Uplands Infant School – Intervention programmes

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| Better Reading & Writing Partnership  (BRWP) | This intervention is for pupils with difficulties in reading and writing in Year 1 & 2. In the Reception it is used to boost early reading. BRWP is a 1:1 teaching assistant and pupil intervention for 20 minutes per day in KS1 and 15 minutes per day in EYFS. It builds on the following skills:   * Phonics and phonological awareness * Language skills, vocabulary and comprehension * Effective reading behaviours when reading texts * Enjoyment of reading | Entry criteria: Child’s reading level below age-related expectations.  Exit criteria: Child’s reading level at age-related expectations.  Assessments: Reading Assessments  Children are identified through pupil progress meetings. |
| Read, Write Inc. | A short term intervention to give children individual support and attention using the Read, Write Inc. programme but with smaller teaching steps. During Read, Write Inc. the children will:   * Read set 1 speed sounds * Learn to blend with support * Independently blend * Read a mix of word speedily   Dependent on their individual needs | Entry criteria: Child has very little phonological awareness or lack of fluency in reading.  Exit: When child has met personalised targets.  Assessment: Read, Write Inc. Assessments  Children are identified by their class teacher. |
| KTC Phonics Intervention | The KTC Intervention programme is targeted at new arrivals and pupils that need catch up in phonics for:   * Phase 2/3 Blending & Segmenting * Phase2/3 New Arrivals | Entry Criteria: Pupils show weak skills in phonological awareness and has difficulty blending and segmenting syllables and phonemes.  Exit Criteria:  Assessment: KTC Phonics Assessment  Pupils identified by their class teacher/SENCo. |
| Early Words | Early Words is a programme of one-on-one systematic five minute word-focused lessons. During the five minute lesson, the child is taught, or retaught, a high frequency word at both word and sentence level. The emphasis is on accuracy and fluency. | Entry Criteria: pupils that have difficulty in retaining sight words.  Exit Criteria: Confidently recall sight words.  Assessment: Early Words assessment/sight words assessment.  Pupils identified by SENCo/Class teacher |
| Funtime | Funtime is a small group Intervention to develop speaking and listening skills.  Pupils learn that communication between two people requires:   * Eye contact * Turn taking * Attention & Listening | Entry Child: Child with social interaction and early communication difficulties.  Exit criteria: Ability to communicate effectively in line with the programme.  Assessment: Communication & Language and Personal, Social & Emotional data.  Children are identified through pupil progress meetings by the class teacher. |
| Let’s Talk | The ‘Let’s Talk’ Programme is an intervention to develop KS1 children’s:   * Speaking & listening skills * Ability to follow rules * Sentence building * Understanding of sentence structures | Entry Criteria: New arrivals with no or little English. SEND children with poor language acquisition.  Exit criteria: Increased confidence in spoken language.  Assessment: Proficiency in English codes. NASSEA assessments.  Children identified by the Class teacher/SENCo |
| Talk Boost (Reception & KS1) | Talk Boost KS1 is a targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes. The sessions include activities that cover the key elements of language: Attention and Listening, Vocabulary, Building Sentences, Telling Stories and Conversations. | Entry: Difficulties in the following:   * Listening * paying attention * Poor vocabulary * understanding language, explaining or describing events, information, instructions * socialising/interacting with peers and taking turns   Exit Criteria: Increased confidence in spoken language  Assessment: online Talk Boost tracker/screen |
| Colourful Semantics | Colourful semantics is an approach to teaching grammar which hasbeen designed for school-aged children withspecific language impairment (SLI). The approach uses shapes, colours and arrows to make the grammaticalrules of English explicit.  Children work through 4 levels of the colourful semantics programme to eventually produce grammatical and informational sentences. | Entry Criteria: Child on SALT caseload and speaking at 3/4 word level.  Exit Criteria: Child removed from SALT caseload.  Assessment: Speech and Language progression toolkit Screen  Children identified by the School’s Speech & Language Therapist/SENCo. |
| Play Interaction | Play Interaction helps children to socially interact, communicate and play with others  The programme is tailored to meet the target child's needs and social stages of development.  The programme helps to develop social skills such as   * Tolerating, accepting direct contact and close proximity with others. * Sharing joint attention in an activity with others. * Looking and listening in games with others. * Anticipating and initiating in games with others. * Giving and taking part in games with others. * Making choices and needs known to others. * Accepting choices made by others in games. * Having fun interacting with others. * Entering, maintaining and existing play with others. | Entry Criteria: Pupils with social difficulties with interaction, communication, behaviour and/or play skills  Exit Criteria:  Assessment: Play Interaction assessment to identify individual targets.  Children identified by EYST, LCI, SALT and Educational Psychologist. |
| Big Moves | The Big Moves Interaction helps children develop their gross motor skills. Big Moves is a daily, floor based movement intervention that takes 15 minutes a day in the hall. | Entry criteria: delayed physical (sensory and motor) development is a barrier to listening and concentration.  Exit criteria: Pupils have little or no difficulty with their gross motor skills  Assessment: complete pre/post assessment for Big Moves. |
| Fine Motor Skills Programme  (NHS South Warwickshire) | The programme has been developed to cover typical fine motor and handwriting difficulties experienced by primary school children.  There are 6 programmes to choose from, arranged in a developmental sequence, starting with foundation skills in movement and body awareness, moving on to more complex fine motor and pre-writing skills, all the way up to handwriting fluency.  Each programme is designed to run for a half term (6 weeks), with 3 short sessions (approximately 20-30 minutes) per week. | Entry criteria: Children with motor skills difficulties  Exit criteria: Pupils have little or no difficulty within their area of need identified on the assessment.  Assessment: Baseline assessment and checklist completed before/after the intervention. |
| Drawing and Talking Therapy | Drawing and Talking is a person-centred therapy focusing on prevention, early intervention and recovery.  Drawing and Talking is a safe  time limited therapy(12 weeks) to be used with anyone (age 5+) who has suffered trauma or has underlying emotional difficulties. | Entry criteria: Children aged 5 that have experienced trauma or emotional difficulties.  Exit criteria: Children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem. |
| Lego Based Therapy | LEGO- Based Therapy is a collaborative, play based social skills intervention designed to improve social competence in children with autism and related conditions. Children are encouraged to build together within set rules. Each child plays the role of an 'engineer', a 'supplier' or a 'builder' and together they follow pictorial instructions to build a model. | Entry criteria: set targets based on social skills assessment. Children should have their own target.  Exit criteria: Progress towards individual target.  Assessment: Children are assessed before and after the intervention and their responses are recorded. |