difficulties	For half a term in the first instance	This is a therapy technique which uses colour coded cards to help children to learn the important elements of a sentence, and how to join them together in the correct order. The intervention is used: <ul style="list-style-type: none"> • <i>To teach the possible structure of sentences using colour coding and Question words.</i> • <i>To develop/consolidate the understanding of "wh" questions i.e. Who, What,</i>

	Children learning English as a 2 nd language Visual learners		<p><i>Where</i></p> <ul style="list-style-type: none"> • <i>To develop the use of sentences containing:</i> <ul style="list-style-type: none"> ▪ <i>A subject the girl</i> ▪ <i>A verb is eating</i> ▪ <i>An object an apple</i> ▪ <i>A place in the kitchen</i> • <i>To increase the range of verbs used</i>
Speech & Language therapy plans	Children who are under the Speech and Language Therapist for specific speech difficulties	Daily input for 5-10 minutes depending on need	Children in school who are under the Speech and Language Therapist will have a Speech and Language Therapy Plan in place (where appropriate) and this will be supported in school as well as at home.
EAL / New Arrival Focus groups	Children who are new to English and need to acquire basic language skills	Daily sessions For half a term in the first instance	High Levels of New Arrival children who are both new to school, to English and very often to this country, are supported through a daily English intervention of support at their early levels of English. This is to develop a basic understanding of the English language including giving the very new to English pupils survival language in English, supports vocabulary development and encourages active participation and communication in a small safe and secure group environment.
Speech and Language programme	Children with specific speech and language needs	Personalised to the need of the child	Individual pupils requiring a more personalised curriculum tailored to their specific need will have support in developing basic language and vocabulary through fun and engaging activities to enable them to communicate with confidence with adults and peers in school. This may take a variety of forms.
MEMORY SKILLS			
Memory Fix programme	Children with memory difficulties	4 weekly sessions Half a term in the first instance	<p>Memory Fix is a collection of short, focused games and activities, each of which addresses a specific aspect of memory and suggests strategies that might help children to improve their performance in class. Memory Fix develops visual, auditory and phonological memory</p> <p>The programme helps children to develop strategies to improve their short term and working memory and this can impact on their work in the classroom, particularly in terms of attainment, attention and self-esteem.</p>
Auditory and Visual Memory skills programme	Children with short term memory difficulties	Twice weekly for 30 minutes per session Half a term in the first instance	Develops children's visual and auditory memory skills through a range of different activities and tasks, encouraging the children to use strategies to aid memory when recalling.
SPECIALIST SUPPORT			
Dyspraxia Programme	Children with fine and/or gross motor coordination	3-4 sessions per week Half a term in the first instance	<p>The Madeline Portwood intervention supports children with fine and/or gross motor coordination. It may also affect a child's speech. The programme is used to:</p> <ul style="list-style-type: none"> • <i>Develops self esteem</i> • <i>Improve attainment within the curriculum</i> • <i>Remediation activities to develop perceptual and motor skills including:</i> • <i>Finger, hand and arm movements</i>

			<ul style="list-style-type: none"> • <i>Hand-eye co-ordination</i> • <i>Foot-eye co-ordination</i> • <i>Balance</i> • <i>Whole-body co-ordination</i> • <i>Sound and movement</i>
SOCIAL, EMOTIONAL AND MENTAL HEALTH			
Social Skills groups	Children who struggle to make appropriate friendships and need to develop self-esteem/self-confidence	Weekly session Half a term in the first instance	<ul style="list-style-type: none"> • <i>Promote self-esteem and self confidence</i> • <i>Promotes and develops team work</i> • <i>Promotes positive peer relationships</i>
Funtime	Children who have difficulty with social skills, emotions and communication	Daily sessions for a term in the first instance	<p>Fun Time' uses small group situations with activities for developing talking and social skills, attention and listening for children who need extra support in these areas. Children can enjoy and benefit from this adult support in a friendly, purposeful atmosphere. Most children learn to relate to other people naturally through playing with adults and other children. They learn that communication between two people requires:</p> <ul style="list-style-type: none"> • <i>eye contact</i> • <i>turn taking</i> • <i>attention and</i> • <i>listening</i> <p>Some children may have difficulties in the following areas:</p> <ul style="list-style-type: none"> • <i>waiting</i> • <i>using other children's names</i> • <i>anticipation</i> • <i>making choices</i> • <i>asking for help</i> • <i>coping with winning and losing</i> • <i>sitting in a circle next to others</i> • <i>limited vocabulary</i> <p>For some children these skills don't come naturally and need to be taught. Learning through play and enjoyment in a structured, safe and fun session can be a good way for children to experience and practise these skills.</p>
Emotional Literacy – Feelings programme	Children who have difficulty understanding and expressing emotions	Dependent on the emotional needs/understanding of the child	The intervention supports children who have difficulty understanding and expressing emotions. It develops a greater understanding through discussion, role play, drawing and emotive work with the pupils.

		45 minute weekly session	
Volcano in my Tummy Anger Management programme	Children who have difficulty in self-regulating their behaviour, anger and emotions	Weekly sessions A term in the first instance	Helps children understand and deal constructively with their anger and give appropriate strategies to enable them to self-regulate.
Starve the Anger Gremlin	Children who have difficulty in self-regulating their behaviour, anger and emotions	Weekly sessions A term in the first instance	Based on cognitive behavioural principles, this intervention uses fun and engaging activities to teach children how to manage their anger by changing how they think and act – getting rid of their Anger Gremlins for good!
Starve the Anxiety Gremlin	Children who need help to understand and manage their anxiety	Weekly sessions A term in the first instance	Based on cognitive behavioural principles, this workbook uses fun and imaginative activities to teach children how to manage their anxiety by changing how they think and act – getting rid of their Anxiety Gremlins for good!
Play Interaction	Children with ASD Children with social and emotional needs	Weekly sessions A term in the first instance	The Play Interaction intervention is used to support children who have been diagnosed with Autistic Spectrum Disorder (ASD). However it is also a programme which can be used to support children with social and emotional needs in a safe and secure positive environment. Play Interaction: <ul style="list-style-type: none"> • <i>Focuses on the role of play in social and academic development</i> • <i>Develops and fosters peer to peer friendships</i> • <i>Develops self-esteem and self-confidence</i>
Theraplay Activities	Children who are withdrawn, passive, or depressed, children who are overactive or aggressive, children on the autism spectrum, and those afraid of relating or attaching because of adoption, losses, or trauma	Weekly sessions Half a term in the first instance	Theraplay is a child and family therapy for building and enhancing attachment, self-esteem, trust in others, and joyful engagement. It is based on the natural patterns of playful, healthy interaction between parent and child and is personal, physical, and fun. Theraplay interactions focus on four essential qualities found in parent-child relationships: Structure, Engagement, Nurture, and Challenge. Theraplay sessions create an active, emotional connection between the child and parent or caregiver, resulting in a changed view of the self as worthy and lovable and of relationships as positive and rewarding. The school carried out the activities with pupils needing the intervention and support. <ul style="list-style-type: none"> • <i>Nurturing activities to re-inforce the message that the child is worthy of care</i> • <i>Structuring activities to organize and regulate the child's experiences</i> • <i>Engagement activities to connect with the child in a playful and positive way to focus intently on the child, encouraging the child to enjoy new experiences</i>
Nurture Group	Children who have social and emotional difficulties and who need the opportunity to develop self-esteem and self-confidence	3 days per week whole afternoon sessions For two to three terms	Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. Nurture groups are classes of between 6-8 children from Year 3 currently. Each group is run by two members of staff. Children attend nurture groups but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within two to three terms. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role

			modelling, demonstration and the use of gesture as appropriate. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy. Food is shared at 'breakfast' or 'snack time' with much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to.
Lego Therapy	children with ASD (Autism Spectrum Disorder) and related social communication difficulties	One session per week (1 hour max.) As long as the 'therapist' deems it necessary	Lego Therapy includes the presence of a 'therapist' who guides the children and encourages them to address and resolve their problems. Through Lego Therapy, children can learn to communicate with others, express their feelings, change their behaviour, develop problem-solving skills and develop a relationship with the world around them.
Drawing and Talking Therapy	Children who need support with their social, emotional and mental health needs	One session per week (20mins – KS1 / 30mins – KS2) For 12 weeks	Drawing and Talking therapy is based, directly, on Dr John Allan's Serial Drawing Technique which he has used in his clinical work with children – both 'normal' children in classrooms and those traumatised by abuse, emotional neglect and terminal illness. This intervention will be used either prior to or post-Play Therapy if it is felt a child needs further support for their social, emotional and mental health needs.
Play Therapy	Children with whom we may need to prevent or resolve psychosocial challenges	Weekly sessions of 40 minutes As long as the Play Therapy Practitioner deems it necessary	<p>Play therapy is a form of counselling or psychotherapy 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.</p> <p>Play therapy can also be used as a tool of diagnosis. A play therapist observes a child playing with toys (play-houses, pets, dolls, etc.) to determine the cause of the disturbed behaviour. The objects and patterns of play, as well as the willingness to interact with the therapist, can be used to understand the underlying rationale for behaviour both inside and outside of therapy session.</p> <ul style="list-style-type: none"> • <i>Better communication</i> • <i>Self-regulation</i> • <i>Happier</i> • <i>Respect</i> • <i>Self-worth</i> • <i>Confidence</i> • <i>Academic & Attendance improvement</i> • <i>Problem finding solutions</i> • <i>Empathy</i> • <i>Social skills</i>