



WEST BYFLEET INFANT SCHOOL

INTERVENTION INFORMATION

Cognition and Learning: Literacy

The Five Minute Box is a multi-sensory phonics programme which enables the early identification of potential specific learning difficulties. The Box provides secure basic skills for reading, spelling and writing thus maintaining self-esteem and a more positive attitude. Although the basic skills needed by a child to learn to read and write are covered in all Reception classes, there are always a group of children who struggle with the pace of learning. This may be due to dyslexic type difficulties, or to a slower rate of learning. It may be due to a child having had absences from school for illness. The Five Minute Box is designed to supplement the teaching of these skills by giving as much time as each child needs to acquire them. The skills are separated into different areas, so that a child can make progress in one area, while still being allowed time to completely master another area at a slower pace.

Letter recognition: Ensures children are able to recognise all 26 graphemes in their written form.

Letter formation: Ensures that children are able to form all 26 graphemes fluently and with confidence

Developing Oracy Skills: Aims to develop the oral language skills of children by focusing on listening, attention and basic vocabulary. It also develops the strategies that children use to promote their own learning, boosting confidence and self esteem.

Phonological Awareness Programme: Trains children to fine tune their hearing so that they can blend phonemes for reading and segment them for writing. Phonological awareness development usually occurs naturally as part of a child's normal development as exposure to language increases. The development of phonological awareness follows a predictable series of stages:

- Awareness of rhythm (ca-ter-pill-ar etc)
- Awareness of rhyme (mat, cat, that, hat etc)
- Ability to break words into onset and rime (p-in, th-in, gr-in etc)
- Ability to Isolate of sounds in words (/ch/o/p)
- Ability to Blend sounds into words for reading (/f/l/a/p/ → flap)
- Ability to Segment words into sounds for writing (shop → /sh/o/p)
- Manipulation of sounds within words (e.g. change the /a/ in pan to /i/ to make pin etc)

Word Building: Gives children with secure phonological awareness the ability to apply their skills to building words both orally and in writing.

Core Word Recognition: Ensures children are able to recognise key words on sight. This strategy is particularly useful for children who are not motivated to read as a result of lack of phonological awareness. Also useful for children who have dyslexic tendencies.

Core Word Spelling: Gives children the opportunity to develop their key word spelling to help with fluency and confidence in writing. Again, this can be a useful strategy for children who have tendencies toward dyslexia or who have poor phonological awareness.

Developing Written Language Skills (DWLS): A highly structured programme focusing on and extending a child's ability to generate and write a sentence using the SVO (sentence, verb, object) structure. Sessions build up in complexity so that by the end of the programme the child will have an awareness of adjectives (describing words), adverbs ('ly' words), connectives (but, then, so etc), pronouns (he, she, it, me etc) and prepositions (on, under, through etc).

Fischer Family Trust (FFT): An early intervention for children in Year 1 & 2 who have difficulties learning to read and write. The aim of FFT Wave 3 is to accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class /group teaching. FFT Wave 3 can be used with year groups other than Year 1, although texts will need to be adapted for different maturity levels.

Cognition and Learning: Numeracy

The Number Box: To understand number concepts, it is vital that children have no gaps in their understanding. The aim of The Box is to allow children to access the daily maths lesson in class with continued support of practical resources, whilst working through their individual programme on The Box in 1:1 time, to ensure that they have a complete understanding of all the stages.

Number Recognition: Gives children opportunity to revise recognition of written numerals.

Number Sequencing: Gives children opportunity to develop their understanding of number order.

Number Formation: Gives children opportunity to practise number formation.

Number Problems (addition and subtraction): Gives children opportunity to practise single and two-digit addition using a range of strategies. The above number concepts must be mastered before number problems can be attempted successfully by the child. Year Two children may spend time developing skills involved in solving worded problems.

Closing the gap with Numicon: This kit has been designed specifically for pupils of any age who are experiencing significantly greater difficulty learning mathematics than the majority of pupils of their age. The aim of the Kit is to enable all pupils to have a positive experience of learning mathematics and to develop the sound foundation of basic number understanding that is essential if they are to achieve their individual potential. This Kit is suitable for use as a Learning Intervention Programme and also for pupils who have special needs. It is well documented that pupils with SENs learn most effectively through multi-sensory teaching; Numicon's emphasis on doing and seeing, alongside speaking and listening, capitalises on pupils' visual and kinaesthetic strengths throughout the teaching activities.

Cognition and Learning: Processing

Developing Auditory Memory: Gives children opportunity to develop their ability to recall information that has been given orally. This will aid their ability to follow instructions and sequence information correctly.

Developing Working Memory: Helps children develop their ability to 'hold on to' and use several pieces of interrelated-information.

TEACCH approaches for building independence: TEACCH is a strategy originally used to develop independence in children with communication difficulties including Autism Spectrum Disorders. The principles and concepts guiding the TEACCH system can be summarised as:

- Improved adaptation through the two strategies of improving skills by means of education and of modifying the environment to accommodate difficulties
- Assessment for individualised programmes: unique educational programmes are designed for all individuals on the basis of their abilities.
- Structured teaching: it has been found that children with autism benefit more from a structured educational environment than from free approaches.

Staff working with children using the TEACCH approach are given regular training via agencies such as Freemantles and Speech and Language Therapy.

Communication and Interaction: Speech & Language

Talk Boost: is a targeted and evidence-based intervention, which supports language delayed children, who would not usually qualify for specialist help, to make significant progress with their language and communication skills. Each session draws on four activities that cover the key components of language – Listening & Attention, Vocabulary, Sentence Building, Storytelling and Conversations. Children are taught in small groups three times a week by trained Teaching Assistants for a 10 week period. The intervention has been shown to have an impact on progress in reading.

Talk About Pictures: 'Talkabout Pictures' encourages pupils with poor listening skills to listen attentively by focusing in on a colourful scene. Questions are then asked about the picture and can be used to develop many different areas of speech and language. It is particularly helpful for those with poor expressive speech, poor receptive language or poor reasoning skills.

Building Auditory Discrimination Skills (BADS): Auditory discrimination is the ability to hear and differentiate between sounds in words (ship as opposed to sip). It is very closely linked with phonological awareness. Children with poor Auditory Discrimination skills often find it difficult to pick key pieces of information out of instructions given orally. BADS helps children develop this skill by giving very simple instructions for the children to follow (colour the cow blue). The complexity of instructions increases as the programme moves on (colour the dinosaur next to the tree who is wearing a hat, red). The programme is also very good for children who struggle with Auditory Processing; that is the ability to hear an instruction given orally, understand what has been asked and decide how best to follow the instruction.

Language for Thinking (LFT): A programme designed to develop verbal reasoning in children with specific language impairment, Autistic Spectrum Disorder, pragmatic language impairment or moderate learning difficulties. The programme provides a range of pictorial and verbal scenarios that, through questioning, are used to develop children's understanding of language from the concrete to the abstract. Question sheets are carefully structured to promote children's development of inference, verbal reasoning and thinking skills. There are three parallel assessments of spoken and written language which can be used to assess each child's starting level and then to monitor progress.

Time to Talk: The programme is designed to develop oral and social interaction skills for Reception and Key Stage One. Activities within the programme aim to help children to develop the "rules" of interaction with the help of the character Ginger the Bear, who features in all the sessions. Skills taught include: eye contact; taking turns; sharing; greetings; awareness of feelings; giving; following instructions; listening; paying attention; and play skills.

Semantic Links: A highly individualised vocabulary development tool used for children with delayed language. The programme works on differing levels of vocabulary starting with common nouns and regular verbs with picture/symbol support, building up to developing sorting and classification of words, word groups and categories. The aim of the programme is to develop children's ability to use vocabulary confidently whilst developing an awareness of how words work together to express meaning at increasingly sophisticated level.

Teaching Children to Listen: 'Teaching Children to Listen' outlines a small group approach to improving listening skills. It begins by looking at why listening skills are important and how to overcome barriers to achieving them, before pinpointing the behaviours that children need to learn in order to be a good listener. Through small group sessions, children are encouraged to identify and practice the skills involved in being 'a good listener'

LEGO Therapy: LEGO Therapy takes advantage of the inherently rewarding nature of LEGO activities for many children with ASD. The approach uses a number of important elements:

- Children participating first learn a set of clear 'LEGO Club' rules and develop LEGO brick building skills, including collaborative building, in individual therapy.
- They are then introduced to a group of peers, including some group members who do not have social skills deficits.
- The group meets on a weekly basis for 25 minutes and during that time engages in collaborative LEGO brick building activities and other projects, tailored to the skill level of the participants.
- The tasks are analysed and different responsibilities are assigned to group members (typically these roles are engineer, supplier and builder).
- The team works together to assemble the project with an emphasis on verbal and non-verbal communication, joint attention and task focus, collaborative problem-solving, sharing and turn-taking

Attention Autism: Attention Autism' was developed by specialist speech and language therapist, Gina Davies. The approach is based on:

- An understanding of the 'typical' attention levels and development of infants
 - This enables us to think about where the child is at with their attention and communication development and what to work on next.
- The common strengths of people with autism
 - We know that people with autism are visual learners and have good visual skills; therefore, we should use visuals and pictures to share a message, reduce anxiety and add structure. We must also ensure we demonstrate an activity first, as well as modelling how to take part in an activity. This aids the children's understanding of what they need to do.
- The characteristics of autism
 - Including difficulty with social communication, interaction, rigidity of thought and sensory processing differences.
- The knowledge that successful communication is dynamic, motivating and fun!
 - As Gina says, we must "offer an irresistible invitation to learn".

The Attention Autism activity structure is divided into 4 parts:

- Stage 1: Attention bucket (to focus attention)
- Stage 2: Attention builder (to sustain attention)
- Stage 3: Interactive game (to shift attention)
- Stage 4: Individual activities (to focus and sustain attention in a group, then transition shifting attention to individual activity and then refocus on the group)

Sessions last around 20 minutes and are run x3 weekly. Each child in the group is supported on a 1:1 basis.

PORIC Approach: The PORIC approach is used to teach children concept vocabulary in a highly structured, individualised manner.

PECS (Picture Exchange Communication System): PECS is an alternative communication intervention package for children with autistic spectrum disorder which focuses on the initiation component of communication. PECS begins by teaching a child to give a picture of a desired item to a 'communicative partner' who immediately honours the exchange as a request, and goes on to teach discrimination of pictures and how to put them together in sentences.

Physical and Sensory: Fine Motor Skills

FMS Activities: FMS activities work to develop dexterity and muscle tone focusing primarily on the thumb-forefinger pincer grip which enables proficient pencil control. There are a huge number of activities within this area of intervention: timer games using tweezers to pick up and put down small objects (pasta, beads, counters etc), timer games using pegs on a washing line, hama beads, small jigsaw puzzles, lego, colouring small, intricate patterns, finger painting, plasticine modelling etc. There are LOADS of boxes in the Rainbow Zone containing a huge range of FMS activities.

Write From The Start: A programme made up of three work books, which aim to develop the muscles of the hand so that children gain the necessary control to produce letter forms. In addition, the programme also targets the perceptual skills required to orientate and organize letter and words on the page. The programme contains over 400 graded exercises and activities to develop hand-eye co-ordination, form constancy, spatial organization, figure-ground discrimination (the ability to distinguish an object, shape, word, or letter from the background in which it is embedded), orientation and laterality (left-to-right movement of writing).

Physical and Sensory: Visual Perception

Visual Perception Activities: 'Visual perception' covers a huge range of key skills. Advice will usually be given by a professional before beginning any intervention. However, difficulties can be improved using a range of simple activities from mazes, dot-to-dots, tracing, odd-one-out games, spot the difference pictures and word-searches.

Physical and Sensory: Auditory Discrimination

Some children have yet to learn that sounds have meaning. The ability to pinpoint the source of a sound and identify its unique characteristics requires that the child be able to focus attention long enough to learn these things. Outside noises and subtle classroom sounds, such as the hum of fluorescent lights and radiator noises, can distract the child who has a problem focusing attention. In addition, the ability to store auditory information and retrieve it in proper sequence is basic to the learning process. Without these skills it is virtually impossible to learn spoken or written language. Without language, one is extremely limited in the ability to communicate with others or to understand the world.

Children with auditory perception problems may have some of the following characteristics. It is seldom, however, that we would see all these behaviours in one individual.

The inability to

- Locate the source of a sound (localisation)
- Identify specific characteristics of sound (intensity, duration, pitch, timbre)
- Relate a sound to its symbol
- Repeat what was said without visual clues
- Follow directions without visual clues
- Recognise when a sound changes
- Identify same and different sounds
- Distinguish a specific sound from among others (figure-ground)
- Recognize previously learned auditory material when presented in a different medium
- Integrate auditory information with other sensory data
- Comprehend words in a song

Building Auditory Discrimination Skills: Auditory discrimination is the ability to hear and differentiate between sounds in words (ship as opposed to sip). It is very closely linked with phonological awareness. Children with poor AD skills often find it difficult to pick key pieces of information out of instructions given orally. BADS helps children develop this skill by giving very simple instructions for the children to follow (colour the cow blue). The complexity of instructions increases as the programme moves on (colour the dinosaur next to the tree who is wearing a hat, red). The programme is also very good for children who struggle with Auditory Processing; that is the ability to hear an instruction given orally, understand what has been asked and decide how best to follow the instruction.

Social, Emotional and Mental Health

ELSA Support: An ELSA is a specialist Emotional Literacy Teaching Assistant with a wealth of experience of working with children. ELSAs are trained and regularly supervised by the Educational Psychologists in Surrey. Our ELSA, Mrs Lisa Clark, is a warm and caring person whose aim is to help individual children feel happy in school and to reach their educational potential. She works in our school for 3 full days per week to support our children as part of a school-wide nurturing culture.

The aim of ELSA support is to remove the barriers to learning and to have happy children in school and at home. Lisa works with children on a weekly basis for blocks of up to 12 weeks. Parents are consulted before a block of work begins and an informal evaluation is carried out at the end of the block of work to ensure that there has been an impact on the child's well-being.

An ELSA can help children to manage their feelings using the following:

- Zones of Regulation
- The Incredible Five Point Scale
- Worry Monster
- Nurture Time
- Anxiety & Anger Gremlin Interventions
- Bear Feelings Cards
- Exploring Emotions & feelings
- Visual Timetables
- Social Stories & Comic Strip Conversations
- Visual Communication Aids
- Self Esteem Programmes
- Social Skills & Friendship Programmes
- Understanding Emotions Programme

In addition, an ELSA can provide very specific emotional support in times of great family stress, such as divorce/separation and bereavement.

Zones of Regulation: A programme which aims to help children to notice the emotion that they are feeling, and then regulate themselves if they are feeling uncomfortable. We want to help children to understand that it is ok to feel emotions that make them uncomfortable, such as anger, anxiety or fear, but that there are ways that they can help themselves to manage these feelings. Sometimes children struggle to name an emotion or don't want to describe how they are feeling, but they can identify which zone they are in.

The programme starts by identifying which zone an emotion or feeling is in. The children explore the zones and learn to be able to identify which zone they are in. Children will learn that their feelings and emotions can lead to expected and unexpected behaviour, and that these behaviours can have an impact on others around them.

Once we feel that the children understand the concept of the different zones, we will explore strategies and techniques that they can use to help regulate themselves. We want to help all children to recognise when they are beginning to feel uncomfortable and to equip them with a toolbox of ideas to help them to regulate themselves. Each classroom has an interactive Zones of Regulation display, which the children will use at different points in the day.

Mindfulness & Wellbeing: The wellbeing of our children is more important to us than ever just now, and it is a school priority to embed a nurturing culture. Mindfulness and wellbeing activities are being incorporated into children's daily routines at school, such as class yoga or mindfulness, or opportunities to talk about topics such as 'resilience', 'respect' and 'friendship' in an age appropriate way