



WEST BYFLEET INFANT SCHOOL SEN INTERVENTIONS

Updated December 2017

Cognition and Learning: Literacy

Letter recognition: Ensures children are able to recognise all 26 graphemes in their written form.

Letter formation: Ensures that children are able to form all 26 graphemes fluently and with confidence

Developing Oracy Skills: Aims to develop the oral language skills of children by focusing on listening, attention and basic vocabulary. It also develops the strategies that children use to promote their own learning, boosting confidence and self esteem.

Phonological Awareness Programme: Trains children to fine tune their hearing so that they can blend phonemes for reading and segment them for writing. Phonological awareness development usually occurs naturally as part of a child's normal development as exposure to language increases. The development of phonological awareness follows a predictable series of stages:

- Awareness of rhythm (ca-ter-pill-ar etc)
- Awareness of rhyme (mat, cat, that, hat etc)
- Ability to break words into onset and rime (p-in, th-in, gr-in etc)
- Ability to Isolate of sounds in words (/ch/o/p)
- Ability to Blend sounds into words for reading (/f/l/a/p/ → flap)
- Ability to Segment words into sounds for writing (shop → /sh/o/p)
- Manipulation of sounds within words (e.g. change the /a/ in pan to /i/ to make pin etc)

****Children who recognise and write all 26 graphemes may not be able to break down words into sounds for reading or spelling because their phonological awareness is poor****

Word Building: Gives children with secure phonological awareness the ability to apply their skills to building words both orally and in writing.

Core Word Recognition: Ensures children are able to recognise key words on sight. This strategy is particularly useful for children who are not motivated to read as a result of lack of phonological awareness. Also useful for children who have dyslexic tendencies.

Core Word Spelling: Gives children the opportunity to develop their key word spelling to help with fluency and confidence in writing. Again, this can be a useful strategy for children who have tendencies toward dyslexia or who have poor phonological awareness.

Word Shark: A computer programme to aid reading and spelling structured in a way that follows the progression of skills in 'Letters and Sounds'. Good for key word spelling, blending, segmenting and several more complex concepts such as homophones and dictionary skills.

Developing Written Language Skills (DWLS): A highly structured programme focusing on and extending a child's ability to generate and write a sentence using the SVO (sentence, verb, object) structure. Sessions build up in complexity so that by the end of the programme the child will have an awareness of adjectives

(describing words), adverbs ('ly' words), connectives (but, then, so etc), pronouns (he, she, it, me etc) and prepositions (on, under, through etc).

Reading Comprehension: Reading for meaning sessions to develop children's comprehension. Starts with literal questions (what, where, when, who, which) and moves on to more complex questions requiring the child to read between the lines and infer meaning (why and how). Year Two may focus their skills on answering written comprehension questions.

Extra Literacy Support (ELS): Early Literacy Support (ELS) is an intervention strategy to support children in Year 1 who are not working at the level expected for their age. It is a 12 week programme which aims to boost the children to age appropriate attainment. The programme was originally part of the Literacy Hour and covers the three areas of literacy – word level (phonics and spelling), sentence level (generating and writing a sentence) and text level (work focusing on reading skills)

Fischer Family Trust (FFT): An early intervention for children in Year 1 & 2 who have difficulties learning to read and write. The aim of FFT Wave 3 is to accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class /group teaching. FFT Wave 3 can be used with year groups other than Year 1, although texts will need to be adapted for different maturity levels. The programme contributes to a layered approach to interventions.

The programme is:

- Designed for TAs working **one-to-one** with a child
- Targets children who do not have the skills to access group programmes
- 15-20 minutes **daily** for 10-20 weeks
- A 2-day rolling programme (reading one day, writing the next)
- Delivered by an **experienced** Teaching Assistant who has attended 3-day training

Cognition and Learning: Numeracy

Number Recognition: Gives children opportunity to revise recognise of written numerals.

****Children may be able to do this but may still lack confidence in calculation work. They may be lacking the skills of 1:1 correspondence, number order, number value (i.e. the 'fiveness' of five)****

Number Sequencing: Gives children opportunity to develop their understanding of number order.

****Children who can sequence 1-10/1-20 may still struggle with using and applying work. Check understanding by using a 10/20/100 square with gaps to be filled, start the sequencing from a number other than 0 or 1, practise sequencing backwards, sequence numbers in intervals greater than 1. All of these skills will develop numerical fluency and aid the child's confidence with using and applying****

Number Formation: Gives children opportunity to practise number formation.

****Children with very good number formation may still struggle with using and applying work. Do they attach meaning to the numeral they have written? Do they understand where the numeral comes in a sequence? Do they understand what each numeral is worth? For older children, do they have an understanding of digits and place value?****

Number Problems (addition and subtraction): Gives children opportunity to practise single and two-digit addition using a range of strategies. The above number concepts must be mastered before number problems can be attempted successfully by the child. Year Two children may spend time developing skills involved in solving worded problems.

Number Shark: Numbershark is a computer program to help children improve their understanding and use of numbers. The program teaches and reinforces numeracy using carefully designed games. The games are grouped in topics which address each of the number operations in very gradual steps.

First Class @ Numbers: A highly structured programme designed for children working below expectations, who need a helping hand with maths. It is delivered by trained teaching assistants to small groups of children who have fallen behind their peers. The children are benchmarked using the Sandwell Test before completing the programme, and again having worked through each session. The test uses data from raw scores to give a maths age. The Sandwell test is also a very useful tool for pinpointing 'next-steps' as it highlights exactly where the children's understanding breaks down.

Closing the gap with Numicon: This kit has been designed specifically for pupils of any age who are experiencing significantly greater difficulty learning mathematics than the majority of pupils of their age. The aim of the Kit is to enable all pupils to have a positive experience of learning mathematics and to develop the sound foundation of basic number understanding that is essential if they are to achieve their individual potential. This Kit is suitable for use as a Learning Intervention Programme and also for pupils who have special needs. It is well documented that pupils with SENs learn most effectively through multi-sensory teaching; Numicon's emphasis on doing and seeing, alongside speaking and listening, capitalises on pupils' visual and kinaesthetic strengths throughout the teaching activities.

Cognition and Learning: Study Skills

Developing Auditory Memory: Gives children opportunity to develop their ability to recall information that has been given orally. This will aid their ability to follow instructions and sequence information correctly.

Developing Working Memory: Helps children develop their ability to 'hold on to' and use several pieces of interrelated-information.

TEACCH approaches for building independence: TEACCH is a strategy originally used to develop independence in children with communication difficulties including Autism Spectrum Disorders. The principles and concepts guiding the TEACCH system can be summarised as:

- Improved adaptation through the two strategies of improving skills by means of education and of modifying the environment to accommodate difficulties
- Assessment for individualised programmes: unique educational programmes are designed for all individuals on the basis of their abilities.
- Structured teaching: it has been found that children with autism benefit more from a structured educational environment than from free approaches.

Staff working with children using the TEACCH approach are given regular training via agencies such as Freemantles and Speech and Language Therapy.

Communication and Interaction: Speech & Language

Talk Boost: is a targeted and evidence-based intervention, which supports language delayed children, who would not usually qualify for specialist help, to make significant progress with their language and communication skills. Each session draws on four activities that cover the key components of language – Listening & Attention, Vocabulary, Sentence Building, Storytelling and Conversations. Children are taught in small groups three times a week by trained Teaching Assistants for a 10 week period. The intervention has been shown to have an impact on progress in reading.

Talk About Pictures: ‘Talkabout Pictures’ encourages pupils with poor listening skills to listen attentively by focusing in on a colourful scene. Questions are then asked about the picture and can be used to develop many different areas of speech and language. It is particularly helpful for those with poor expressive speech, poor receptive language or poor reasoning skills.

Building Auditory Discrimination Skills (BADS): Auditory discrimination is the ability to hear and differentiate between sounds in words (ship as opposed to sip). It is very closely linked with phonological awareness. Children with poor Auditory Discrimination skills often find it difficult to pick key pieces of information out of instructions given orally. BADS helps children develop this skill by giving very simple instructions for the children to follow (colour the cow blue). The complexity of instructions increases as the programme moves on (colour the dinosaur next to the tree who is wearing a hat, red). The programme is also very good for children who struggle with Auditory Processing; that is the ability to hear an instruction given orally, understand what has been asked and decide how best to follow the instruction.

Interactive Language Skills (ILS): This is a language programme for small groups, designed to elicit verbal responses from children, at the same time encouraging listening and turn-taking. Each child is given a simple picture with a question on the reverse. The children take it in turns to ask and answer questions relating to the various pictures. When one child is answering the other children listen and observe.

Language for Thinking (LFT): A programme designed to develop verbal reasoning in children with specific language impairment, Autistic Spectrum Disorder, pragmatic language impairment or moderate learning difficulties. The programme provides a range of pictorial and verbal scenarios that, through questioning, are used to develop children's understanding of language from the concrete to the abstract. Question sheets are carefully structured to promote children's development of inference, verbal reasoning and thinking skills. There are three parallel assessments of spoken and written language which can be used to assess each child's starting level and then to monitor progress.

Teaching Children with ASD to ‘mind read’: Children with autism and related conditions have great difficulty inferring the thoughts, beliefs, desires and intentions of others. These difficulties underlie many of the social and communication problems that are characteristic of autism. The programme provides practical guidelines for helping children with autism spectrum conditions to improve their understanding of beliefs, emotions and pretence. Specific problematic issues are covered, including: how to interpret facial expressions, how to recognise feelings of anger, sadness, fear and happiness, how feelings are affected by what happens and what is expected to happen, how to see things from another person’s perspective, and how to understand another person’s knowledge and beliefs.

Time to Talk: The programme is designed to develop oral and social interaction skills for Reception and Key Stage One. Activities within the programme aim to help children to develop the "rules" of interaction with the help of the character Ginger the Bear, who features in all the sessions. Skills taught include: eye contact; taking turns; sharing; greetings; awareness of feelings; giving; following instructions; listening; paying attention; and play skills.

Socially Speaking: A programme designed to improve children's social skills. The programme is divided into three units: let's communicate; let's be friends and let's practice. It aims to increase self-esteem and improve listening skills and expressive language abilities.

Semantic Links: A highly individualised vocabulary development tool used for children with delayed language. The programme works on differing levels of vocabulary starting with common nouns and regular verbs with picture/symbol support, building up to developing sorting and classification of words, word groups and categories. The aim of the programme is to develop children's ability to use vocabulary confidently whilst developing an awareness of how words work together to express meaning at increasingly sophisticated level.

Teaching Children to Listen: 'Teaching Children to Listen' outlines a small group approach to improving listening skills. It begins by looking at why listening skills are important and how to overcome barriers to achieving them, before pinpointing the behaviours that children need to learn in order to be a good listener. Through small group sessions, children are encouraged to identify and practice the skills involved in being 'a good listener'

LEGO Therapy: LEGO Therapy takes advantage of the inherently rewarding nature of LEGO activities for many children with ASD. The approach uses a number of important elements:

- Children participating first learn a set of clear 'LEGO Club' rules and develop LEGO brick building skills, including collaborative building, in individual therapy.
- They are then introduced to a group of peers, including some group members who do not have social skills deficits.
- The group meets on a weekly basis for 25 minutes and during that time engages in collaborative LEGO brick building activities and other projects, tailored to the skill level of the participants.
- The tasks are analysed and different responsibilities are assigned to group members (typically these roles are engineer, supplier and builder).
- The team works together to assemble the project with an emphasis on verbal and non-verbal communication, joint attention and task focus, collaborative problem-solving, sharing and turn-taking

Attention Autism: Attention Autism' was developed by specialist speech and language therapist, Gina Davies. The approach is based on:

- An understanding of the 'typical' attention levels and development of infants
 - This enables us to think about where the child is at with their attention and communication development and what to work on next.
- The common strengths of people with autism
 - We know that people with autism are visual learners and have good visual skills; therefore, we should use visuals and pictures to share a message, reduce anxiety and add structure. We must also ensure we demonstrate an activity first, as well as modelling how to take part in an activity. This aids the children's understanding of what they need to do.
- The characteristics of autism
 - Including difficulty with social communication, interaction, rigidity of thought and sensory processing differences.
- The knowledge that successful communication is dynamic, motivating and fun!
 - As Gina says, we must "offer an irresistible invitation to learn".

The Attention Autism activity structure is divided into 4 parts:

- Stage 1: Attention bucket (to focus attention)
- Stage 2: Attention builder (to sustain attention)
- Stage 3: Interactive game (to shift attention)
- Stage 4: Individual activities (to focus and sustain attention in a group, then transition shifting attention to individual activity and then refocus on the group)

Sessions last around 20 minutes and are run x2 weekly by Sarah Boon. Each child in the group is supported on a 1:2 basis.

PORIC Approach: The PORIC approach is used to teach children concept vocabulary in a highly structured, individualised manner.

PECS (Picture Exchange Communication System): PECS is an alternative communication intervention package for children with autistic spectrum disorder which focuses on the initiation component of communication. PECS begins by teaching a child to give a picture of a desired item to a 'communicative partner' who immediately honours the exchange as a request, and goes on to teach discrimination of pictures and how to put them together in sentences.

Physical and Sensory: Fine Motor Skills

Handies And Fizzies: A programme designed by the Occupational Health Service which aims to provide children with opportunities to develop hand and finger strength. Without sufficient tone in hand and finger muscles, children cannot develop the dexterity and confidence of movement that is required for comfortable, fluent and legible hand writing. The programme is made up of a short series of exercises using 'Theraputty' which has a high level of resistance and so builds muscle tone and flexibility.

FMS Activities: FMS activities work alongside Handies and Fizziest to develop dexterity and muscle tone focusing primarily on the thumb-forefinger pincer grip which enables proficient pencil control. There are a huge number of activities within this area of intervention: timer games using tweezers to pick up and put down small objects (pasta, beads, counters etc), timer games using pegs on a washing line, hama beads, small jigsaw puzzles, lego, colouring small, intricate patterns, finger painting, plasticine modelling etc. There are LOADS of boxes in the Rainbow Zone containing a huge range of FMS activities.

Write From The Start: A programme made up of three work books, which aim to develop the muscles of the hand so that children gain the necessary control to produce letter forms. In addition, the programme also targets the perceptual skills required to orientate and organize letter and words on the page. The programme contains over 400 graded exercises and activities to develop hand-eye co-ordination, form constancy, spatial organization, figure-ground discrimination (the ability to distinguish an object, shape, word, or letter from the background in which it is embedded), orientation and laterality (left-to-right movement of writing).

Physical and Sensory: Visual Perception

Visual Perception Activities: Children with visual perception difficulties may demonstrate the following:

- Difficulty with visual memory and visualisation.
- Usually rather slow to begin reading
- Difficulty retaining spelling of words (i.e. the 'shape' of a word)
- Copying. The image is forgotten between taking it in and transposing it.
- Difficulty checking their own work due to problems retaining correct image.
- Difficulty problem solving due to problems visualizing scenarios in their mind.
- Difficulty visualizing the end result thereby becoming stuck in the middle of tasks.
- Tendency toward concrete thinking.
- Difficulty with spatial relationships such as distance, size, shape and how things fit together to form a whole.
- Difficulty estimating passage of time.
- Difficulty with a sense of direction.
- Difficulty being socially aware. They miss interpersonal cues and are usually the last to know how someone is feeling.

'Visual perception' covers a huge range of key skills. Advice will usually be given by a professional before beginning any intervention. However, difficulties can be improved using a range of simple activities from mazes, dot-to-dots, tracing, odd-one-out games, spot the difference pictures and word-searches. There are LOTS of resources free of charge here: http://edhelper.com/visual_skills.htm

Physical and Sensory: Auditory Discrimination

Some children have yet to learn that sounds have meaning. The ability to pinpoint the source of a sound and identify its unique characteristics requires that the child be able to focus attention long enough to learn these things. Outside noises and subtle classroom sounds, such as the hum of fluorescent lights and radiator noises, can distract the child who has a problem focusing attention. In addition, the ability to store

auditory information and retrieve it in proper sequence is basic to the learning process. Without these skills it is virtually impossible to learn spoken or written language. Without language, one is extremely limited in the ability to communicate with others or to understand the world.

Children with auditory perception problems may have some of the following characteristics. It is seldom, however, that we would see all these behaviours in one individual.

The inability to

- Locate the source of a sound (localisation)
- Identify specific characteristics of sound (intensity, duration, pitch, timbre)
- Relate a sound to its symbol
- Repeat what was said without visual clues
- Follow directions without visual clues
- Recognise when a sound changes
- Identify same and different sounds
- Distinguish a specific sound from among others (figure-ground)
- Recognize previously learned auditory material when presented in a different medium
- Integrate auditory information with other sensory data
- Comprehend words in a song

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Social, Emotional and Mental Health

ELSA Support: An ELSA is a specialist Emotional Literacy Teaching Assistant with a wealth of experience of working with children. ELSAs are trained and regularly supervised by the Educational Psychologists in Surrey. Our ELSA, Mrs Bev Eagle, is a warm and caring person whose aim is to help individual children feel happy in school and to reach their educational potential. The aim of ELSA support is to remove the barriers to learning and to have happy children in school and at home. Bev works with children on a weekly basis for blocks of up to 12 weeks. Parents are consulted before a block of work begins and an informal evaluation is carried out at the end of the block of work to ensure that there has been an impact on the child's well-being.

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Alongside these programmes of intervention we use the following tools as a way of helping children to manage their feelings:

- The Incredible Five Point Scale
- Visual Timetables
- Social Stories
- Comic Strip Conversations
- Visual Communication Aids
- Emotion Cards
- Circle Time
- Positive Touch
- Nurture Group