

Ynysfach Primary School

Interventions offered to support pupils in the Foundation Phase and in KS2



Where these interventions are thought by class teachers and the ALNCO to be appropriate to support a pupil, they will be discussed with the pupil and their parents / carers and written parental consent will be obtained. (Those marked with a * are general programmes carried out as part of our everyday class work).

Literacy Interventions

Phonic Rocket *

The phonic rocket is designed to allow pupils to better understand the make-up of words by looking at the sounds that make up the word. It is a tiered programme that works from simple sounds, such as 'sh' and 'th', up to more complex sounds. It targets pupils whose phonics knowledge is below the standard of the baseline test. Upon completion then pupils should have a better understanding of word make up, and this will in turn help support their reading and their spelling.

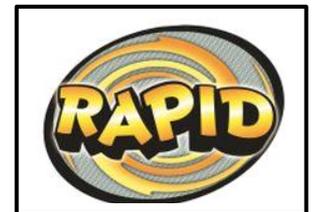
Rapid Phonics



Rapid Phonics is used to fill in the gaps in phonic knowledge for pupils from Year 1 to Year 6. It includes phonics lessons, age appropriate books and interactive activities to build confidence and fluency. It is used prior to Rapid Reading intervention.

Rapid Reading

Rapid reading is designed to aid pupils with their reading and spelling, as well as improving understanding, at a basic level, of what they have read. It targets learners with weaker reading skills, especially those with single word reading concerns.



Upon completion, learners should then be able to read more fluently, and have a better understanding of what they have read.

SpeechLink *

Speech Link is a package used to identify and support children with developmental speech sound difficulties. It is used widely throughout the UK to help schools decide who needs to be seen by a Speech and Language Therapist and those at risk of literacy difficulties. Speech Link is suitable for children aged 4 to 8 years. It identifies whether a child's speech is as it should be for their age. If a delay is present the package will recommend a programme of work. It will clearly indicate when a Speech and Language Therapist's opinion is required.



WellComm *

WellComm is a Speech and Language Toolkit for Screening and Intervention in the Early Years. It plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development. It uses a unique traffic light system to rate the child's current level of speech and language and provide a pathway for action, ensuring every child gets the support they need.

- Consider referral to a specialist service for further advice/assessment
- Extra support and intervention required
- No intervention currently required

Infant Language Link *

Infant Language Link is used to identify and support children with mild to moderate SLCN and those new to English. It is suitable for children aged 4 to 8 years and looks at key areas of understanding of language for the classroom.

It is used with all Reception pupils and then to track identified children. Results identify where support is needed and recommend appropriate class and small group interventions. If a child needs specialist support this is highlighted. allow support staff to provide targeted interventions and for children who need a little bit extra our supplementary teaching plans offer intensive focussed individual support.

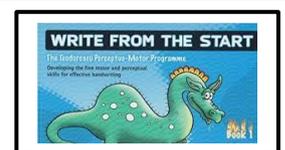
Junior Language Link *

Junior Language Link is used to identify and support children with mild to moderate SLCN and those new to English in Key Stage 2. It is suitable for children aged 7 to 11 years, it focuses on vital higher level language skills such as making inferences, complex grammar and figurative language.

It is used universally in year 3 or 4 and then to track identified children. Results identify where support is needed and recommend appropriate class and small group interventions. If a child needs specialist support this is highlighted. It allows support staff to provide targeted interventions.

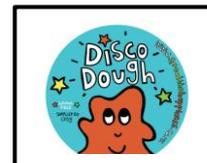
Teoderescu *

The ability to produce fluent, legible handwriting with ease is something that affects attainment in most areas of the curriculum, yet many children continue to struggle with this vital skill. Based on holistic principles, this programme offers a different approach, developing the muscles of the hand - so that children gain the necessary control to produce letter forms - alongside the perceptual skills required to orientate and organize letter and words. The programme is effective for mainstream children aged 4-6 years, children with developmental co-ordination disorders and older children with mild to moderate learning difficulties. The exercises and activities develop hand-eye co-ordination, form constancy, spatial organization, figure-ground discrimination, orientation and laterality.



Dough Disco *

Dough disco involves moulding play dough in time to music and performing different actions such as rolling it into a ball, flattening it, putting each individual finger into the dough, rolling it into a sausage and squeezing it.



Why do dough disco?

This activity helps to strengthen children's fine motor muscles to enable them to develop their pencil grip which in turn will help to develop their writing skills. But most of all it's fun!

Semantic Links

For use with children and adults to aid categorisation skills, improve word finding and support vocabulary learning.

Word Wasp

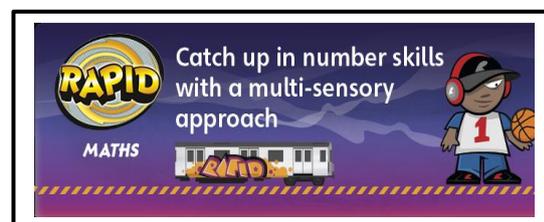
The Word Wasp, is a manual for teaching literacy skills: both reading and spelling. The structured programme is based on phonics and those rules which govern English and relies on teaching the 43 sounds/rules that form the structure of our language. The Wasp does not rely on memory! We start with the basic letter sounds and work our way through the language. Word Wasp start from the premise that no one learns to read or spell by remembering the shape or letter order of a word. Our language and every other language is a code. Fail to teach the code! Fail to teach the student!



Numeracy Interventions

Rapid Maths

The multi-sensory approach that's proven to help children catch up with their peers in maths at Key Stage 2.



Rapid Maths is the ideal way to help struggling learners catch up with their peers in maths. With lots of variety plus software and games, Rapid Maths makes catch-up fun and gives each child personalised support and repeated practice in the fundamentals of numeracy.

Power of 2

Power of 2 is essentially about putting in place the building blocks of number and developing skills with mental calculations.

Power of 2 is ideal for anyone who benefits from repeated maths practice. The clear language and repetition benefits students with dyslexia and those with English as an Additional language. Students with dyscalculia benefit from the highly structured approach with clear explanations.



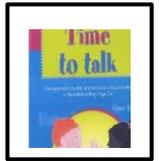
What topics does the book cover?

Power of 2 begins with teaching number bonds to 10, and then moves on to introducing doubling, halving, addition and subtraction, rounding numbers, multiplying and dividing. It then introduces fractions and looks at worded problems and time. It covers all the aspects of mental maths needed for the new Mathematics Curriculum.

Social Communication Interventions

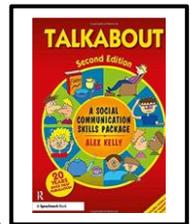
Time to Talk

Time to Talk teaches and develops oral language and social interaction skills to children aged 4-8. It helps to teach and develop the rules of interaction with the help of Ginger the Bear. Skills taught include eye contact, turn taking, sharing, greetings, awareness of feelings, giving/ following instructions, listening, attention and play skills.



Talkabout

This is a framework for the development of social skills. Beginning with a basic assessment procedure to evaluate the client's self-awareness, as well as the awareness of others, it is divided into six levels: improving the awareness of self and others, including physical appearance, likes, dislikes and problem solving; allowing pupils to assess their own communication skills; taking the pupils through eight levels of body language; 'Talkabout the way we talk' improving paralinguistic skills; taking the pupils through the processes needed to improve conversational and listening skills; and awareness and use of assertiveness skills.



ELSA

ELSA is a one-to-one intervention. Examples of topics that an ELSA can work on with their pupils within this intervention time are:

- Social skills,
- recognising emotions,
- bereavement,
- social stories and therapeutic stories,
- anger management,
- self-esteem,
- anxiety
- Counselling skills such as solution focused and friendship.

ELSA has a waiting time due to high demand and the one-to-one nature of the programme.

Relationship Based Play



RBP is a play based intervention and takes place in a 1:1 or group basis. The focus of the play is the relationship between the child and the adult or the child, adult and peers.

It is playful, interactive and empathic. In this type of play, the main task is enjoying being together. It focusses on the relationship between the participants.

This type of play shows the child that they are special, loveable and competent and teaches them that others can be responsive and that they can count on others.

It helps the child to :

- *feel safe, calm and comforted
- *learn that it is good to be a child and safe to play and take part in activities given to them in an educational setting
- *learn the pleasure of engagement with an adult and peers in school
- *enhance self esteem
- *feel more confident and competent
- *develop skills in all areas of development

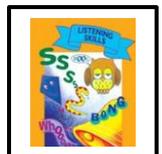
Attention and Listening / Memory Interventions

Auditory Memory Packs

Many children, particularly in the school setting, exhibit attention and listening difficulties, and limited auditory memory. This affects their response to questions and instructions, because they are, not only unable to focus on what they are hearing, but also to retain the information long enough to act upon it.

Auditory memory packs provide games and activities which target these skills. They can be used in a one to one setting or in small groups.

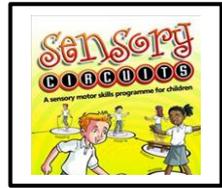
Listening Skills Packs



In order to help teachers to establish effective listening skills with children of a range of abilities who may be showing difficulties in this area, we have a range of photo-copiable work packs, accompanied by detailed step-by-step instructions. The teacher reads them out, and the pupils then follow and act upon. By reading these only once, the teacher is then able to assess how much of the information the children have remembered and understood. The games are an excellent way to help children improve their concentration and attention span.

Behavioural Interventions

Sensory Circuits



Sensory Circuits is a short and snappy sensory motor skills programme that helps to set children up for a school day.

Behavioural clues such as fidgeting, poor concentration, excessive physical contact or overall lethargy can indicate that a child is finding it difficult to connect with the learning process. It enables children to reach the level of alertness needed to concentrate during lessons. Children participate in a 10-15 minute session of activities designed to improve brain processing efficiency, and they generally find that the circuit is a fun way to start the day.

Coordination Interventions

SMART MOVES



SMART MOVES is a screening tool used to assist in the early identification of children with motor co-ordination difficulties through a series of tasks based on the PE curriculum. There is an activity bank related to each of the PE curriculum areas. These activities can be differentiated according to the ability of the child, allowing the children to develop key physical skills at their own pace.

Additional Resources that can be used by classteachers/ALNCO to gather more information

Precision Teaching

Precision teaching is a one-to-one intervention designed to support those learners who find learning particular literacy principles, such as spelling, difficult. It takes place on a one-to-one basis, and in short sessions throughout the week. The aim of the programme is to improve literacy skills in order to allow the learner to develop their reading/ spelling skills.

Boxall Profile *



The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development.

The two-part checklist, which is completed by staff who know the child and young person best, is quick — and, very importantly, identifies the levels of skills the children and young people possess to access learning. Many children in school are insecure about their worth, often not able to articulate their feelings. Instead they show their discomfort by withdrawal, achieving much less than they could, not making good relationships.

Others may act out their feelings of anger and failure by minor or major acts of disrupting the progress of others. Whatever the behaviour, the result is that they do not get positively

engaged in education. Understanding what lies behind this can make all teachers much more confident in their class management, which is where the Boxall Profile comes in.

The Boxall Profile helps with

*early identification and assessment

*target setting and intervention

*tracking progress

Aston Index *

The Aston Index is a classroom test for the screening and diagnosis of language difficulties.



The Aston Index consists of 17 sub-tests, the use of which, as its name implies, will indicate the nature of the learning potential for literacy of an individual pupil. The sub-test scores yield a 'profile' from which a teacher can perceive the levels of 'readiness' for learning; and which sub-skills and abilities will need special help in teaching.

The sub-tests represent key aspects of literacy - Visual and auditory perception; Symbolic sequencing; Directional motor fluency; Association of picture and symbol with lexical meaning; General maturational readiness.

The Aston Index can be used to indicate the particular learning pattern of the child and identify specific types of learning patterns.