

## **Appendix A** **Interventions**

Please note: The interventions listed below are not exhaustible and may not be currently used within the school. However they are available for use dependent upon the needs of the individual child and CPD of staff.

### **BLAST Programme**

BLAST is Boosting Language Auditory Skills and Talking.

**BLAST 1** is designed for all children in nursery aged from 3-4. There are 30 consecutive sessions fully planned and resourced to deliver to a group of 4-8 children. All the setting needs is a trained BLAST user to run the group, a CD player and the pack! BLAST works on the underpinning skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as developing basic language skills both receptively and expressively.

**BLAST 2** is designed for all children in reception aged from 4-5. There are 30 consecutive daily sessions providing a half term of work for a group of 4-8 children. Settings need a trained BLAST user to run the group but if you have done BLAST 1 training you are good to go! No further training required! In addition, the setting needs to photocopy some of the master sheets but all other planning and resource preparation is in the pack. BLAST 2 works on the underpinning skill for reading via a phonics approach which is known as Phonological Awareness. It also works on the skills need to acquire, retain and access new vocabulary and to learn and store vocabulary in an organised way. An organised vocabulary is essential in order to effectively and efficiently access the curriculum.

### **Project X Code**

Project X CODE is a proven reading intervention for children in Years 2–4 (P3–5) who are a year or more behind in their word reading. It combines phonics and comprehension development in a character adventure series that's perfect for engaging boys or girls.

### **Turnabout Programme**

Turnabout is based on a set of structured non-linguistic games that constantly challenge the learners' 'personal-best'. The programme focuses on the development of many aspects of memory, including visual and auditory capability, accurate recall from long-term memory, information processing speed and sequencing skills. When the learner has acquired these skills then rapid learning can take place. Turnabout is a complete package with excellent recording systems to measure progress. Turnabout is a twelve week one-to-one intervention requiring just three 20 minute sessions each week. The Turnabout Programme is a uniquely successful intervention for those 'hard to move' pupils: those who have not responded to literacy or numeracy based interventions; those with weak memory; those with poor concentration; those with dyslexic characteristics, those with Attention Deficit characteristics.

### **Art Therapy**

Art therapy is a form of psychotherapy that uses art media as its primary mode of expression and communication. Within this context, art is not used as diagnostic tool but as a medium to address emotional issues which may be confusing and distressing. Art therapy is provided in groups or individually, depending on pupil's needs. It is not a recreational activity or an art lesson, although the sessions can be enjoyable. Pupils may have a wide range of difficulties, disabilities or diagnoses. These include emotional, behavioural or mental health problems, learning or physical disabilities.

### **Sensory Circuit**

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

### **Time to Talk sessions**

For a child that hasn't developed their communication skills going to School can be one of the most confusing and exacerbating experiences, on top of this understanding the curriculum, developing friends and learning to co-operate with others will also prove problematic. Time to talk has been specifically created to teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old. The skills which a child can gain include:

- Eye Contact
- Taking turns
- Let's Practice
- Sharing
- Greetings
- Awareness of Feelings
- Giving
- Following Instructions
- Listening
- Paying Attention
- Play skills

### **Lego Therapy**

Building with Lego bricks is a multi-sensory, open-ended experience, so the building projects can be tailored to any person's unique needs, such as blindness, deafness, mobility impairment, autism or ADHD. There are set ground rules, assigned roles and principles of play therapy.

### **Relax Kids**

Relax Kids' is a children's relaxation programme aimed at helping children to feel confident and calm. It uses a 7 step method to teach children relaxation through movement, games, stretching and breathing exercises, peer light touch, positive affirmations and creative visualisation.

### **Emotion Coaching**

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'.

This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically. Children will have an increased vocabulary of emotional terms, understand how others see and react to their behaviour, identify trigger to their behaviour and develop the ability to self-regulate by using calming and alerting strategies.

### **First Class @ Number**

A specially trained teaching assistant delivers up to 30 half-hour sessions to a group of up to four children, for 10 -15 weeks. The children continue to take part in their normal class mathematics lessons. The lessons focus on number and calculation, developing children's mathematical understanding, communication and reasoning skills. Stimulating, enjoyable games and activities engage the children and build their confidence. Each topic starts with a simple assessment that helps the teaching assistant to tailor sessions to the children's needs.

The teaching assistant starts working with their group of pupils straight after the first training day. Then the training runs alongside the implementation of the teaching programme, so that the Teaching Assistant is trained topic by topic.