



Speech, Language and Communication

In our schools we use a range of assessments and interventions to support speech, language and communication development. Interventions can be 1:1 work on speech sounds with our specially trained speech and language teaching assistants or small group interventions.

Wellcomm Language Assessment

WellComm is a complete speech and language toolkit for to be used with children from 6 months to 6 years. We use this with Nursery and Reception aged pupils. The WellComm system allows us to assess whether a child’s language, communication and interaction development is within the expected range for the age group. We use this information to put in our own interventions or to make a referral to external speech and language therapy services.

https://www.thecommunicationtrust.org.uk/media/334/gl_assessment_download.pdf



Speechlink and Language Link

Speechlink and Language Link are complete speech and language toolkit for to be used with children from 5- 11 years. We use this with Reception to Year 6. This diagnostic tool allows us to assess whether a child’s speech, language, communication and interaction development is within the expected range for the age group. We use this information to put in our own interventions or to make a referral to external speech and language therapy services. Speechlink and Language Link provides us with a detailed, personalised intervention programme for each child. You may get sent a link to the Parent Portal and receive suggestions and activities to complete with your child at home.

<https://speechandlanguage.info/parents>



Nuffield Early Language Intervention

The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. It is delivered over 30 weeks by teaching assistants in groups of three to four children.

<https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention>



Early Talk Boost

Early Talk Boost is a targeted intervention aimed at 3–5 year old children with delayed language development, boosting their language skills to help narrow the gap between them and their peers.

The intervention's design is based on strong evidence of what is known to support language development in the early years.

<https://ican.org.uk/media/1994/frequently-asked-questions.pdf>



Talk Boost KS1

Talk Boost KS1 is a targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten week intervention. Children who are selected to take part in the intervention will attend three sessions per week in small groups, each lasting 30-40 minutes delivered by the teaching assistant. The sessions include activities that cover the key elements of language: Attention and Listening, Vocabulary, Building Sentences, Telling Stories and Conversations. In addition, the teacher will run a weekly whole-class activity and there are activities that can be practiced at home.

<https://ican.org.uk/media/3000/faq-tbks1.pdf>

Talk Boost KS2

Talk Boost KS2 is a targeted intervention aimed at children 7-10 year old children with delayed language, aiming to boost their language skills helping them to catch up with their peers. The programme aims to accelerate children's progress in language and communication, after an eight week intervention. Children who are selected to take part in the intervention will attend three sessions per week in small groups, each lasting 30-40 minutes delivered by the teaching assistant. The sessions include activities that follow the areas of language and communication: listen carefully, learning new words, telling stories, working with others and making friends and having conversations. In addition, the teacher will run a weekly whole-class activity and there are activities that can be practiced at home.

https://ican.org.uk/media/2778/tbks2_leaflet_a5-final-web-version-1.pdf



Social Communication Interventions

Some pupils will require further support to develop their social communication and social relationship skills. These are some of the intervention programmes we use to do this.

Time to talk

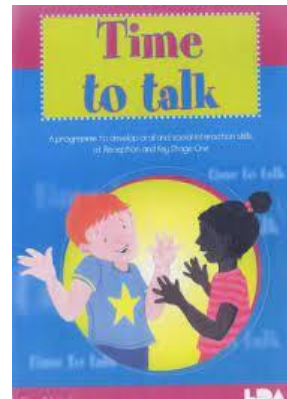
Time to Talk has been specifically created to teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old.

Time to talk contains over 40 sessions which are designed for children who will be seen two to three times each week. The intervention helps children to develop the basis of interaction with the help of a friendly and approachable character, Ginger the Bear who is a core feature in all of the activities.

The skills which a child can gain include:

- Eye Contact
- Taking turns

- Let's Practice
- Sharing
- Greetings
- Awareness of Feelings
- Giving
- Following Instructions
- Listening
- Paying Attention
- Play skills



Socially Speaking

Socially speaking offers a social skills programme for children in Key Stage 2 with mild to moderate learning disabilities, physical and medical disabilities including Autistic Spectrum Conditions.

The programme includes three key areas;

- Let's Communicate
- Let's Be Friends
- Let's Practice

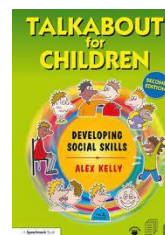
Socially speaking aims to improve a pupil's self-esteem, listening skills and expressive language abilities.



Talkabout

Talkabout is a series of social communication programmes. It is a practical resource which is aimed at improving Social Communication Skills such as;

- Listening
- Conversational Skills
- Body Language
- Awareness
- Assertiveness



It can be used with children of a range of ages and will be delivered in small groups 2 to 3 times per week.

Lego Therapy/Brick Club

Lego therapy interventions are really useful for children and young people with social difficulties. A child or young person needs to have basic fine motor skills and basic language comprehension skills to take part in this intervention. Lego therapy interventions can be an option for young adults and children who have difficulties with:

- Communication and language
- Social skills e.g making friends

- Expressing how they feel
- Problem-solving activities
- Sticking to a task
- Teamwork
- Fine motor skills
- Understanding and following instructions



Our groups run with a trained practitioner once or twice a week.

Sensory

Some children have issues with Sensory Processing and Sensory Integration. Once we recognise a child's sensory needs we can put support in to meet these, for some children this may be having additional equipment such a wobble cushions, weighted blankets, therabands. However, some children require more so we provide the following interventions based on an occupational therapist's assessment and recommendations:

Sensory Circuits

A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to **alert**, **organise** and **calm** the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit is an active, physical and fun activity that children enjoy doing.

Sensory circuits are completed at school, first thing in the morning (and after lunch too, where possible), but can be done at home too. Sensory circuits are a great way to both energise and settle children so they can focus and engage better in the classroom. Many children can benefit from attending a sensory circuit, even for a short period of time.



Sensory Diet

A "sensory diet" provides regular opportunities for a child to 'keep in check' the imbalance in the sensory stimulation they are lacking, seeking or avoiding, to ensure that the amount received meet the body's required levels to function well.

A specifically tailored sensory diet is established then modified over time to meet the individual child's needs as their sensory processing changes or the environmental demands shift. A "sensory diet" consists of sensory activities that help children to feel calm and organised, which then helps them to obtain an optimal state for learning, attention and behaving appropriately.

As a child learns to self-regulate sensorily (their energy level, behaviour, emotion and attention) through the use of a sensory diet, skills such as concentrating, sharing and taking turns also become

more mature more quickly. This enables a child to move from depending on others to beginning to manage tasks or situations by themselves.

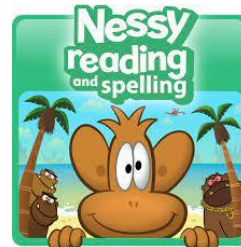
Learning & Cognition

We offer a range of learning and cognition interventions. Many of these will be short term to give a pupil the opportunity to catch up or to close specific gaps in their learning, but for some children with particular learning disabilities these may be longer term to enable them to access learning in a mainstream classroom.

Reading Interventions

Nessy

Nessy programs are online interactive games which are developed in collaboration with specialist teachers and the world's leading academic researchers. The programs are research-proven and designed to follow the principles of structured, multi-sensory learning, this works for all children, especially those with dyslexia. Children have an individual login which they can access both at school and at home. Your child may be given a login if they are finding reading challenging, have a diagnosis of dyslexia or suspected dyslexic traits.



<https://www.nessy.com/uk/parents/>

Catch Up Literacy

Catch Up[®] Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more progress in their reading. It uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.

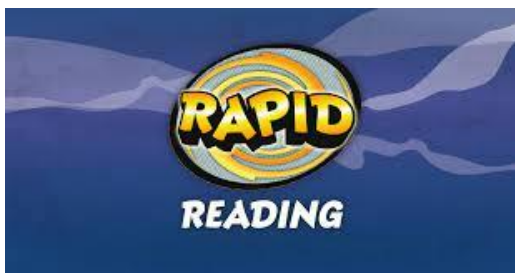
It is used for struggling readers whose Reading Age is significantly below their Chronological Age and is designed for use with struggling readers aged 6-14, rather than beginner readers.

<https://www.catchup.org/interventions/literacy.php>

Rapid Reading

Rapid Reading is a small group reading intervention which supports children who are finding reading difficult or challenging to develop the decoding, fluency and comprehension skills that are needed to become a confident reader. Groups are taken at least three times a week by a specially trained teaching assistant.

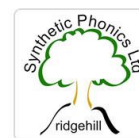
<https://www.pearsonschoolsandcolleges.co.uk/primary/subjects/english-literacy/rapid-reading>



Sounds Discovery

This intervention programme uses a synthetic phonics approach. It was developed to support 'slow-to-start' and dyslexic learners and is delivered in a small group of 2-4 pupils to practise blending (building up) and segmenting (breaking down) words into their individual phonemes.

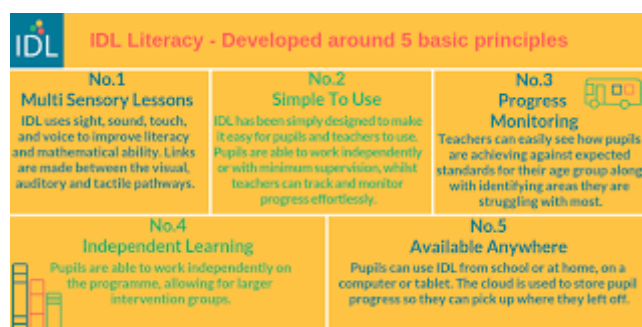
<https://syntheticphonics.net/uploads/Guide%20for%20Parents.pdf>



IDL Literacy

The IDL Literacy Intervention is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia, but is also used as an intervention for children who have other learning difficulties. As it is an online system your child will have a log in which allows them to access this both at school and at home.

<https://idlsgroup.com/app/idl/filesmodule/local/resources/A%20Parent%E2%80%99s%20Guide%20to%20Using%20IDL%20Literacy%20at%20Home.pdf>



IDL IDL Literacy - Developed around 5 basic principles

No.1 Multi Sensory Lessons IDL uses sight, sound, touch, and voice to improve literacy and mathematical ability. Links are made between the visual, auditory and tactile pathways.	No.2 Simple To Use IDL has been simply designed to make it easy for pupils and teachers to use. Pupils are able to work independently or with minimum supervision, whilst teachers can track and monitor progress effortlessly.	No.3 Progress Monitoring Teachers can easily see how pupils are achieving against expected standards for their age group along with identifying areas they are struggling with most.
No.4 Independent Learning Pupils are able to work independently on the programme, allowing for larger intervention groups.	No.5 Available Anywhere Pupils can use IDL from school or at home, on a computer or tablet. The cloud is used to store pupil progress so they can pick up where they left off.	

Precision Teaching

Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to help ensure that students become fluent and accurate in using their words. It aims to develop students' reading and spelling skills naturally by using language more in their everyday learning.

Precision teaching is often used with children with SEND who might need additional support. It is usually carried out on a one-to-one basis for around 10 minutes, 3 times a week. Precision teaching is designed to get children to think quickly until they're able to recall the spelling of a certain word almost instinctively.

Maths

First Class @ Number



1 stClass@Number is a programme for children who need a little extra help to improve the mathematical skills and understanding. If your child needs this help in mathematics, they may be selected for a place on the 1 stClass@Number programme. This means that they will receive some extra sessions with a specially trained teaching assistant. The teaching assistant will aim to accelerate your child's learning in mathematics. The teaching assistants have been on a special course for 1stClass@Number. 1 stClass@Number is a set of mathematics lessons. The teaching

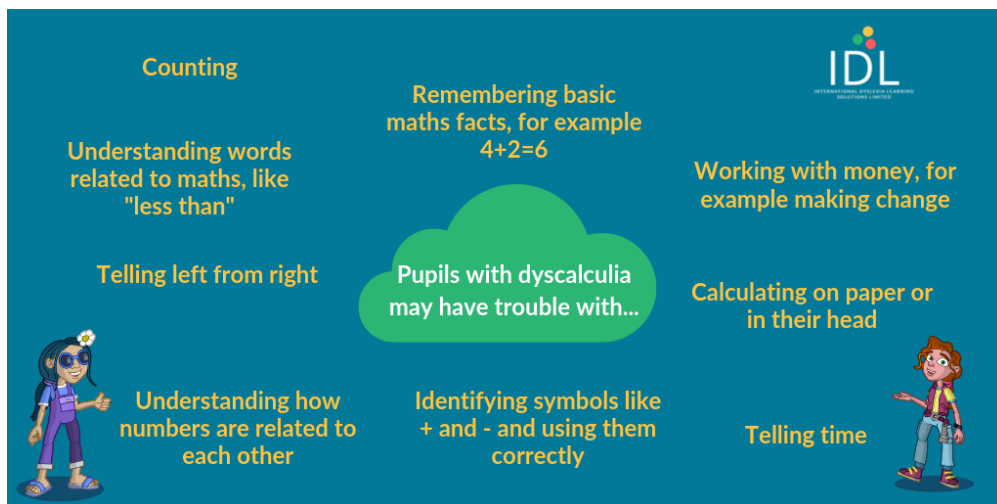
assistant usually works with a group of 4 children about 3 times a week for 10 weeks. The lessons are designed to be fun for the children, with lots of games and activities and discussion about the mathematics they are learning.

<https://everychildcounts.edgehill.ac.uk/mathematics/1stclassnumber/>

IDL Numeracy

The IDL Numeracy Intervention is a speaking-computer based multi-sensory system which supports learners with dyscalculia and other learning difficulties to increase their maths skills and maths ages. The programme was specifically designed for those with dyslexia/dyscalculia, but is also used as an intervention for children who have other learning difficulties. As it is an online system your child will have a log in which allows them to access this both at school and at home.

<https://idlsgroup.com/app/idl/filesmodule/local/resources/A%20Parent%E2%80%99s%20Guide%20to%20Using%20IDL%20Numeracy%20at%20Home.pdf>



Social Emotional and Mental Health

At many times in our lives we may need support with our social, emotional and mental health needs and overall wellbeing and this is the same for children. Sometimes children will need short term support to cope with bereavement, separations, parental divorce, anxiety etc for others this can be for longer term difficulties. All our staff are trained in Mental Health and wellbeing but we also deliver the following interventions:

Thrive

Thrive is an intervention to support the social and emotional development of children. Children work with our specially trained Thrive practitioners either one a one to one basis or in small groups.

<https://www.thriveapproach.com/>

