

Interventions and Support at Shelton Junior School



Why is my child having additional intervention?

We want every pupils to have a happy mind, healthy body and achieve their potential. Most children achieve this through support from home, whole class support in school and through engagement with our 5 ways to wellbeing. However some pupils, for many different reasons, need additional support. This booklet gives you some information on the different interventions we use at Shelton Junior School. If after reading it you have further questions please contact your class teacher in the first instance or the school SENCO.

How will I be kept up to date with progress in interventions?

Class teachers and TA's will formally (parents evenings, SSP reviews and EHCP annual reviews) update parents as well as ongoing informal updates (rewards, stickers, chats on the playground before or after school, dojo). If you would ever like to hear more about what support your child is being offered please do contact your class teacher to discuss.

This booklet details some of the interventions available in school it does not detail every resource and intervention we use as these are constantly modified to meet the changing needs of our pupils

Academic Interventions – Achieving Potential

Interventions which support the acquisition of skills in reading, writing and maths.



5 Minute box

The Five Minute Box and The Number Box are **proven multi-sensory systems for teaching early literacy and numeracy skills** and **supporting children with potential learning difficulties**.

The 5 minute box is a quick 5 minute intervention done daily which supports phonic and spelling knowledge.

The Number Box is also a quick 5 minute intervention done daily which supports basic number sense skills and underpins children's knowledge of mathematical concepts.

Each intervention also ensures the pupil knows their full address and date of birth.

Ongoing assessment is part of the intervention and progress can quickly be seen.

Precision Teaching



How can Precision Teaching support reading and spelling?

The Precision Teaching intervention method aims to ensure that a child can become fluent and accurate when using, reading and spelling certain words, as well as supporting them to use these skills in everyday learning.

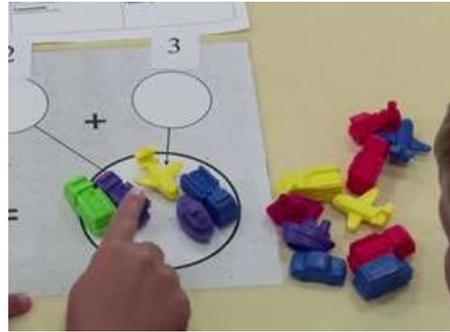
This fast-paced and repetitive form of intervention helps students to learn, read and spell words that they struggle with until they become fluent and confident with them; only then can they move onto a new set of words.

Precision Teaching resources are also designed to allow teaching to be more flexible. This means that teachers can easily adjust and tailor their teaching to target specific problem areas and provide support where it's most needed.

These adjustments also empower teachers to play to their student's strengths, helping them to build their confidence and help them make progress more quickly. **Precision teaching is a daily 10 minute intervention.**

Catch Up® Numeracy

Catch Up® Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.



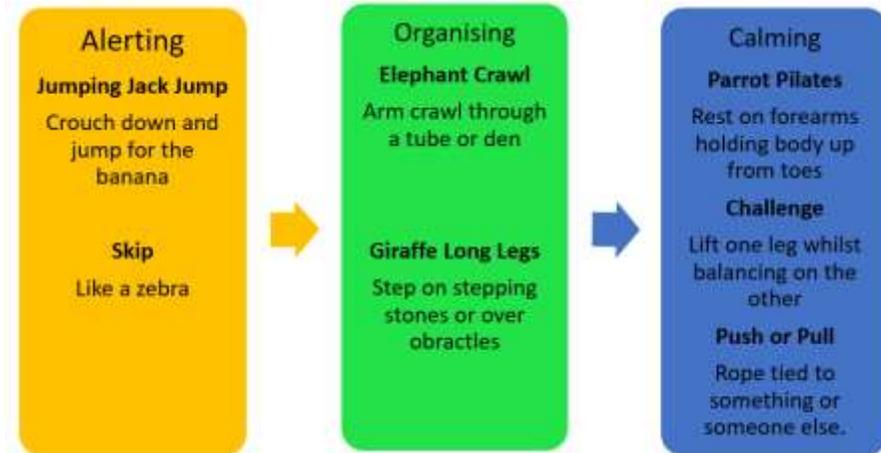
Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy:

- Counting verbally
- Counting objects
- Reading and writing
- Hundreds, tens and units
- Estimation
- Word problems
- Translation
- Remembered facts
- Derived facts
- Ordinal numbers

Wellbeing Interventions – Happy Minds

Interventions which support pupils' Social, Emotional and Mental Health

Sensory Circuits



Sensory Circuits is a sensory motor skills programme that helps children and young people become more organised and achieve the 'just right' level of alertness they need to help them prepare for the day's learning.

It is done at different points throughout the day for 10-20 minutes. The intervention can be done 121 or within a group.

ELSA Support



Intervention to support the Emotional literacy of pupils. These interventions can be delivered in groups or 121 on different aspects to support pupils in school such as understanding emotions, making friendships, self-esteem, anxiety, and anger.

ELSA support interventions can be delivered at different times for differing needs some pupils may need 1 session weekly and others may need a daily check in.

Lego Therapy



Lego therapy is a play based piece of intervention which focuses on developing collaborative play skills. Lego therapy works on key areas of social interaction, such as; turn taking, listening, initiation, eye contact, problem solving and sharing.

Lego therapy takes place in a group usually 2 times a week.

Physical Intervention – Healthy Bodies

Interventions which support pupils' physical development.



Physio plans

Plans from the NHS team for specific pupils will be followed following the guidance in the plan.

Fine & Gross Motor Interventions

Some children will take part in fine and gross motor groups to support development of their motor skills. These will usually be delivered 2-3 times a week in a group. We use NHS plans written by Occupational Therapists. Plans for these can be found [here](#).

Handwriting intervention

Speed Up! is a tried-and-tested programme designed specifically for children aged 8-13, with handwriting difficulties. Whether the problems are associated with developmental coordination (such as dyspraxia), dyslexia or ADHD, or whether they are the result of poor handwriting habits this intervention will provide effective support.

