





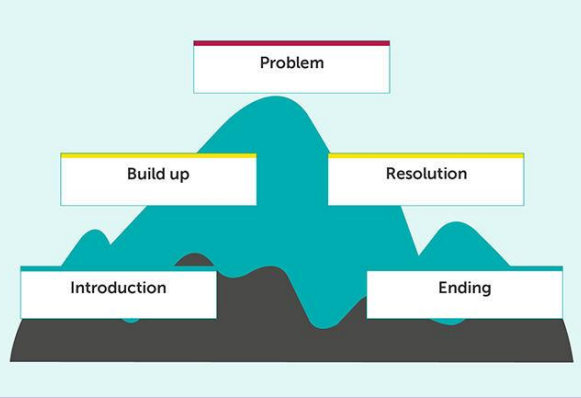

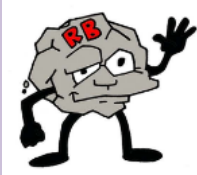
Intervention information- 2022-23

**Speech and language therapy (SALT)**



\*SALT Programmes are and designed and monitored by the Speech and Language Therapist

Group name	Description
Attention Autism	<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><b>Stage 1: The Bucket to Focus Attention</b> 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><b>Stage 2: The Attention Builder</b> 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><b>Stage 3: Turn taking &amp; Re-engaging Attention</b> 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><b>Stage 4: Shifting &amp; Re-engaging Attention</b> 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> <div data-bbox="439 1110 1070 1433"> </div> <div data-bbox="1272 1070 1666 1463"> </div>

Group name	Description
<p>Colourful Semantics Language Group</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: When, Who, What doing, What like, What, Link word to form a sentence, i.e. <u>Yesterday, the boy was eating the yummy apple in the kitchen because he was hungry</u></p>  <p>Children are also given a four part sequence to put in the correct order to make a story. They are encouraged to describe what is happening in the sequence and to predict what will happen next in the scenario.</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><b>Blue Zone</b> – when someone feels sad, tired, sick or bored. They have a low state of alertness and are moving slowly.</p> <p><b>Green Zone</b> – when someone feels happy, calm and ready to learn / play / interact. They are in control. This is the ideal state of alertness.</p> <p><b>Yellow Zone</b> – when someone feels anxious, worried, silly or excited. They are starting to lose control and have a heightened state of alertness.</p> <p><b>Red Zone</b> – 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>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 of what they are building and must guide the rest of the team. The supplier selects the necessary pieces for builder.</p>

Group name	Description
Narrative Language Group	<p>The aim of this small group session is to develop narrative skills. Children sequence and narrate a 4-part story including sequential vocabulary with visual support and adult prompting. Children take turns to pick up the microphone and contribute part of the story.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;">  Who?         </div> <hr style="width: 100%;"/> <div style="text-align: center;">  Where?         </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>
Superflex Language Group	<p>This small group supports children to develop their awareness of their own thinking and social behaviours. The children are introduced to a fictional superhero called ‘Superflex,’ who is a super ‘flexible thinker.’ They are taught that ‘flexible thinking’ means being able to think of more than one idea. They are informed that ‘Superflex’ has certain skills that they will be learning like expected behaviours in social situations, being able to stop and follow instructions, sharing and listening to other’s ideas and identifying more than one solution to a problem. The children will also be introduced to a character called ‘Rockbrain’ who only does what he wants to do, only gives one idea and has difficulty negotiating and problem solving.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-bottom: 10px;">   </div> <p>The children will be supported to look at photos, pictures and videos and identify when people have responded like ‘Superflex’ and ‘Rockbrain.’ They will also be supported to think like ‘Superflex’ during their own social experiences.</p>
Word Aware	<p>This small group supports children to develop ability to learn, store and retrieve new vocabulary. New words are selected and discussed, i.e. What does it look like? What does it do? Where do you find it? What sound does the word start with? If these prompts don’t help children can use a dictionary. Children make an action to represent the word</p>



Group name	Description
	and put it into a sentence. They can use word webs to recall the words e.g . 'It is red, it has 4 wheels.' At the end of the session children place the words into a pot to review next week.
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.
Box Clever	Box Clever developed by speech and language therapists and aims to help children store new vocabulary systematically. It aims to increase the way children access newly learned vocabulary in general communication, through play scenarios. Box Clever focuses on nouns, then adjectives, then verbs and then moves onto using the new vocabulary in play and general every day interactions.
Speech sounds	<p>Some of our children have difficulties hearing and articulating particular sounds. If children's speech sound errors are left untreated, there is a risk that the error or errors will remain hard-wired into a person's speech patterns. There is also a risk that speech sound errors may turn up in children's written language.</p> <p>Speech sound interventions are usually run on a 1:1 basis and support the pupils to produce the sounds that they find difficult.</p>
Transporters	<p>The Transporters programme was developed with the Autism Research Centre. In a structured group setting pupils watch videos of people expressing different emotions and reflect together on how they might be feeling and why.</p> 
Social Detectives	<p>Social Detectives is a social skills intervention focusing on developing an understanding of social cues for pupils who find it difficult to navigate social situations.</p> 



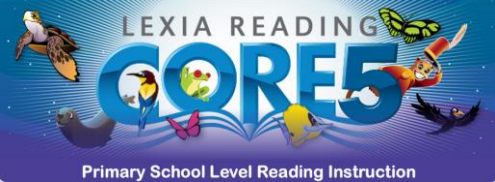
### Friendship and social skills interventions

Group name	Description
Circle of friends	<p>Circle of friends is an approach to enhancing the inclusion of any young person (known as 'the focus child'), who is experiencing difficulties in school because of a disability, personal crisis or because of their behaviour towards others.</p> <p>The 'circle of friends' approach works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty.</p>
Turn taking	The children take part in a range of turn taking activity designed to support them to tolerate delay and play co-operatively with their peers.
Playground games	Playground games interventions involve an adult working with a small group of children. The focus is on initiating interaction, turn taking and problem solving.


### Literacy interventions

Group name	Description
RWI tutoring	Children in Years 1-3 who require additional support with reading are offered targeted tuition sessions in small groups (3-4 children) up to 5 days a week.
Lexia	<p>Lexia is computer software that provides a personal programme of support for pupils who require reading tuition. The programme targets:</p> <ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>• Phonics</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Comprehension</li> <li>• Spelling Rules</li> </ul>



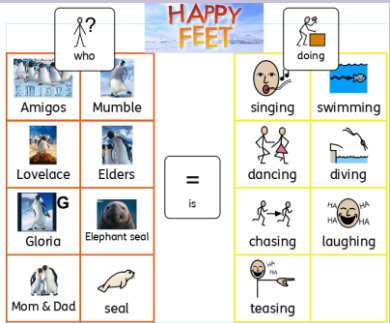

Group name	Description
	

*ASPIRE nurture groups*

Group name	Description
Gardening	<p>We run gardening groups for KS1 and KS2 on Tuesdays and Fridays. 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.</p> <p>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.</p> 
Art	<p>The art nurture groups are linked to the ASPIRE curriculum and characters. The sessions are planned to inspire children to reflect on all the great things about themselves whilst encouraging them to set themselves challenging goals and demonstrate persistence and resilience. Opportunities to take part in self-regulation activities are also built into the sessions.</p>




ARP

<p>ARP Power of reading (KS1 and KS2)</p>	<p>Power of Reading differs from the whole school scheme, in that books are specially chosen to be highly motivating and age appropriate for children. A curriculum map of the books and films chosen can be found on ARP curriculum map.</p> <p>ARP literacy lessons (PoR) use an approach called colourful semantics (called rainbow sentences in reception). Pupils learn to comment on a story and write meaningful sentences using a highly structured, colour coded approach. The colours signify key parts of a sentence and children learn to link together single words into a full sentence. This approach support the speech and language strategies used by the children in the ARP. An example can be seen below in which the children choose the relevant subject/verb/object/ location to form a 4 part sentence. This system is known as colourful semantics and also links to the 'SCERTS' style PECS communication system, which is how many of our children learn to communicate.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Some ARP groups have a dedicated fine motor session in addition to the writing expectations of other lessons. In this lesson pupils practice letter formation on paper and on iPads and practice cutting skills. Some pupils might practice doing up buttons or complete finger strengthening exercises, depending on individual SEND targets.</p>
<p>ARP Maths KS1 &amp; KS2</p>	<p>This group is taught in the ARP and reflects the schemes and structures of the mainstream approach. Please see Shoreditch Park Maths curriculum on offer for more details:</p> <p><i>'Shoreditch Park teaches maths using the Singapore maths approach. This approach supports progression throughout the primary years and has a strong concrete, pictorial, abstract (CPA) thread running throughout. This means that children are exposed to conceptual ideas at a concrete level with a range of apparatus (e.g. counters, beads, dienes and numicon) before moving on to pictorial representations.'</i></p>



	The key difference between ARP and mainstream maths session is that the ARP run intervention groups which target pupils' learning from starting points, this is often at an earlier level of development than pupils' chronological year groups.
--	--

***Fine motor skills and handwriting***

Dough Gym	Dough gym is a small group activity where children manipulate dough in a variety of ways.  The actions required in dough gym result in the improvement of fine motor skills and hand strength, both essential when it comes to writing and using different physical materials.
Gross and fine motor skills group	Our Badu coaches run a regular intervention focused on developing pupils' fine and gross motor skills with our EYFS pupils.
Handwriting group	A KS2 intervention which focuses on improving pencil grip, writing fluency and letter formation.  

***Mental health interventions***

School Counsellor	School Counselling offers a confidential space for children to come and explore their thoughts and feelings. Our school counsellor is Natasha Mattos. The Inclusion Team manage referrals to the School Counsellor.
-------------------	---





ELSA

We have a trained Emotional Literacy Support Assistant, Natalie Glassborow, who provides emotional and social skills support to a small number of children each year.



WAMHS

Our WAMHS worker, Fernanda Ruiz-Tagle, works with our staff to support with the creation and implementation of interventions that promote emotional wellbeing.




Place2Be

Place2Be will be offering a number of interventions in Shoreditch Park this academic year, including:

- Place2Talk – pupils book appointments with a Place2Be counsellor to talk about problems and worries.
- One-to-one counselling – weekly counselling using talking, creative work and play to support pupils who are struggling
- Group work – therapeutic groups exploring issues like friendship, self-esteem, transition and bullying.

Laura Serrani is our Place2Be Mental Health Practitioner.



		
<p>MHST</p>		<p>Hackney's Mental Health Support Team provides us with an Educational Mental Health Practitioner (EMHP) who works in school for half a day per week. Danila De Morais. delivers both group work and parent work focusing on supporting pupils that are struggling with mental health or self-regulation.</p>

**External intervention provision**

<p>Deaf and Partially Hearing Service</p>	<p>The Deaf and Partially Hearing Service offers support to specific children with hearing difficulties and visit school once per term.</p>
<p>Young Hackney</p>	<p>Young Hackney come into school to work with individual pupils who we have referred for mentoring support.</p>
<p>Literacy Pirates</p>	<p>Literacy Pirates work with some of our Year 5 and 6 pupils after-school, every week. The sessions are focused on developing literacy skills and self-confidence.</p> <div data-bbox="474 1209 922 1433" data-label="Image"> </div>