

Interventions and support for children across the different areas of SEND

We have a lot of different support available in school. Some of this support your child can **choose** to attend as they need it, some groups they will be directed to and some support your children will be referred to.

Academic support:

Numeracy Focus		
Pre-Learning	This is an intervention for Year 6. This is a set of sort maths tasks that will provide children to an insight into what they will cover in maths. The learning from this intervention aims to embed the skills covered into the long term memory more quickly.	Directed due to academic attainment
Over Learning	This is an intervention for Year 6. Children will consolidate the learning from the maths lesson through short tasks in order to help embed the learning into the long term memory providing an opportunity to practice the skills taught in lessons.	Directed due to academic attainment
Numeracy Mentors	During this intervention children work in groups to support each other in learning number facts 'off by heart', for example practicing timetables.	Directed due to academic attainment

Literacy Focus		
Fresh Start	Led by HLTAs who have been trained in the Ruth Miskin Fresh Start Phonics. Fresh Start is a systematic synthetic phonic programme to accelerate progress for struggling readers. These sessions run daily for identified pupils. Some of these interventions are run at 8am in the morning.	Referral system depending on academic attainment
Lexia	This intervention is led by a specifically trained HLTA. Lexia supports pupils to read, write and speak with confidence. Pupils identified for this computer-based intervention will attend throughout the school day.	Referral system depending on academic attainment
Literacy Mentors	This intervention is coordinated by our Reading Champion in school and Y6 struggling readers are partnered with a reading buddy in Y8, who they read to once a week.	Directed by an adult in school to attend.

Homework Club	<p>This is a provision that happens at lunch time, three times per week (run by a teacher) and once per week after school (supported by Educational Support Assistants).</p> <p>The after school session must be booked in advance and a register is taken. Your child can attend the lunch time group as they need to.</p>	Attendance is a choice (sometimes we can direct if we feel children need this support).
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General SEMH support

Regulation Ready Group	<p>Children can come into school from 8.30am, via the main entrance, letting the staff in the office know they are attending the group in Room 19. Children find this group useful for many reasons: coming into school before the crowds; to complete an activity to ready themselves for learning; for adult support if feeling worried about anything; to complete an activity to support regulation.</p> <p>There is a set activity each day that children can join in with or they can complete their own routine quietly.</p> <p>This group runs every morning in Room 19</p>	<p>Own choice to attend.</p> <p>This is run by an Educational Support Assistant.</p>
Library	<p>This is a quiet space where children can read or draw – they must be seated unless choosing a book. This is available at break and lunch times.</p>	<p>Own choice to attend.</p> <p>ETA support</p>
Clubs	<p>Many teachers run clubs at lunch times. This is a positive way for your child to build friendships and have support maintaining them.</p> <p>Please see the extensive list on the school website.</p>	<p>Choice to attend.</p> <p>Can be directed by adults in school if experiencing difficulties.</p>

Focussed SEMH support

School Nurse	<p>Every Wednesday we have a school nurse commissioned to support our children in school. She has a drop-in service over lunch time and sees children for group work/1:1 appointments across the rest of the day.</p>	<p>Choice to attend drop in</p> <p>Referral system for 1:1/group work</p>
Mentor	<p>We have three staff in school who provide mentoring for children for several different reasons.</p>	<p>Referral system</p>

Targeted Physical & Sensory Support

Sensory Circuits	<p>Morning intervention that runs before school in the school gym.</p> <p>A sensory integration intervention to enable students to achieve an optimal level of alertness ahead of their school day.</p>	Children are referred to these interventions by the SENDCo. Children are generally already on the school SEND register.
Fine Motor Skills	<p>Morning intervention that runs before school. This group supports pupils with their fine motor skills – using their hands to develop strength and coordination. In turn this will support many activities of daily living including personal routines, pencil and scissor control, handwriting and more.</p>	

Specialist interventions run by Mrs Hodgson

<p>Social skills (general)</p> <p><i>Communication & Interaction</i></p>	<p>Purpose: to support children with development of their social skills and interactions with the expectation this will help them to communicate more effectively and support them with their peer and adult interactions now and moving forward.</p>	Children are referred to these interventions by the SENDCo. Children are generally already on the school SEND register.
<p>Social skills (Targeted)</p> <p><i>Communication & Interaction</i></p>	<p>Purpose: as above but offering different/additional tools and bespoke strategies to assist communication where verbal communication and emotional regulation can sometimes be more of a challenge.</p>	
<p><i>Emotional Regulation Group SEMH</i></p>	<p>Purpose: to support young people in understanding and regulating their emotions.</p> <p>Predominantly this course is designed to support pupil regulation in the classroom. Helping pupils to recognise feelings underlying behaviours and giving them some skills for self-regulation with/without adult support.</p>	
<p><i>Anger Management SEMH</i></p>	<p>Purpose: A specific group for children who struggle to manage their anger in the classroom, in social times and beyond. This group will focus more on understanding anger as a 'normal' emotion and helping children to find ways to regulate themselves.</p>	

<i>Resilience & Coping SEMH</i>	Purpose: to support children who are experiencing significant anxiety which has been or may be affecting their ability to self-regulate and cope in the school environment and beyond. The group offers a research-based approach to understanding and managing anxiety.	
<i>Doodle & Discuss SEMH</i>	A bespoke group for specific children, predominantly in Year 6, who are identified as needing a little extra support to build, develop and sustain positive relationships with peers. A more informal approach supporting children through chat and activities to open up and feel relaxed with the aim being to increase self-confidence and esteem.	
<i>Teamwork & Resilience SEMH</i>	<p>Purpose: teamwork helps children collaborate and share. It helps with development of social skills and helps to develop healthy, positive relationships between peers.</p> <p>Teamwork enhances problem-solving skills and the ability to work with different people.</p> <p>Successfully navigating teamwork exercises can have positive benefits for mental health and self-esteem.</p> <p>The above all helps a young person to develop resilience. This is a key skill for successfully navigating life.</p>	

Dyslexia intervention:

****Identified by diagnosis or staff referral.**

ICT Support	Where specified in a Dyslexia assessment report, or identified by a member of the English team, a pupil may have access to a laptop for extended writing.
Touch Typing	Typing Club is the most effective way to learn how to type. It is web based, and highly effective.
Dyslexia Support pack	Dyslexia support packs provide a bank of resources for pupils with Dyslexia to use independently in lessons. Students have received guidance on how to use these within the classroom and at home.