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INTERVENTION OVERVIEW

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| **NAME OF INTERVENTION** | | | | |
| Small Animals including Matilda therapy dog | | | | |
| **AREA OF FOCUS (PLEASE HIGHLIGHT)** | | | | |
| ***COGNITION AND LEARNING*** | ***COMMUNICATION AND INTERACTION*** | ***SOCIAL, EMOTIONAL AND MENTAL HEALTH*** | ***PHYSICAL AND SENSORY*** | ***SELF-HELP AND INDEPENDENCE*** |
| **INTENT** | | | | |
| To be able to use the small animals across all key stages to help support cross curricular lessons.  To be used for identified students personalised timetables and to support the social, emotional, and mental health of our students. It has been recognised the importance animals can play in helping our students access learning using a more unique approach.  To be able to offer accreditation such as AQA and ASDAN.  To help work towards and evidence the student’s personal learning goals via Evidence for Learning.  Opportunities for students to share their knowledge and take the lead in small group activities.  Using the animals to be able to give the students a range of sensory experiences.  To differentiate sessions to encourage speech, language, and communication with the use of symbols and sign. | | | | |
| **IMPLEMENTATION** | | | | |
| Timetabled interventions with different key stages across the school throughout the week.  One to one sessions.  Opportunities to allow the students to experience Matilda in off site visits such as well-being walks, rambles, farm, or country park visits.  Weekly lessons working towards the accreditation  Lunch time club allowing KS5 to access the animals.  Opportunities to video WOW moments in communication, turn taking, participation, peer interaction.  Support the curriculum across the key stages. | | | | |
| **IMPACT** | | | | |
| To be able to offer accreditation to help students move forward in their transition from WLCHS.  To build self-confidence and independency skills.  To help students in crisis to self-regulate using the animals to calm them.  To teach the basics in animal care.  To encourage empathy.  To encourage discussion in question-and-answer type sessions. | | | | |