


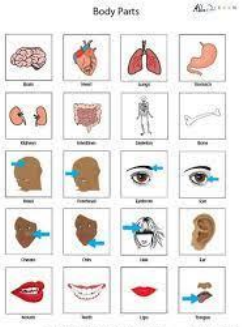





Intervention	Description
<p>Attention Autism</p>  	<p>This is a small group intervention aimed at developing children’s skills in attending to activities led by others. Children progress through a series of stages;</p> <p>Stage 1: The Bucket to Focus Attention A bucket is filled with visually engaging objects and toys, aiming to gain the shared attention of the group. The adult leader shows each item to the group and uses simple repetitive vocabulary to comment on the various objects.</p> <p>Stage 2: The Attention Builder Visually stimulating activities are shown to the group by the adult leader, aiming to sustain attention for a longer period. The activities are fun and visually engaging.</p> <p>Stage 3: Turn taking & Re-engaging Attention The adult leader demonstrates a simple activity. Some children are then invited to have a turn but not every child in the group will get a turn, which teaches important emotional regulation skills.</p> <p>Stage 4: Shifting & Re-engaging Attention The adult leader demonstrates a simple creative task, and then gives each child an individual kit to copy the task. The children take their kits to a table, complete the task independently, and then everyone returns to the group to show their completed tasks.</p>
<p>Colourful Semantics Language Group</p> <p>Some of these language intervention will be carried out under the advice of a Speech Therapist</p> 	<p>This is a small group intervention aimed at developing grammar and expanding vocabulary. It uses a colourful semantic based approach to prompt children to form sentences about an image by asking Wh questions:</p> <p>When, Who, What doing, What like, What</p> <p>Link words to form a sentence, i.e. Yesterday, the boy was eating the yummy apple in the kitchen because he was hungry Children are also given a four part sequence to put in the correct order to make a story.</p> <p>They are encouraged to describe what is happening in the sequence and to predict what will happen next in the scenario.</p>

<p>PECs group</p> 	<p>This small group session uses a Picture Exchange Communication System (PECS) approach to promote interaction between peers. Children are taught functional communication skills by using picture images. For example, making requests like ‘I want Lego.’</p>
<p>Zones of Emotional Regulation</p>	<p>This small group session helps children to categorise their own emotions into four coloured zones.</p> <p>Blue Zone – when someone feels sad, tired, sick or bored. They have a low state of alertness and are moving slowly.</p> <p>Green Zone – when someone feels happy, calm and ready to learn / play / interact. They are in control. This is the ideal state of alertness.</p> <p>Yellow Zone – when someone feels anxious, worried, silly or excited. They are starting to lose control and have a heightened state of alertness.</p> <p>Red Zone – when someone feels anger, panic, fear or are extremely excited. They are ‘out of control’ and have a highly heightened state of alertness.</p> <p>There are no ‘bad’ or ‘naughty’ zones. We all experience them all at one time or another. The Zones intervention will help children learn to categorise their feelings into zones and learn some tools / strategies to help them return to the ‘green zone.’</p>
<p>Emotional Regulation</p>	<p>This intervention supports children in identifying calming strategies to self-regulate. Children explore different sensory tools for calming and awakening. They are encouraged to link the emotion to the Zones of Emotional Regulation, e.g. an awakening tool can help if in the Blue Zone; a calming tool can help if in the Yellow/Red zone. Children are taught about matching the size of their reaction to the size of the problem, positive self-talk and flexible thinking.</p>
<p>Social Skills Group – Lego Therapy</p>	<p>The aim of this small group is to be able to participate and interact with their peers in a small group activity. Each child is given a role; architect, supplier and builder. The children have to work together in a team to build a Lego construction. Only one member of the team (architect) can see the picture</p>

	<p>of what they are building and must guide the rest of the team. The supplier selects the necessary pieces for builder.</p>
<p>KS1 Structured Play/Identiplay</p>	<p>For this small group an adult provides resources, starts play or joins in with children’s play to offer some direction or guidelines to children who might find it difficult to initiate play or socialise. These can be based around the interests of the focus child. The structured play activities help children’s confidence and perseverance and can improve communication and cooperation. Identiplay is for an adult working one to one with a child where the adult models the play and language and the child learns by copying this.</p>
<p>Cooking & Messy/Sensory Play (The Orchard)</p>	<p>Life skills’ sessions are delivered in The Orchard and incorporate a number of activities and skills centered around cooking. Pupils may follow a recipe to cook something to eat, then follow a rota to tidy up. The focus and sequence of these sessions can vary to meet the targets of the pupils and it is often the case that several targets are being worked on in one session. Pupils follow instructions to learn to mix, chop, spread. ‘Cooking’ also incorporates messy play. The aim is for pupils to be exposed to a variety of sensory smells, tastes and textures and to enjoy this experience.</p>
<p>Messy play</p> 	<p>Messy play involves a sensory exploration of materials and textures through play. This is most appropriate for children with sensory processing needs that access a differentiated curriculum to meet their sensory needs.</p>
<p>Sensory Diet</p>	<p>Some of our pupils may have sensory needs and an assessment of this takes place to determine the areas of need. Sometimes the body doesn’t receive enough information and is under responsive. This is when the body doesn’t process sensory information effectively and therefore seeks more sensory input. Sometimes the body struggles to manage sensory input coming in and is over responsive. This is when the body misinterprets sensory information as aversive, negative and out of proportion to sensory input that most of the population wouldn’t.</p>

	A programme is written around the sensory needs identified to support a child to reduce or eliminate sensory behaviours, promote an optimal level of alertness and organise a child's sensory system to allow better engagement with his/her environment.
Grow Outdoors	We run several small groups during the Grow Outdoors intervention during an afternoon. These groups aim to boost self-esteem, confidence, and resilience, improve concentration by providing a calm space to learn, develop communication skills, promote team-work and support children to live healthy lives. Children are given the opportunity to help the school gardener to plant crops, care for the garden, examine different mini beats, cultivate crops and taste their produce.
Fine motor skills	Some children may need to develop the strength in their fingers and pencil grip. Pupils practice this through practical activities such as threading, squeezing, pinching, scrunching materials then letter formation on paper and practice of their cutting skills with different types of scissors. Some pupils might practice doing up buttons or complete finger strengthening exercises, depending on individual SEND targets.
Teodorescu	This programme offers an approach to handwriting which develops the muscles of the hand. It includes over 400 graded exercises and activities to develop hand-eye co-ordination, form constancy, spatial organization, figure-ground discrimination and orientation and laterality.
KS1/2 Read, Write, Inc. 1:1	One-to-One Tutoring provides additional support for children. Children who need extra practice receive one-to-one tutoring for 5-10 minutes every day.
Reading Wise	Reading Wise is an online interactive resource supporting the development of reading skills. It involves classroom based interactive learning and online tasks & group discussions.
Comprehension Monitoring/self-awareness	This small group supports children to self-monitor own use of comprehension strategies, with visual support and adult encouragement, during the school day. Children discuss various given-problems and problem solve to find solution to prevent the problem recurring. They are taught explicitly about problems that can occur if they have not understood something in the classrooms, i.e. spoken instructions that are too quiet, too quick, have too much information, not enough information and tricky words, and given strategies to fix these problems.

<p>PIXL therapies</p>	<p>PIXL is an online programme that provides a range of resources and activities tailored to a child's ability for different areas of the curriculum.</p>
	<p>Place2Be is a national charity working in 200 UK schools to improve the confidence and emotional wellbeing of children. We help children feel better about themselves and when children feel better about themselves, they are able to learn more easily and that means less worry for parents.</p> <p><u>How we help children</u> Place2Be works with children one-to-one and in small groups, offering regular time-tabled support for those who will benefit most. All pupils can find help with friendship issues and other worries by choosing to visit Place2Talk. Short lunchtime sessions are open to individuals and to groups. We always obtain consent from parents or carers before working with children.</p> <p><u>How we help families</u> We routinely meet with parents to discuss their worries about their children. A number of Place2Be schools also have A Place for Parents, offering adults support with any issues they may have.</p> <p><u>How we help schools</u> Place2Be also supports teachers and school staff members via Place2Think which also helps the whole school to thrive.</p> <p><u>How Place2Be works</u> There is a special Place2Be room inside the school where children can go to express and think about their worries, through talking, creative work and play. Trained adults called School Project Managers support this process, helping children to find new ways of coping with difficulties to find new ways of coping with difficulties so they don't get in the way of friendships or learning.</p> <p><u>Times when we're especially useful</u> There are times when children feel especially sad, confused, fearful or angry, due to family problems such as separation or illness, or even the death of a much-loved pet. Some may become withdrawn; others may become demanding or challenging in their behaviour: That is when having Place2Be in school is especially helpful.</p>
<p>Blank Level small group sessions</p>	<p>A SALT will attend school and screen children in EYs using a TALC assessment. These assessments will highlight strengths and difficulties a child may be having with speech and language. From the results, small group interventions will be organised around the blank level questions:</p>

	<p>Blank level 1- Matching objects, naming objects, point to an object</p> <p>Blank level 2- Function (find something you can...), things that go together, sentence completion (you put your hat on your...), describe a scene, linguistic concepts (find..), categories, who, what, where?</p> <p>Blank level 3- Following instructions, sequencing, telling a story/describing an event, prediction, character (what did they say? How do they feel?), define a word.</p> <p>Blank level 4- Inference, explain why something cannot be done, solving a problem, identifying a cause, justify, explanations.</p>
<p>Numicon</p> 	<p>Numicon is an approach to teaching maths that helps your child to see connections between numbers. It supports your child as they learn early maths skills in nursery and primary school. It is a multi-sensory way of learning, which means your child learns by seeing and feeling. Physical resources like the colourful Numicon Shapes are an important part of Numicon. The holes in the Numicon Shapes represent the numbers 1 to 10. When they are arranged in order, as in the picture below, children can easily see connections between numbers, such as 'one more' or 'one less'.</p>
<p>Attachment play</p>	<p>Target children spend time 1:1 with a familiar adult completing an activity of the child's choosing. It is a 5-10 minute activity designed to build secure attachments within school and support children who may have attachment difficulties and trust issues. This activity is done daily and preferably at the same time each day to allow the child to feel a sense of security and consistency around the time with the adult.</p>