

Bledington Interventions summary

At Bledington Primary School we employ many strategies to help children develop and progress. Sometimes we feel that a short intervention will help. Children will generally work with a Teaching Assistant, either individually or in a small group for a fixed period so that progress can be tracked. Below are some examples of interventions that may be used- this list is not exhaustive! We also have a Parent support worker who can visit parents and also work with individual pupils if necessary.

Dyslexia Programme

This is a multi-sensory approach to teaching children Literacy who show the signs of Dyslexia. It is approved by the British Dyslexia Association and was created in 2016 to work alongside the current research into dyslexia children and the way they learn best. Children following this scheme work 1:1, twice a week, working with physical wooden letters, flash cards, mnemonics, pictorial representations and physical activities to help them gain access to letters, sounds and reading.

Toe by Toe

Toe by toe is a systematic, daily intervention to improve children's reading ability by using regular repetition of the sounds and graphemes to allow children to gain a solid understanding of phonics.

The regular repetition and speed of this programme helps children to gain confidence in their reading skills. Children following this scheme work in short sessions daily with an adult in school and an adult at home.

Speed write

Speed write is designed to stimulate the brain and hand muscles into making connections which allow the process of scribing to speed up. Many children are hesitant about putting pencil to paper for fear of it being messy or wrong and speed write allows them to a place to practise their letter formations, at speed, in a fun way. Children compete against themselves, using a stop watch, to write letters, phrases and sentences and race to beat their best times. Children following this programme work 1:1 with an adult up to 4 times a week.

Dancing Bears

Dancing bears is a complete decoding programme for slow readers, working with children whatever their problems and learning styles to help them decode words at a quicker pace. Dancing bears uses flash cards, cursive script, repetition and a quick pace to help children develop their phonic blending skills at a speed which allows them to maintain a flow in their reading. Children who follow our dancing bears scheme work 1:1 with an adult, 3 times a week and achieve certificates as they move up the stages of the programme.

Abacus Maths

Abacus is a toolkit developed by experts and current practitioners in the UK to develop in-depth understanding of the key maths skills in a fun and enjoyable way. It helps children to gain a concrete understanding of number and build on their own skills daily, as well as learning to reason mathematically and understand shape, space and measures as well. Children following this programme work 1:1 or in a group up to 4 times a week.

5 Minute Toolboxes- Literacy and Numeracy

These are little boxes packed full of resources needed for a quick revision of either phonics or numbers. They are designed to help fill any gaps in knowledge and work on specific skills.

Lego working groups

Lego play is a multi-sensory and versatile experience, which means it can be tailored to suit each child's individual needs. It is designed to be used to help with listening skills, communication and interaction. Pupils work in small groups and are assigned roles which they must fulfill. The different roles in LEGO therapy are:

- Engineer: oversees the design and ensures the instructions are followed.
- Builder: puts the bricks together.
- Supplier: keeps track of which size, shape and colour bricks are needed and passes them to the builder.
- Director: ensures the team is working together and communicating well.

Roles are rotated throughout the LEGO therapy session so that every child gets to try each role – this helps stimulate different aspects within the child.

Thinking Skills

We use a range of programmes eg *Language for communication and thinking* and *Reading between the lines* to help individuals develop and progress with their comprehension, inference, reasoning and explanatory skills.

Anger management

Sometimes we will work 1-1 with a child who is experiencing difficulties with emotions. Programmes like *There's a volcano in my tummy* are useful starting points.