



Interventions at Nova

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

Attention Autism	Attention Autism is an approach developed by Gina Davies, a specialist speech & language therapist. It builds communication, interaction, attention and learning skills through practical and 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.
Bereavement Counselling	This intervention is for children who need additional support following a close family member's bereavement. They will receive a number of individual sessions with our lead learning mentor drawing from Winston's Wish. Further referral to a bereavement charity will be made if it is felt necessary.
Clicker	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.
Colourful Semantics	Colourful semantics is a targeted approach to support children with their sentence building and to teach them about sentence structure. It was developed by Alison Bryan and is now widely used with children experiencing language difficulties.
DOTS Mindfulness	Dots Mindfulness is a mindfulness curriculum, developed by the Mindfulness in Schools Project, and available to children in Reception to Year 3. Dots is based around three key interconnecting themes: Awareness, Connection and Emotion.



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Drawing and Talking Therapy	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.
ELSA (Emotional Literacy Support Assistant)	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.
Keep Up Mathematics	Some children, in addition to in class 'guided sessions' may need more targeted support in overcoming misconceptions and developing mathematical fluency to accelerate progress.
Keep Up Reading	Some children, who may no-longer need phonics interventions, to support their reading but may need more reading fluency practise may receive 1:1 reading support to accelerate progress.
Keep Up Writing	Some children, in addition to in class 'guided writing' group sessions, will require an individual plan for writing interventions. As part of this, pre-teaching may be offered. This may also include additional handwriting practise sessions following Little Wandle in KS1, Pre-cursive in Year 2 and cursive handwriting in Y3-6.
Language for Thinking	Language for Thinking is an approach used to help children develop their thinking and language skills. Developed by Speech and Language Therapists, it focuses on understanding questions, starting from concrete concepts and progressing to more abstract ones.



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<p>Lead Learning Mentor / Senior Mental Health Lead</p>	<p>For a short and measured period, Children may require some support from our Learning Mentors or Senior Mental Health Lead. 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.</p>
<p>Little Wandle Phonics</p>	<p>Little Wandle Letters and Sounds Revised plus Daily Keep-up</p> <p>This is what we call the core programme and is followed by the large majority of children in Reception and Year 1. Some children will need additional support to access this programme in the form of Daily Keep-up.</p> <p>KS2- Rapid Catch-Up</p> <p>The Rapid Catch-up programme mirrors the core Little Wandle programme, but children learn at a much faster pace. The Rapid Catch-up programme is designed for children aged 7 and above to catch up quickly. Children who require this intervention will have an additional session every day. On days 1 and 2, they will be taught a 20-minute phonics lesson. On day 3, they will be taught a quick 10-minute review of phonics. This will be followed by a 10–15 minute reading practice session, where they will read a book that is matched to their phonic knowledge. On days 4 and 5, they will have a 10–15 minute reading practice session, reading the same book as on day 3. This book is then sent home for the following week.</p>
<p>Mastering Number</p>	<p>In KS1, Mastering Number aims to secure firm foundations in additive relationships and the development of good number sense for all children.</p> <p>In KS2, Mastering Number aims to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.</p>



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<p>PECS</p>	<p>The Picture Exchange Communication System (PECS) is a method that allows people with little or no communication abilities to communicate using pictures. PECS is used consistently across the school for whole class and individual visual timetables. Where appropriate, it may be used as part of a child's 'total communication approach'.</p>
<p>Safety Plan</p>	<p>Children who are vulnerable to unkind behaviour will be supported with a Safety Plan. Using the GROW model, short-term SMART targets will be created alongside the child and parents/carers to focus upon a goal and identify what provisions and support may be needed to achieve the desired outcome.</p>
<p>Sand Tray Therapy</p>	<p>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.</p>
<p>Sensory Circuit</p>	<p>A Sensory Circuit is a short plan of physical activities that enables children to achieve an optimal level of alertness. It lasts 10-15 minutes and consists of 3 sections: Alerting Activities, Organising Activities and Calming Activities.</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>
<p>Socially Speaking</p>	<p>An evidence based intervention for KS2 children to help develop appropriate social communication skills.</p>
<p>Speech and Language Therapy – individual targets</p>	<p>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.</p>



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<p>Smudge</p>	<p>Interactions with Smudge, the school dog, can offer children many benefits including further development of their emotional literacy as well as self-esteem and confidence. Many reluctant readers enjoy reading to his as there is less perceived pressure and judgement.</p>
<p>Talkabout</p>	<p>Talkabout is a hierarchical approach to teaching self-esteem, friendship and other social skills. It consists of a series of fully planned one-hour lessons delivered in small groups or individually.</p>
<p>Think Social!</p>	<p>This is an 8-session Social Communication programme, mostly for children in KS2, to help develop appropriate interactions with peers and adults.</p>
<p>Time to Talk</p>	<p>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.</p>
<p>Wellcomm Intervention</p>	<p>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.</p>
<p>Zones of Regulation</p>	<p>"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</p>



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