

# Oakwood Junior School Interventions



## What is a school intervention?

At Oakwood Junior School an intervention allows teachers to address gaps in a child's knowledge and barriers to their progress. When a need has been identified, our school interventions will help overcome the barriers to a child's learning.

Our interventions are very specific in the way they are conducted. They are allocated a time within the school day to be completed and consistently monitored. An intervention ensures every child reaches their potential and benefits from learning in the curriculum. Once the child has made progress, they may be taken off the intervention, as they may no longer need it. The intervention and children are then assessed to identify if anyone else can benefit from a school intervention.

AREA of NEED	INTERVENTION
<b>COMMUNICATION AND INTERACTION</b>	
Speech and language Programme	Our dedicated and skilled teaching assistant work with children on a 1:1 basis, providing support towards targets and plans set by the speech and language therapists. We use a range of resources to support our pupils focusing on speech sounds, inference, prediction, social responses.
Lego Therapy	The children work together, using Lego to support the development of social skills through a natural environment. They are guided through a project with the support of an adult.
Playground support	Some children may require support with playing and interacting with others. We support these children with their interactions away from the main playgrounds.
<b>COGNITION AND LEARNING</b>	
Power of 2	Power of 2 enables anyone to make progress with their maths. The book is a coaching manual which allows anyone to deliver individual support. It teaches all the mental maths required by the new Mathematics Curriculum, and through its use enables pupils to access the full maths curriculum. Power of 2 is essentially about putting in place the building blocks of number and developing skills with mental calculations. Mental Maths needed for the new Mathematics Curriculum
Toe by Toe	Toe by Toe is a highly structured phonics-based reading manual to help anyone who finds reading difficult. It requires only 10-20 minutes of coaching a day and you'll see immediate improvements in your child's reading confidence.
Precision Teaching	Individually targeted programme for learning key facts/information.
Handwriting	Based on the 4Ps: Posture, Paper Position, Pen Grip and Pressure. Aim to improve children fine motor skills and handwriting.
Read, Write Inc	A published scheme which teaches phonics and supports reading.
Daily reader	Sessions for children who need extra reading time to practice applying skills learnt in guided reading and phonics.
Touch Typing	A published scheme to practice keyboard skills.
Pre Teaching	Short, small group session to introduce the learning intention before the lesson.
Post Teaching	Short, small or 1 to 1 session to go over learning outcome if this is not met in the lesson.

<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b>	
Boxall profile	
Zones of Regulation	The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help students recognise when they are in different states called "zones," with each of four zones represented by a different colour. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones.
Art therapy	Providing a holistic environment for children to express their feelings about themselves through the medium of art. Enabling children to express and understand their emotions, cope with stress and worries, as well as to develop self-awareness and self-esteem. (This therapy is a specialist provision which an outside agency provides once funding has been agreed).
Socially Thinking	A published scheme to support social stories which allow children to explore social incidents and how they should resolve them.
Regulation time	A child may need time away from their peers to support regulation.
Well-Being Dog	To support sensory needs or regulation time may be spent talking and petting Ron, the Well-Being Dog
<b>SENSORY AND PHYSICAL</b>	
Physical movement	A dedicated physical programme to support self-regulation and stimulate positive brain activity to support learning. Led by out Sports Coach.
Occupational Health Plans	We follow Occupational therapy plans.
Physiotherapists Plans	We follow Physiotherapist plans.