Interventions at Chesterton Primary School

Cognition and Learning

General Quality First Teaching Approaches:
- Word/picture/spelling banks
- Dictation software on iPad/Computer e.g. Clicker/Google voice typing
- Explicit teaching of spelling rules
- Pre-teaching vocabulary or methods required
- Using PiXL analysis and therapies to cover whole class gaps
- Daily reading with teacher or TA
- Reading buddy system
- Analysis of data/delivery of whole class interventions
- Learning walls with current work/modelled examples
- Use of guided groups to support learning

Intervention	Frequency
5 Minute Box • Maths Box • Writing Box	Daily
Numicon	Daily
PiXL	Dependent on Pupil Need
Expanded Rehearsal Technique (ERT)	Twice Daily
Reading Speed Assessment *PiXL reading speed assessment*	Once assessed, daily reading
Phonics Phonics Screening Assessment	Daily
Clicker 8 - Computer	As/when needed for

Social, Emotional, Mental health or Behavioral

General Quality First Teaching Approaches:
- Use of feelings fans
- Worry monsters
- Safeguarding bubbles in classroom for talk time (Orange – I want to speak to the teacher urgently, Blue – I want to speak to the teacher, Purple – I would like to speak to another safe adult).
- Modelling of conversations with peers and other adults
- Regular rest-breaks including the Daily Mile
- Safe places for children who struggle
- Safety circles
- Individual behaviour plans
- Anxiety mapping

Intervention	Frequency
Ollie and His Superpowers	Every 2 Weeks
Lego Therapy	Weekly
Social Stories	As/when needed
Sensory Circuits	Daily
Nurture Group	Dependent on pupil need
Zones of Regulation	Dependent on pupil need
Calm boxes	Dependent on pupil need

Communication and Interaction

General Quality First Teaching Approaches
- Visual timetables
- Focus attention before giving instructions/information.
- Make the child aware of good listening skills; use of visual support systems.
- Use levels of language appropriate to the individual child.
- Use real objects and situations and visual supports to reinforce language.
- Focus on one grammatical structure at a time (eg verbs, adjectives, pronouns)
- Awareness of sensory environment and seating

- Use multi-sensory approaches to reinforce vocabulary and concepts; real objects and situations, pictures, other visual information.
- Use non-verbal communication and slight stress to reinforce key vocabulary.
- Pre –teach key vocabulary using vocabulary maps.
- Classification/categorisation activities to develop semantic links.
- Allow processing time when giving a series of instructions
- Chunk instructions/information into manageable parts.
- Rule-based and turn-taking games; Circle Time.
- Role play.
- Planned opportunities to teach specific skills such as sharing.
- Adult modelling of appropriate social phrases in context.
- Develop the child's active listening skills though use of visual aids to reinforce looking at the speaker, sitting still, topic maintenance.
- Allow time to respond.
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Intervention	Frequency
Social Stories	As/when needed
Lego Therapy	Weekly
Bucket time	Daily
Speech and Language	Daily
Attention Autism	Dependent on pupil

Sensory and or Physical

General Quality First Teaching Approaches
- Use of pencil grips
- Movement breaks, including the daily mile
- Use of specific equipment e.g. different size pencils, pens or balls etc.
- Fidget toys
- Now/next board
- Sensory items (dependent on child's preference)
- Now/Next board to show when breaks are happening
- Wobble seats
- Foot rests
- Use of elastic bands on chairs for foot fidgets

Area of Need	Intervention	Frequency
Gross Motor • Appears 'floppy' – poor core strength; • Difficulties with navigating spaces; • Difficulties with balancing and climbing; • Reported difficulties learning to ride a bike; • Can appear 'clumsy';	Sensory Circuits	Daily
Sensory breaks/Light stimulation	Sensory Room	Daily
Fine Motor	Fizzy	Daily
• Difficulties with in-hand manipulation of small items	Clever Hands	Daily
• Difficulties with holding scissors correctly and cutting		
• Difficulties with developing a comfortable and effective pen/pencil grip		
• General tool skills are not age appropriate		
• Difficulties with applying the correct amount of pressure		
• Self-care skills such as dressing and eating are challenging		
• Issues with controlling a mouse, or using fingers to control movements on screen		
• Pencil control is not age appropriate		