



# Interventions at Nova

Below is an alphabetical list of interventions that we may run in school to support children's development.

<b>A-Z literacy</b>	A to Z Early Literacy Intervention supports pupils to achieve a good level of development in reading and writing within a 6-week period. It can support children who are ready to read books at the pink book band to develop further. It can also support children new to English or as an intervention for children with complex additional needs in KS2.
<b>Anger Management - KS1</b>	Following a bespoke intervention developed by our Nova Learning Mentors, children will learn to understand the emotion of Anger and develop some strategies on how to manage it.
<b>Anger Management - KS2</b>	Following a bespoke intervention developed by our Nova Learning Mentors, children will learn to understand the emotion of Anger and develop some strategies on how to manage it.
<b>Attention Autism</b>	Attention Autism is an approach developed by Gina Davies, a specialist speech & language therapist. It builds communication, interaction, attention and learning skills whilst building strong relationships, through hands on, practical & fun activities. There are 4 stages of Attention Autism: Stage 1 is Bucket time to focus attention, Stage 2 is an attention builder, Stage 3 is the interactive turn-taking element and Stage 4 is the individual activity with a focus and attention shift.
<b>Behaviour Plan</b>	Children who display challenging or distressed behaviours who have not been able to follow our whole school behaviour policy will be supported with a short term Behaviour Plan. Short-term SMART targets will be created alongside the child and parent, to help focus upon a goal to achieve within 2 terms and what provision and support may be needed for this.



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<b>Bereavement Counselling</b>	This intervention is for children who will receive a short number of stand-alone sessions with our lead learning mentor/learning mentor to support a child following a close family member's bereavement. Sessions will include resources from Winston's wish and a further referral to a bereavement charity will be made if it is felt necessary.
<b>Better Reading Partnerships (BRP)</b>	The Better Reading Partnership is a targeted, time-limited, one-to-one intervention over 10 weeks. It is designed to improve the way children read, enabling them to be independent problem solvers who read with understanding and enjoyment.
<b>Brain Breaks/Movement Breaks</b>	<p>Children, who require it, will have regular brain breaks from the classroom, usually supported by an adult, where they are able to access a toolkit or calming activities in order to prepare them for returning to the classroom and to be ready to learn.</p> <p>These usually last for 10 minutes and would occur 3-5 times throughout the school day.</p> <p>These can also be taken flexibly, where appropriate, and more frequently when needed e.g. on a day where there are unfamiliar adults teaching, on a day where the timetable is unfamiliar</p>
<b>Bristol Autism Team</b>	A referral to Bristol Autism Team is made for bespoke advice and support for children who have a formal diagnosis of Autism and may require some specialist advice and support.
<b>Clicker</b>	Clicker is a computer programme that supports writing development in a range of ways for children. This can be used on an iPad or on a laptop and can provide a high level of support or can provide an alternative method of recording for children who struggle with the physical act of writing. More information on Clicker can be found <a href="#">here</a> .
<b>Colourful Semantics</b>	Colourful semantics is a targeted approach to support children with their sentence building and to teach them about sentence structure. It was developed by



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	Alison Bryan and is now widely used with children experiencing language difficulties.
<b>Drawing and Talking Therapy</b>	Drawing and Talking Therapy supports those who are not realising their full potential either academically, professionally, or socially. The purpose of the method is to draw with a person who with whom they feel comfortable at the same time each week. The trusted person will learn to ask a number of non-intrusive questions about the drawing, and over time a symbolic resolution is found to old conflicts and trauma is healed.
<b>Educational Psychologist advice and support</b>	For children who have received a high level of additional support and are continuing to show that they are not making progress in certain areas, a request for Educational Psychologist involvement will be made. The school only has a limited number of requests that can be made each year, which is why this intervention is in place for the most complex children.
<b>ELSA (Emotional Literacy Support Assistant)</b>	ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work. Our School's ELSA is Janet Green, our Lead Learning Mentor.
<b>Fine Motor Skills</b>	Depending on the specific needs of a group of children or individual children, a range of activities will be planned for children to take part in: bead threading, chopstick and rice races, peg boards, sewing, Lego building or pencil control to name a few.
<b>Fluency - Maths</b>	Fluency interventions will focus on developing children's ability to recall Mathematic facts and concepts without thinking, heir number sense, flexibility of thinking, appropriate and efficient responses to problems, the accuracy of their answers, and their understanding of representations in



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	mathematics. It will be linked to their attainment level or Age Related Expectations.
<b>HiLo Comprehension</b>	This intervention is aimed at engaging beginning, struggling or reluctant readers with high interest, low readability comprehension activities aimed to be as amusing and informative as possible.
<b>Inference Training</b>	Inference training is a group intervention for pupils in KS2 who decode adequately but fail to get full meaning and enjoyment from their reading. It teaches key comprehension strategies through "instructional conversations" in groups to help boost reading comprehension.
<b>Lead Learning Mentor/Learning Mentor support</b>	For a short and measured period, Children may require some support from one of our Learning mentors. This may be due to a variety of reasons: struggling with transition, facing a difficult time at home currently, facing challenges with friendships. Some short support will be put into place to ensure the child's need is identified and met and next steps identified for appropriate interventions.
<b>Nessy</b>	Nessy is an online programme to support children with dyslexia or those displaying possible signs of dyslexia. Children complete an online assessment to identify their own individual targets for spelling and reading and then "play" on the programme to help develop these. It is most beneficial when completed in school <u>and at home</u> simultaneously and on a regular, daily basis.
<b>Phonics 5-minute boxes</b>	5-minute daily boxes linked to children's phonics levels for those falling behind with their grapheme knowledge. The idea is that a child works on activities from the box for 5-minutes, daily, to develop their phonics knowledge.
<b>Progressive Sports Health and Wellbeing</b>	A progressive Sports mentor runs 10 weekly sessions with groups of between 10-15 children developing their team building and resilience skills, focusing on active tasks where children must work together and helping children to link physical activity to a healthy, happy lifestyle.



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<b>Project X</b>	Project X is a modern reading and writing programme specially developed to motivate boys and address the gender gap in literacy. With four programme strands, Project X supports teaching, assessment and practice of a full range of reading and comprehension skills.
<b>Raising Self-Esteem</b>	Using the book "The Adventures of the Little Tin Tortoise", the story provides a colourful and fantastical world through which children can be helped to explore and develop feelings of self-esteem; it does this through drawing on the experiences and emotions of the tortoise, the other characters and their interwoven lives.
<b>Reading Recovery</b>	Reading Recovery is a literacy programme designed for the lowest achieving children aged around six that enables them to reach age-expected levels within 20 weeks. It involves a short series of daily one-to-one lessons for 30 minutes with a specially trained teacher.
<b>Sand Tray Therapy</b>	In sessions with our trained Lead Learning Mentor, Janet, the idea is that a safe space is created for a child in order for them to explore their concerns, worries or problems and that they may be able to develop a solution to these themselves through the creativity of playing with Sand and figurines/toys.
<b>Sensory Support Service</b>	For children with complex Sensory needs, a referral can be made to the Sensory Support Service to seek further specialist advice and support.
<b>Socially Speaking</b>	An evidence based intervention for KS2 children to help develop appropriate social communication skills.
<b>Speech and Language Therapy – individual targets</b>	Following assessment from a Speech and Language therapist, a child will receive appropriate support linked to their individual targets. This may be in a small group if targets are similar, or on an individual basis if advised.



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<b>Switch On</b>	This is an intervention for children in Y1 or higher who are struggling to move from Pink reading level and where they were not able to meet the criteria for Reading Recovery.
<b>Think Social!</b>	This is an 8-session Social Communication programme, mostly for children in KS2, to help develop appropriate interactions with peers and adults.
<b>Time to Talk</b>	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.
<b>Wellcomm Intervention</b>	All children in Early Years are screened using the Wellcomm Assessment tool. This is a well-known tool used across the UK to identify children's Speech and Language skills, whether they are able to communicate at the same level of their peers and what areas of support they may require support with. If any children are assessed to be working below or well below their peers, we provide appropriate intervention as advised by the assessment tool and in some cases for children displaying significantly delayed skills; we may make a referral to the NHS Speech and Language Service for a discussion during a termly drop-in meeting.
<b>Zones of Regulation</b>	"Zones" for short, are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help children gain skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. We have adapted this as a whole school approach but may also provide small group or individual sessions to some children to give them a greater, more bespoke understanding of the approach.