

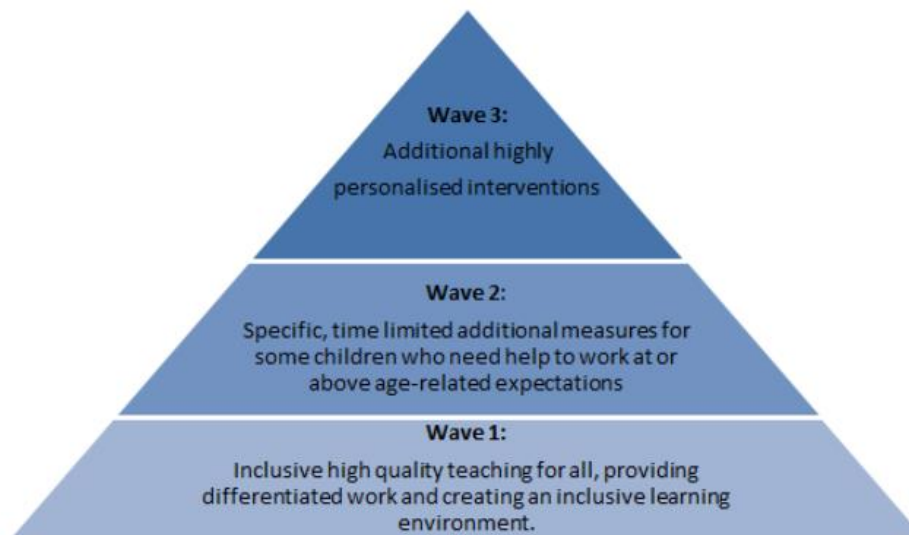


Christleton Primary School

Intervention Offer

Through careful and timely assessment children at Christleton are sometimes identified as needing additional support in order to meet their potential and achieve high quality outcomes. We ensure that we are quick to identify specific needs through early identification, communication with parents and support that is targeted for children to secure their next small step in learning.

We have a tiered approach to our intervention:



Wave 1: High quality inclusive teaching

High quality, inclusive teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including those with SEN. It is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage, motivate learners which ensure good pupil progress.

This might also include short sharp intervention that is built into daily practice such as same day intervention, pre teach to a particular group to ensure access to learning.

Wave 2: Specific targeted intervention

When a child is identified as needing a specific, time-limited additional intervention to meet a specific need in their learning. We offer a range of high quality research based interventions that are delivered by trained staff (see table below). These interventions may be run as a small group or as a 1:1. The impact of these interventions are monitored by the class teachers, subject leaders and SENCO. The SENCO is also works alongside subject leaders to identify high quality interventions.

Wave 3: Highly personalised targeted intervention

Some children require a highly personalised targeted support in order to meet a specific need. Wave 3 intervention is usually done in partnership with external professionals such as, speech and language therapists, occupational therapists, sensory occupational therapists, Autism specialist teachers, physiotherapists and others. These interventions are reviewed regularly with staff and external professionals.

Interventions on offer at Christleton Primary School:

Intervention to support Communication and Interaction			
Name of intervention	Who is it for?	Information about the intervention	Who can deliver it in school?
Colourful Semantics	All children	A speech and language programme using different colours for 'who', 'what' and 'where' to support the understanding of how to structure sentences in speech.	SS/ST/LH
Neli	EYFS	A government funded intervention aimed to develop language and early literacy skills through 1:1 or small group sessions.	SS?SK
Socially Speaking	KS2	Socially Speaking aims to introduce and practise skills pupils need to develop and maintain relationships and to lead independent lives outside the school context	JB
Time to Talk	EYFS and KS1	Supporting the development of oral and social interaction skills within a small group.	JB/ST/SS

Individual Speech and Language Care Plans	Children under Speech and Language	NHS care plans with targeted intervention.	ST/CM
ELKLAN		Understanding of speech and language needs, questioning children and supporting language across the curriculum	ST
Makaton	EYFS	Signs which support verbal communication.	RB/SK/SS
Intervention to support Learning and Cognition			
Name of intervention	Who is it for?	Information about the intervention	Who can deliver it in school?
Precision Teaching	All children requiring targeted support	A daily intervention aimed at over-learning in order to develop the automation of key skills in maths and English. For example, learning key spellings, reading common misconception words, learning numbers or number bonds.	All TAs
Colourful Semantics	All children	A speech and language programme using different colours for 'who', 'what' and 'where' to support the understanding of how to structure sentences in speech.	All TAs
Reading Fluency	Completion of phonics programme - Yr6	A bespoke intervention to improve children's reading fluency in order for them to read an age appropriate text at 100 word per minute. Based on research by EEF and Herts for Learning.	MG, CM, CS
Reciprocal Reading (EEF trial for Sep 2023)	Yr 5/6	TBC	TBC
Number Stacks	All Children	Maths intervention for children struggling to grasp the number system.	LM/ST/LH
Mastering Number (from Sep 2023)	KS2		TBC
Simultaneous Oral spelling	KS1/ 2		
RWI- keep up sessions	KS1 and KS2	Read Write Inc keep up sessions to ensure any gaps in children's phonic knowledge are addressed promptly	All TAs

Intervention to support for Social, Emotional and Mental Health			
Name of intervention	Who is it for?	Information about the intervention	Who can deliver it in school?
Boxhall Profile	All children needing assessment	Intervention advice provided during assessment and personalised to individual need	RB (SENCO) JB (ELSA)
Lego Therapy	Autistic children	Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.	JB
Cool Connections			
ELSA programme	Children identified as needing additional social, emotional, mental health support	Emotional Literacy Support Assistant trained to deliver sessions to individual pupils that will help them to understand their emotions and develop strategies to regulate them through activities and discussion using a range of resources.	ELSA- JB
Social Stories	Autistic/ Asperger's children	A short description of a particular situation, event or activity, which includes specific information about what to expect in that situation and why.	RB
Comic strip conversations	Autistic/Asperger's Children	Using a visual method to help explore thoughts and feelings about a situation. It can provide insight to the young person's perspective.	RB
Intervention for Sensory and Physical			
Name of intervention	Who is it for?	Information about the intervention	Who can deliver it in school?
Sensory Circuits	Children with sensory processing difficulties	Sensory Circuits is a sensory motor skills programme that helps children and young people become more organised and achieve the 'just right' level of alertness they need to help them prepare for learning.	RB
Classroom Calm Kits	All children	Calm kits with sensory toys/ resources in order to regulate sensory information	All staff

Sensory breaks	Children with sensory processing difficulties	Breaks personalised to the child to either 'alert' them or 'calm' depending on sensory need and sensory support plan.	All Staff
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