

Interventions Menu

Not all interventions are run at all times, however many of the intervention within the menu below are run regularly.

ENGLISH

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Intervention/support	Who is it for?	How long is the intervention/support?	What is the intervention for/about?
Reciprocal Reading	Children who need to develop their reading comprehension and higher order thinking skills	Weekly session of 30-45 minutes Half a term in the first instance	<p>Reciprocal reading is a well-researched method used to develop learners' reading skills, promote higher order thinking, develop listening and talking, and ensure access to the curriculum for all learners. Its aims are to:</p> <ul style="list-style-type: none"> • <i>improve reading comprehension through the use of four reading strategies: predicting, questioning, clarifying and summarising</i> • <i>scaffold the four strategies by modelling, guiding and applying the strategies while reading</i> • <i>enable pupils to reflect on their reading and develop higher order thinking skills</i> • <i>use the social nature of learning to improve reading comprehension</i>
Phonics Support Group - KTC	Children who have poor phonic knowledge	Daily sessions of 20-30 minutes A term in the first instance	<p>The school uses the Tower Hamlet Phonics Programme approach recommended by Ann Smallberger. This uses the phases as in Letters and Sounds. Phonics is taught rigorously, regularly and consistently. The principal aim is to develop the children's phonological awareness, ability to segment and blend words and read tricky words on sight and to become fluent readers.</p>
ELS	Children who are falling behind in Reading and Writing	A term in the first instance	<p>ELS will be most effective if it complements high quality, daily classroom teaching. The intervention is to support pupils falling behind in Reading and Writing. The children will learn more about letters and sounds and practice their reading and writing skills. The intervention focuses on:</p> <ul style="list-style-type: none"> • <i>Speaking</i> • <i>Listening and responding</i> • <i>Group discussion and interaction</i> • <i>Word recognition</i> • <i>Word structure and spelling</i> • <i>Understanding and interpreting texts</i> • <i>Engaging with and responding to texts</i> • <i>Creating and shaping texts</i> • <i>Text structure and organisation</i> • <i>Sentence structure and punctuation</i>
FLS	Children who are falling	A term in the first instance	<p>FLS will be most effective if it complements high quality, daily classroom teaching. The intervention is to support pupils falling behind in Reading and Writing. The intervention focuses on:</p> <ul style="list-style-type: none"> • <i>Interpretation and response: non-fiction</i> • <i>Evaluating specific texts with reference to text-types.</i> • <i>Purpose and organisation in non-fiction attempt to interest, instruct, persuade or amuse the</i>

	behind in Reading and Writing		<p>reader.</p> <ul style="list-style-type: none"> • <i>Style: language effects</i> • <i>Listen and respond</i> • <i>Knowing how texts work</i> • <i>Process</i> • <i>Spelling</i> • <i>Sentence construction</i>
BRWP	Children with reading and writing difficulties	A term in the first instance	<p>This intervention is for pupils that have reading and writing difficulties. BRWP is a 1:1 teaching assistant and pupil intervention. It builds around the needs of the pupil and promotes:</p> <ul style="list-style-type: none"> • <i>Phonics and phonological awareness</i> • <i>Language skills and comprehension</i> • <i>Effective reading behaviours when reading texts</i> • <i>Enjoyment of reading</i>
Read, Write Inc.	Children with reading and writing difficulties	A term in the first instance	<p>For children to apply their phonic knowledge and embed that phonic knowledge, spelling, punctuation and compose texts. The intervention focuses on:</p> <ul style="list-style-type: none"> • <i>Phonics and phonological awareness</i> • <i>Language skills and comprehension</i> • <i>Effective reading behaviours when reading texts</i> • <i>Writing skills</i> • <i>Enjoyment of reading</i>
COMMUNICATION AND LANGUAGE			
Language for Thinking programme	Children with verbal reasoning difficulties and/or delayed language skills and/or speech and language difficulties	10-15 sessions	<p>The intervention is used to develop children's language from the concrete to the abstract. While most children develop verbal reasoning skills with relative ease, others find it more challenging. Verbal reasoning is particularly difficult for children who are recognised as having delayed language skills, specific language impairment, Autistic Spectrum Disorder (including Asperger's Syndrome), pragmatic language impairment or moderate learning difficulties. Children with less obvious oral language difficulties may begin to struggle when they start to read.</p>
Communication and Play	Children who struggle to make friendships and to communicate	3 weekly sessions Half a term in the first instance	<p>Communication and play is an intervention to support children who struggle to make friendships and communicate effectively. It also supports:</p> <ul style="list-style-type: none"> • <i>Developing and fostering children's friendships</i> • <i>Communication</i> • <i>Understanding emotions and appropriate behaviour in a school environment</i> • <i>Forum for children to share worries or concerns</i>
Let's Talk	Children who have difficulties in communication and language	10 weekly sessions	<p>Let's Talk is a language based intervention which provides strategies which are successful in supporting children in a small group which is then incorporated into the classroom. Let's Talk provides the children with:</p> <ul style="list-style-type: none"> • <i>A Stress free environment</i>

			<ul style="list-style-type: none"> • Opportunity to talk • Time to process • Activities to aid understanding • Practise and extend understanding • Enhance self-esteem
PORIC	Children with a poor descriptive vocabulary	For half a term in the first instance	PORIC provides a wealth of ideas to assess and develop the linguistic concepts (descriptive vocabulary) needed to access the Foundation and Key Stage 1 curricula. It is based on the core vocabulary and linguistic concepts incorporated in Ann Locke's 'Living Language' programme which underpins most of the Maths and Science curricula in all four countries of the UK. It is an invaluable resource for staff supporting children who need more help to learn these important words.
Colourful Semantics	<p>Children with a reduced vocabulary, who struggle with word order or who have speech difficulties</p> <p>Children learning English as a 2nd language</p> <p>Visual learners</p>	For half a term in the first instance	<p>This is a therapy technique which uses colour coded cards to help children to learn the important elements of a sentence, and how to join them together in the correct order. The intervention is used:</p> <ul style="list-style-type: none"> • To teach the possible structure of sentences using colour coding and Question words. • To develop/consolidate the understanding of “wh” questions i.e. Who, What, Where • To develop the use of sentences containing: <ul style="list-style-type: none"> ▪ A subject the girl ▪ A verb is eating ▪ An object an apple ▪ A place in the kitchen • To increase the range of verbs used
Speech & Language therapy plans	Children who are under the Speech and Language Therapist for specific speech difficulties	Daily input for 5-10 minutes depending on need	Children in school who are under the Speech and Language Therapist will have a Speech and Language Therapy Plan in place (where appropriate) and this will be supported in school as well as at home.
EAL / New Arrival Focus groups	Children who are new to English and need to acquire basic language skills	Daily sessions For half a term in the first instance	High Levels of New Arrival children who are both new to school, to English and very often to this country, are supported through a daily English intervention of support at their early levels of English. This is to develop a basic understanding of the English language including giving the very new to English pupils survival language in English, supports vocabulary development and encourages active participation and communication in a small safe and secure group environment.
Speech and Language programme	Children with specific speech and language needs	Personalised to the need of the child	Individual pupils requiring a more personalised curriculum tailored to their specific need will have support in developing basic language and vocabulary through fun and engaging activities to enable them to communicate with confidence with adults and peers in school. This may take a variety of forms.
MATHS			
Year 3, 4, 5 & 6 Maths Springboard	To support identified children and remedy particular	Two 30 minute sessions over the period of a term	Springboard is a catch-up programme for children in Years 3, 4, 5 and 6. The materials focus on key areas of number. They provide additional tuition for small groups of children outside the daily mathematics lesson.

	weaknesses in number		
First Class @ Number	Children who have moderate difficulties with mathematics	24 sessions run over about half a term	First Class @ Number supports the new National Curriculum for Mathematics and raises mathematical attainment. It is used to increase enjoyment and engagement in mathematics.
MEMORY SKILLS			
Memory Fix programme	Children with memory difficulties	4 weekly sessions Half a term in the first instance	Memory Fix is a collection of short, focused games and activities, each of which addresses a specific aspect of memory and suggests strategies that might help children to improve their performance in class. Memory Fix develops visual, auditory and phonological memory The programme helps children to develop strategies to improve their short term and working memory and this can impact on their work in the classroom, particularly in terms of attainment, attention and self-esteem.
Auditory and Visual Memory skills programme	Children with short term memory difficulties	Twice weekly for 30 minutes per session Half a term in the first instance	Develops children's visual and auditory memory skills through a range of different activities and tasks, encouraging the children to use strategies to aid memory when recalling.
SPECIALIST SUPPORT			
Dyspraxia Programme	Children with fine and/or gross motor coordination	3-4 sessions per week Half a term in the first instance	The Madeline Portwood intervention supports children with fine and/or gross motor coordination. It may also affect a child's speech. The programme is used to: <ul style="list-style-type: none"> • <i>Develops self esteem</i> • <i>Improve attainment within the curriculum</i> • <i>Remediation activities to develop perceptual and motor skills including:</i> • <i>Finger, hand and arm movements</i> • <i>Hand-eye co-ordination</i> • <i>Foot-eye co-ordination</i> • <i>Balance</i> • <i>Whole-body co-ordination</i> • <i>Sound and movement</i>
SOCIAL, EMOTIONAL AND MENTAL HEALTH			
Social Skills groups	Children who struggle to make appropriate friendships and need to develop self-esteem/self-confidence	Weekly session Half a term in the first instance	<ul style="list-style-type: none"> • <i>Promote self-esteem and self confidence</i> • <i>Promotes and develops team work</i> • <i>Promotes positive peer relationships</i>
Funtime	Children who have difficulty with social skills, emotions and communication	Daily sessions for a term in the first instance	'Fun Time' uses small group situations with activities for developing talking and social skills, attention and listening for children who need extra support in these areas. Children can enjoy and benefit from this adult support in a friendly, purposeful atmosphere. Most children learn to relate to other people naturally through playing with adults and other children. They learn that communication between two people requires:

			<ul style="list-style-type: none"> • <i>eye contact</i> • <i>turn taking</i> • <i>attention and</i> • <i>listening</i> <p>Some children may have difficulties in the following areas:</p> <ul style="list-style-type: none"> • <i>waiting</i> • <i>using other children's names</i> • <i>anticipation</i> • <i>making choices</i> • <i>asking for help</i> • <i>coping with winning and losing</i> • <i>sitting in a circle next to others</i> • <i>limited vocabulary</i> <p>For some children these skills don't come naturally and need to be taught. Learning through play and enjoyment in a structured, safe and fun session can be a good way for children to experience and practise these skills.</p>
Emotional Literacy – Feelings programme	Children who have difficulty understanding and expressing emotions	Dependent on the emotional needs/understanding of the child 45 minute weekly session	The intervention supports children who have difficulty understanding and expressing emotions. It develops a greater understanding through discussion, role play, drawing and emotive work with the pupils.
Volcano in my Tummy Anger Management programme	Children who have difficulty in self-regulating their behaviour, anger and emotions	Weekly sessions A term in the first instance	Helps children understand and deal constructively with their anger and give appropriate strategies to enable them to self-regulate.
Play Interaction	Children with ASD Children with social and emotional needs	Weekly sessions A term in the first instance	The Play Interaction intervention is used to support children who have been diagnosed with Autistic Spectrum Disorder (ASD). However it is also a programme which can be used to support children with social and emotional needs in a safe and secure positive environment. Play Interaction: <ul style="list-style-type: none"> • <i>Focuses on the role of play in social and academic development</i> • <i>Develops and fosters peer to peer friendships</i> • <i>Develops self-esteem and self-confidence</i>
Theraplay Activities	Children who are withdrawn, passive, or depressed, children who are overactive or aggressive, children on the	Weekly sessions Half a term in the first instance	Theraplay is a child and family therapy for building and enhancing attachment, self-esteem, trust in others, and joyful engagement. It is based on the natural patterns of playful, healthy interaction between parent and child and is personal, physical, and fun. Theraplay interactions focus on four essential qualities found in parent-child relationships: Structure, Engagement, Nurture, and

	autism spectrum, and those afraid of relating or attaching because of adoption, losses, or trauma		<p>Challenge. Theraplay sessions create an active, emotional connection between the child and parent or caregiver, resulting in a changed view of the self as worthy and lovable and of relationships as positive and rewarding. The school carried out the activities with pupils needing the intervention and support.</p> <ul style="list-style-type: none"> • <i>Nurturing activities to re-inforce the message that the child is worthy of care</i> • <i>Structuring activities to organize and regulate the child's experiences</i> • <i>Engagement activities to connect with the child in a playful and positive way to focus intently on the child, encouraging the child to enjoy new experiences</i>
Nurture Group	Children who have social and emotional difficulties and who need the opportunity to develop self-esteem and self-confidence	<p>4 days per week whole afternoon sessions</p> <p>For two to three terms</p>	<p>Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. Nurture groups are classes of between 6-8 children from Year 3 currently. Each group is run by two members of staff. Children attend nurture groups but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within two to three terms. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy. Food is shared at 'breakfast' or 'snack time' with much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to.</p>
Lego Therapy	children with ASD (Autism Spectrum Disorder) and related social communication difficulties	<p>One session per week (1 hour max.)</p> <p>As long as the 'therapist' deems it necessary</p>	<p>Lego Therapy includes the presence of a 'therapist' who guides the children and encourages them to address and resolve their problems. Through Lego Therapy, children can learn to communicate with others, express their feelings, change their behaviour, develop problem-solving skills and develop a relationship with the world around them.</p>
Drawing and Talking Therapy	Children who need support with their social, emotional and mental health needs	<p>One session per week (20mins – KS1 / 30mins – KS2)</p> <p>For 12 weeks</p>	<p>Drawing and Talking therapy is based, directly, on Dr John Allan's Serial Drawing Technique which he has used in his clinical work with children – both 'normal' children in classrooms and those traumatised by abuse, emotional neglect and terminal illness. This intervention will be used either prior to or post-Play Therapy if it is felt a child needs further support for their social, emotional and mental health needs.</p>
Play Therapy	Children with whom we may need to prevent or resolve psychosocial challenges	<p>Weekly sessions of 40 minutes</p> <p>As long as the Play Therapy Practitioner deems it necessary</p>	<p>Play therapy is a form of counselling or psychotherapy that uses play to communicate with and help people, especially children, to prevent or resolve psychosocial challenges. This is thought to help them towards better social integration, growth and development, emotional modulation, and trauma resolution.</p> <p>Play therapy can also be used as a tool of diagnosis. A play therapist observes a child playing with toys (play-houses, pets, dolls, etc.) to determine the cause of the disturbed behaviour. The objects and patterns of play, as well as the willingness to interact with the therapist, can be used to</p>

understand the underlying rationale for behaviour both inside and outside of therapy session.

- *Better communication*
- *Self-regulation*
- *Happier*
- *Respect*
- *Self-worth*
- *Confidence*
- *Academic & Attendance improvement*
- *Problem finding solutions*
- *Empathy*
- *Social skills*