

**Intervention Offer at Highfield**

**“Small changes can make big differences.”**

From time to time, children at Highfield School may need additional support to help them learn and thrive. We pride ourselves on our commitment to ensuring all children that are part of our Highfield family, achieve the very best that they can. We do this through early identification of specific needs, clear communication with parents, and swift and appropriate support. As part of this, the interventions we offer at Highfield ensure that our pupils have the best opportunity to succeed and make progress in their learning. This is a guide to the interventions we offer at Highfield and provides an insight into how each intervention supports a particular learning need.

**Interventions to support communication and interaction:**

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| Name of intervention | Who is it for? | About the intervention | Who can deliver it in school |
| WellComm | EYFS | A speech and language assessment tool to identify gaps in understanding of concepts and generates suggested activities to help fill those gaps. | RW/LG |
| LOLA | EYFS | Small group activities to promote listening and attention skills in very young children. | RW/TB/LG |
| Makaton | EYFS | Sign language to support language development. | Early Years staff |
| Colourful Semantics | EYFS and KS1 | A speech and language programme using different colours for ‘who’, ‘what’ and ‘where’ to support the understanding of how to structure sentences in speech. | Teaching assistants in all year groups |
| Visual prompts and supports | All year groups | Resources, picture cards and timetables around the classroom to support understanding of routines and boundaries. | All staff |
| Individual speech and language therapy programmes | All year groups | School staff work in collaboration with the NHS speech and language therapist to deliver bespoke programmes for individual children. | Teaching assistants in all year groups |

**Interventions to support cognition and learning:**

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| Name of intervention | Who is it for? | About the intervention | Who can deliver it in school |
| Busy Boxes | EYFS and KS1 | Individually tailored boxes of tactile resources that can be accessed independently or with adult support to develop new skills. | All TAs in EYFS and KS1 |
| IEP targets | All year groups | Children work on their specific individual education plan targets either on a 1:1 basis or within a small group. These targets can include academic or personal, social and emotional goals to reach within a set time scale with measurable outcomes. | All staff |
| Phonics support | EYFS – Y5 | 1:1 or small group work to focus on identified areas for development or knowledge gaps in relation to phonics. | All TAs |
| Phonics Counts | Y1 - Y3 | Phonics Counts is a reading intervention based on systematic synthetic phonics. It is delivered by a specially trained teacher (Mrs Staub) in collaboration with teaching assistants where appropriate to children who have the difficulties with reading. | RW/LH/LG |
| IDL Literacy (International Dyslexia Learning Solutions) | Y2 – Y6 | A multi-sensory literacy programme to support reading and spelling for pupils with dyslexic tendencies. | TAs from Y2 to Y6 |
| Grammar Hammer | Y5 and Y6 | A small group intervention to develop the understanding and application of grammar through a series of different staged worksheets. | VMc |
| Better Reading Support Partners | Y1 – Y6 | A reading intervention to support the development of independent reading strategies and comprehension skills. | LH/LG |
| IDL Maths (International Dyslexia Learning Solutions) | Y2 - Y6 | A maths software resource to help improve maths skills through a bespoke programme if interactive games. | TAs from Y2 to Y6 |
| Mini Maths | Y5 and Y6 | Small group maths intervention in KS2 aimed to cover maths topics where concepts need to be over-taught. | VMc |
| Precision Teaching | Y1 – Y6 | A daily intervention aimed at over-learning in order to develop the automation of key skills in maths and English. For example, learning key spellings, reading common misconception words, learning numbers or number bonds. | SENCO |

**Interventions to support social, emotional and mental health:**

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| Name of intervention | Who is it for? | About the intervention | Who can deliver it in school |
| Heart Smarts | EYFS | Activities to recognise and regulate emotions. | EYFS staff |
| Heart Math | Y3 - Y6 | An online resource used alongside the delivery of activities and exercises to help identify emotions and regulate responses to these using breathing techniques. | CH/VW |
| Time to Talk | Y1 and Y2 | Supporting the development of oral and social interaction skills within a small group. | LB |
| Social stories | All year groups | A short description of a particular situation, event or activity, which includes specific information about what to expect in that situation and why. | TAs throughout schoool |
| Comic Strip Conversations | All year groups | Using a visual method to help explore thoughts and feelings about a situation. It can provide insight to the young person’s perspective. | CH/VW |
| ELSA | All year groups | Emotional Literacy Support Assistant trained to deliver sessions to individual pupils that will help them to understand their emotions and develop strategies to regulate them through activities and discussion using a range of resources. | CH/IG |
| Passion for Learning | Y1 – Y6 | A volunteer service where the children work 1:1 with an adult to promote a love of learning. Activities include reading, playing games, exploring personal interests of the child. | Passion for Learning volunteers |
| Seasons for Growth | Y3 - 6 | Supporting children to understand, cope with and manage their responses to change. This can include activities based around family separation, loss and bereavement. | CH |
| Mental Health First Aid | Y5 and Y6 | Activities to manage the effects of poor mental health and develop the use of strategies to promote positive mental health. | CH |

**Interventions to support sensory and/or physical needs:**

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| Name of intervention | Who is it for? | About the intervention | Who can deliver it in school |
| Sensory boxes | All year groups | A sensory box is a container filled with interesting sensory toys that appeal to and stimulate the five senses: gustation (taste), olfactory (smell), tactile (touch), sight (visual), and auditory (hear). Typically they are used for sensory breaks, play, learning, relaxation, stimulation, exploration, and meditation. | All staff can facilitate the use of a sensory box. |
| Occupational Therapy Activities | All year groups | Regular activities that promote the development of physical skills, either gross motor or fine motor. They could include daily therapy or the use of additional equipment. Some advice and support can be sought from Occupational Health Dept. at the Countess of Chester. | All staff can implement these activities. |
| Individual specialist equipment | All year groups | Some children will require the use of equipment to assist them in accessing learning or the school environment. This can include the use of pencil gripper, easy-grip pens, writing slopes, adapted scissors. Other equipment is purchased after liaison with occupational therapy professionals, such as chairs and other adapted furniture or changing equipment. | All staff can implement the use of the equipment (sometimes with the support of advice from another OT). |
| Sensory Circuits | Y1 – Y6 | Sensory Circuits is a sensory motor skills programme that helps children and young people become more organised and achieve the 'just right' level of alertness they need to help them prepare for learning. Training delivered by Dorin Park outreach in January 2025. | TAs throughout school |