



INTERVENTIONS

2024-2025

The TA team and HIVE (pastoral) team deliver interventions. Specialist staff, such as the subject leader for art, may also deliver interventions. They are carefully tracked and monitored to ensure they are effective, purposeful, and meet pupils' individual needs. Other sessions, such as bereavement support, are delivered when a need arises.

FINE AND GROSS MOTOR SKILLS GROUPS / 1:1

Sessions which involve the use of equipment, exercises and activities to develop both fine and gross motor skills. Delivered by the TA team.

CURRICULUM BASED GROUPS / 1:1

Pupils will be highlighted for additional support with English and Maths through data analysis. This will support and target their area of need. Delivered by the TA team and D.E.N lead

SENSORY GROUPS / 1:1

Engaging in sensory interventions regularly aims to regulate sensory input, helping pupils to effectively process and respond to sensory stimuli in their environment. The TA team delivers sensory interventions in our sensory room.

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PHYSIOTHERAPY 1:1

Daily physiotherapy sessions for pupils with medical needs. Materials provided by medical professionals. This allows pupils to work on specific targets. The sessions are regularly reviewed by NHS staff. Delivered by the TA team.

HANDWRITING GROUPS / 1:1

Handwriting intervention can improve speed and overall writing proficiency, which are essential for effective communication and learning. Delivered by the TA team and D.E.N lead.

ZONES OF REGULATION 1:1 / GROUPS

Zones of regulation promote self-regulation, resilience, and emotional regulation, enabling individuals to navigate social interactions and everyday challenges more successfully. Delivered by the TA team.

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SOCIAL SKILLS 1:1 / GROUPS

Social skills interventions support strategies designed to improve pupils' interactions with each other. With a focus on teaching communication, empathy, cooperation and conflict-resolution skills. Delivered by the HIVE team.

PIP SUPPORT 1:1

Pupil Inclusion Plans outline specific strategies and resources aimed at addressing emotional or pastoral support. Delivered by the HIVE and wider Inclusion team.

MEET AND GREET 1:1 / GROUPS

Pupils have the opportunity to meet with staff in the mornings as they enter school. Conversations take place, and the pupil can discuss the day ahead and make us aware of any concerns. Delivered by the HIVE and inclusion team.

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END AND SEND 1:1 / GROUPS

Pupils can meet with staff in the afternoons before they leave school. Conversations take place, and the pupil can discuss the events of the day and make us aware of any concerns. Delivered by the TA and HIVE team.

SEMH WELLBEING 1:1

Pupils explore their thoughts, feelings and emotions in a controlled and safe environment. Delivered by the HIVE team.

STEP FORWARD (TRAUMA AND EMOTIONAL) 1:1

Allowing the pupil a safe space to discuss past trauma and complex emotions using different mediums (verbal discussion, drawing or writing). Delivered by the HIVE team to CLA, PCLA and Kinship pupils.

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SENSORY CIRCUITS 1:1 / GROUPS

These circuits involve a series of structured sensory experiences to address various sensory needs and improve regulation. Individuals improve sensory processing skills and develop regulation activities. Delivered by the TA and HIVE team.

PHYSICAL INTERVENTION 1:1

1:1 sessions delivered by a member of the HIVE team use physical activity to help children understand and regulate their emotions. Interventions aim to reduce removals from the classroom. Individual sports are offered depending on the pupil's needs.

POWER AND THREAT 1:1

A workshop delivered by the inclusion team was designed to help pupils understand complex emotions, improve processing, and acknowledge past trauma.

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READING 1:1 / GROUPS

Reading interventions are activities and strategies that help struggling readers develop their reading ability. Struggling readers can be pupils who need help decoding or breaking up words into syllables. Through decoding, pupils sound out unfamiliar words they encounter while reading. Delivered by the TA team and the D.E.N lead

ART MINDFULNESS 1:1

Providing a holistic environment for pupils to express their feelings about themselves through the medium of art, enabling children to express and understand their emotions, cope with stress and worries, and develop self-awareness and self-esteem. Delivered by the Subject Leader for art.

SAFEGUARDING SUPPORT 1:1

A separate space for pupils to discuss their worries and receive additional support during challenging periods. Delivered by a member of the safeguarding team who is either a DSL or DDSL.

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WISHES AND FEELINGS 1:1

A child's wishes and feelings are their views on matters that affect their care, welfare, and life. Delivered by a member of the safeguarding team who is either a DSL or DDSL.

START UP GROUPS

This is an opportunity for pupils to meet with the D.E.N. lead in the morning to discuss their feelings and emotions over a warm drink and breakfast. A chance for pupils to feel regulated before entering the classroom.

PROFESSIONALS APPROVED SESSIONS 1:1

External professionals may ask school staff to deliver individual sessions based on the level of need provided. Professionals could include a social worker or Educational Physiologist. The sessions would be bespoke to the pupil.

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ELSA 1:1

ELSA

Emotional Literacy Support Assistant

Sessions delivered in schools provide an opportunity to support pupils with identifying and processing complex emotions.

Delivered by a TA fully trained in the provision.

THE D.E.N 1:1 / GROUP

Appropriate provision within the school to support pupils who are struggling to access the curriculum.

Personalised provision for each individual in the space. Delivered by the D.E.N lead and HIVE team.

THERAPY DOG 1:1 / GROUP

Weekly sessions with the therapy dog to improve confidence, emotional state, and self-esteem.

Opportunity to learn about animal care and develop social skills. Delivered by the HIVE team.