

Deer Park Primary School

Intervention and Support



Resources For All Pupils

Quality First Teaching

COGNITION AND LEARNING

	Comments	Date
Know the difficulty of the level of any text you expect the child to read		
Key words and vocabulary emphasised when speaking and displayed clearly		
Pre-teaching of subject vocabulary		
Instructions broken down into manageable chunks and given in sequence		
Teach sequencing as a skill e.g. sequencing stories, alphabet etc		
Child encouraged to explain what they have to do to check understanding		
Resources, equipment, homework dairies make use of consistent symbols and colour coding		
Links to learning made explicitly clear		
Key learning points reviewed at appropriate times during the and end of the lesson		
Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of text to speech		
Provide, and teach the use of, a range of writing frames to aid organisation		
Phonics mats and /or key words on tables		
Alphabet strips on desks		

Quality First Teaching

COGNITION AND LEARNING

	Comments	Date
Mark writing for content		
Occasional opportunities to work with a scribe		
Use IT programs and apps to reinforce what has been taught		
Have whiteboards and pens out for notes to support short term memory		
Range of coloured overlays/reading rulers etc		
Coloured paper for worksheets and coloured background on smart board		
Texts which reflect interest and age range		
Text presented clearly		
Diagrams and pictures to add meaning alongside text		
Do not child to read aloud in class unless you know they have pre-prepared and are comfortable with this		
Additional time to complete tasks if needed		
Teach and model memory techniques		
Use different coloured pens to support learning spellings, identify different parts of the word etc		
Mark starting point for each line with a green dot		

Quality First Teaching

COGNITION AND LEARNING

	Comments	Date
Minimise copying from the board—provide copies for the child if necessary		
Teach child to use planners, task lists etc		
Teach keyboard skills		

SOCIAL, EMOTIONAL AND MENTAL HEALTH

	Comments	Date
Take time to find the child's strengths and praise these, ensure the child has opportunities to demonstrate their skills to maintain self-confidence		
'Catch' the child being good and emphasise positives in front of other children		
Give the child a classroom responsibility to raise self-esteem		
Refer children regularly to the school engagement and behaviour code (or personal behaviour plan) — use consistently and fairly		
Give breaks between learning tasks and give 'moving around time' activities		
Provide lots of opportunities for kinaesthetic learning		
Use interactive strategies		
Make expectations for behaviour clear by giving targets and explanations and modelling		

Quality First Teaching

SOCIAL, EMOTIONAL AND MENTAL HEALTH

	Comments	Date
Where possible create a quiet area for working as well as for 'quiet time'		
Use a visual timer to measure and extend time on task—start small and praise, praise, praise!		
Teach children to use the zones of regulation in the classroom		
Provide alternative seating at carpet time if this is an issue		
Create movement breaks by giving the child a message to take, collect an item, use a fiddle toy etc		
Ensure tools and equipment are easily accessible and available		
Give a set time for written work—never extend the time into play time to catch up or the child will lose their much need break		
Use the child's name and ensure you have their attention before you talk to them		
Chunk instructions and support with visual cues		
Make sue of different grouping and seating arrangements for different activities		
Personalise teaching where possible to reflect child's interests		
Communicate in a calm, clear manner		
Keep instructions, routines and rules short, precise and positive		

Quality First Teaching

SOCIAL, EMOTIONAL AND MENTAL HEALTH

	Comments	Date
Listen to the child and give them an opportunity to explain their behaviour, Name the behaviours and feeling to support them and use 'I wonder ' questions		
Communicate positive achievements—no matter how small		
Allow child to have a safe space for fiddle toys		
Ensure groupings provide positive role models		
Transition from whole class work to independent or group work is taught, clearly signalled and activity managed		
Social stories written for particular areas of need		

COMMUNICATION AND INTERACTION

	Comments	Date
Photographs of staff displayed		
'Rules' of good listening displayed and referred to		
Child aware of pre-arrange cues for active listening		
Child's name or agreed cue used to gain attention before giving instruction		

Quality First Teaching

COMMUNICATION AND INTERACTION

	Comments	Date
Key words/vocabulary emphasised when speaking and displayed visually with picture cues		
Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, objects of reference etc		
Instructions broken down into manageable chunks and given in the order they are to be done		
Checklists and task lists—simple with visual cues		
Delivery of information slowed down and time for processing		
Children are given a demonstration of what is expected		
System of visual feedback in place to show if something has been understood		
Children are encouraged, and shown, how to seek clarification		
Prompt cards to support understanding of question words e.g. who, what, where, how?		
Kagan strategies		
Classroom furniture and groupings consider whether the children with speech and language needs can see visual prompts and the teacher		
Access to quiet, distraction free work station if needed		

Quality First Teaching

COMMUNICATION AND INTERACTION

	Comments	Date
Vocabulary walls or word banks		
Appropriate use of visual timers—personalised to the child		
Minimise use of abstract language		
Ensure that preferred methods of communication, including eye contact, are		

SENSORY NEEDS

	Comments	Date
Give as many 'first hand', 'real' ,multi-sensory experiences as possible		
Ensure correct seating in relation to the board, whiteboard, smartboard etc taking into account levels of vision in each eye		
Try out different paper/smartboard colours to find best contrast		
Consider lighting—natural and artificial, which is most comfortable?		
Avoid shiny surfaces which may reflect light and cause dazzle		

Quality First Teaching

SENSORY NEEDS

	Comments	Date
Take advice from specialist teams with regard to font style and size		
Short spells of visual activity should be interspersed with less demanding activities		
Eliminate nonessential copying from the board		
Where copying is required, ensure appropriate print size copy is available		
Ensure a range of writing materials is available so the child can choose the most appropriate to maximise vision		
Always use verbal explanations when demonstrating to the class—read out loud as you write on the board		
Address the child by name to get their attention		
Avoid standing in front of windows as your face becomes difficult to see		
Avoid the sharing of texts/laptops/tablets unless doing so is a priority for social reasons		
Sensory or brain breaks		
Fidget toys		

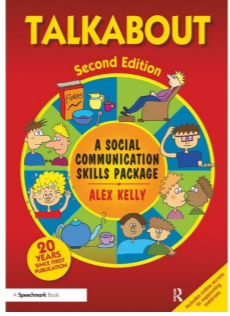
Quality First Teaching

SENSORY NEEDS

	Comments	Date
Use hand signals and gestures if needed		
Keep hands away from mouth so children can see your mouth moving as you speak		
Devide listening time into short chunks		
Use of now and next boards		
To visual symbols to support understanding		
Allow more thinking and talking time		
Allow the child plenty of space to work or consider a work station if appropriate		
Use of ear defenders		
Ensure a range of different pen/pencil grips available		
Reinforce verbal instruction by repeating several times		
Cue cards may help e.g. 1. clear you desk, 2, put the date at the top of the page		
Slopping desk provided if needed		

Building self-awareness and self-esteem

Talk About Programme




Developing social interaction

Developing friendships skills

1:1

Behaviour Box



Promote resilience

1:1 or small group

Practical played based activities

Parental engagement

1:1 support

Continuous behavioural difficulties in school



SEMh


Experience difficulties in the home

Continued social interaction difficulties in school

Risk factors linked to home life

Assessing an individual but beneficial to whole class

Sensory Toolkit



Medical needs such as ASC/ADHD

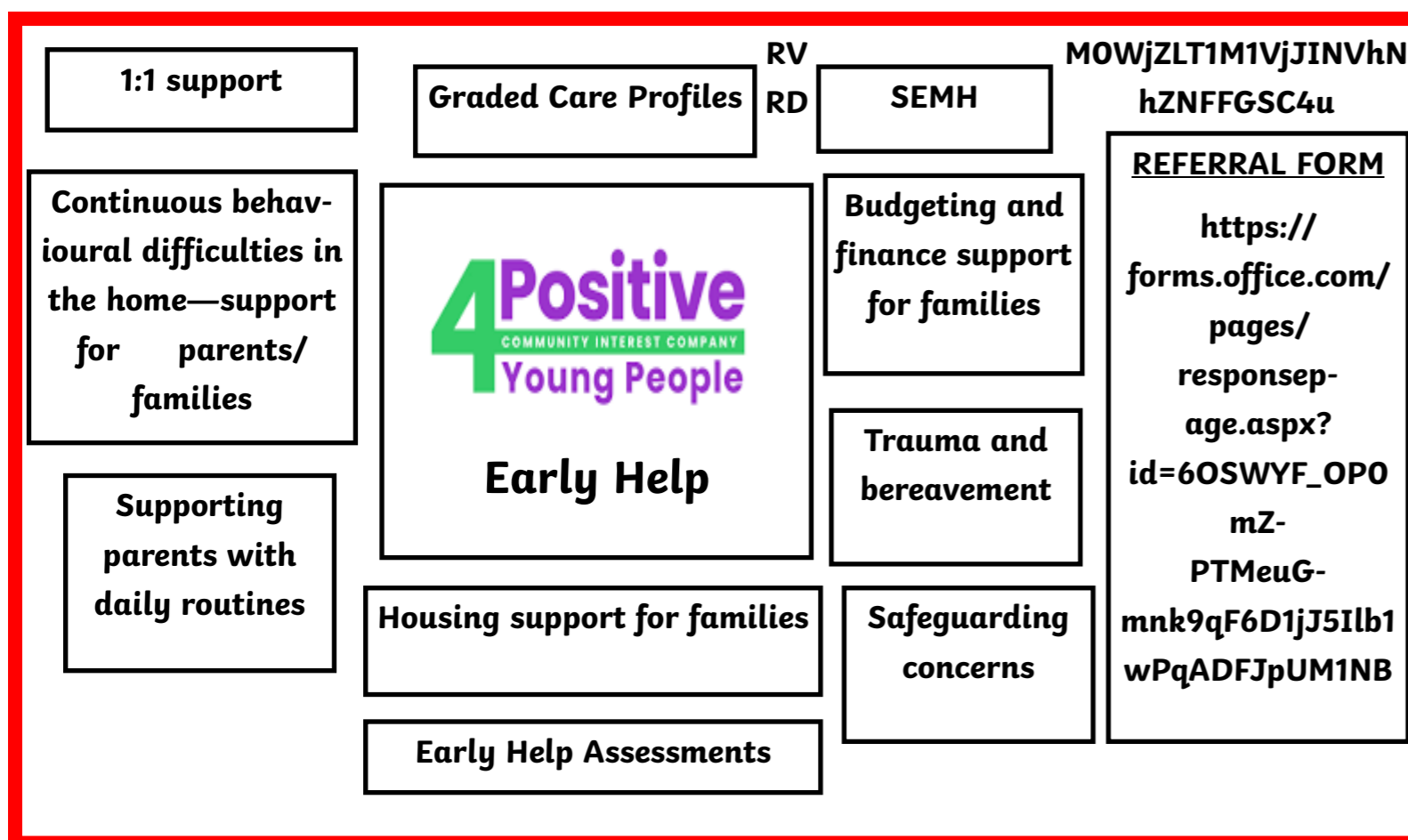
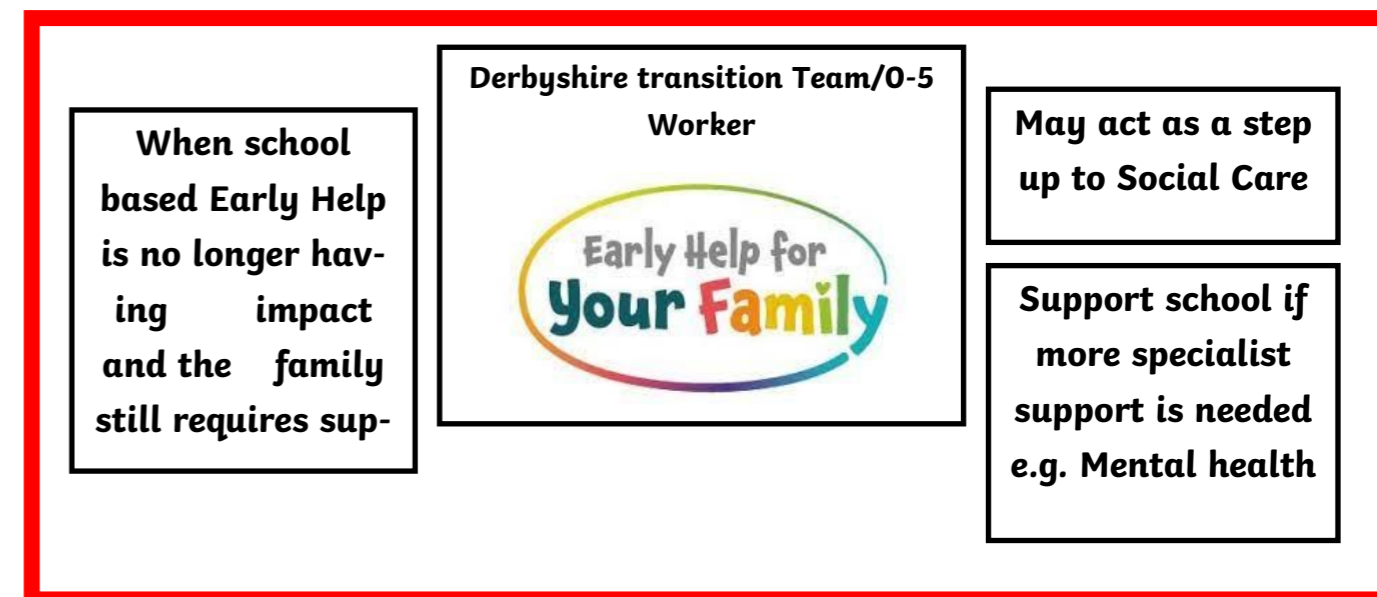
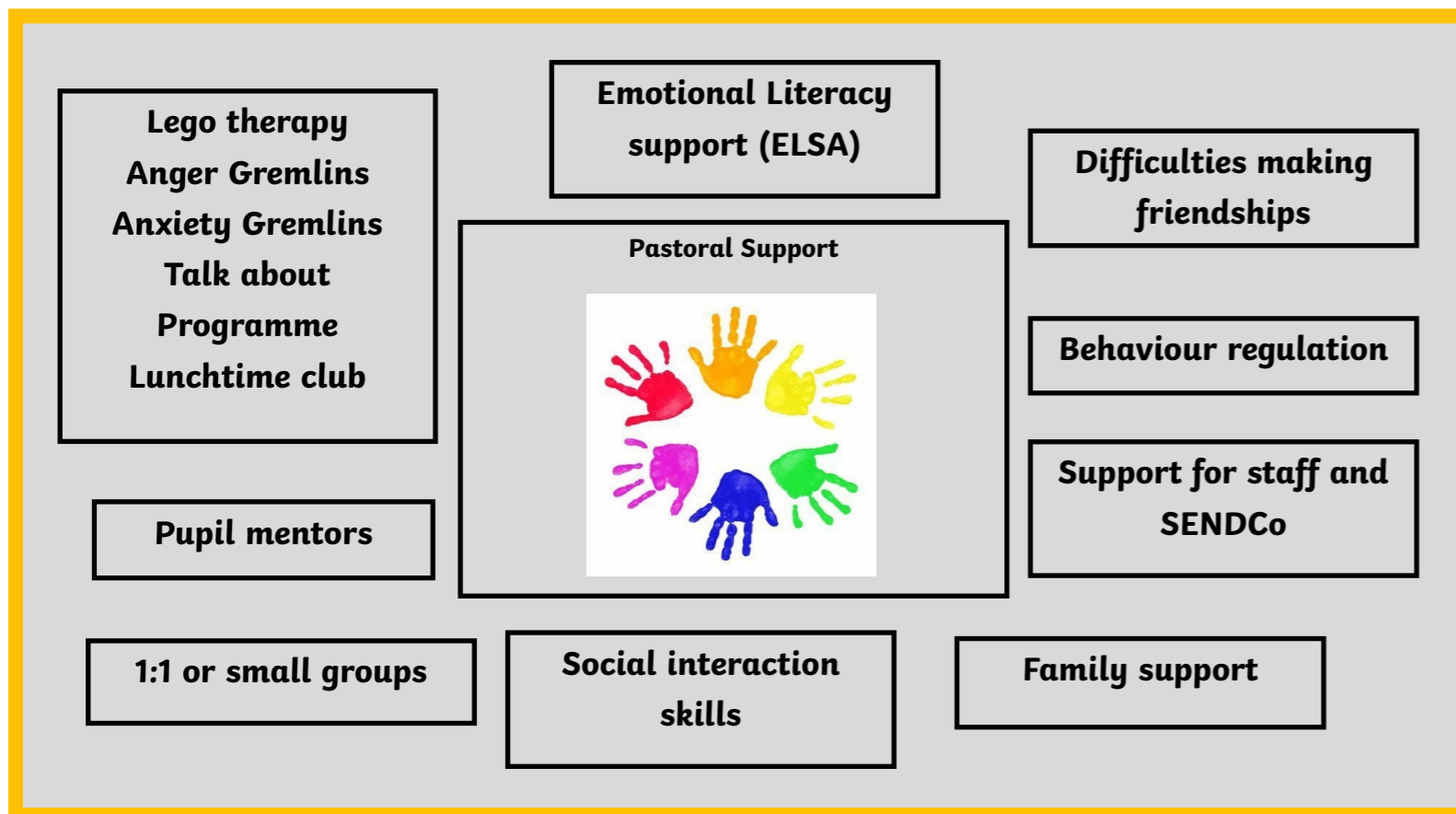
High level sensory needs

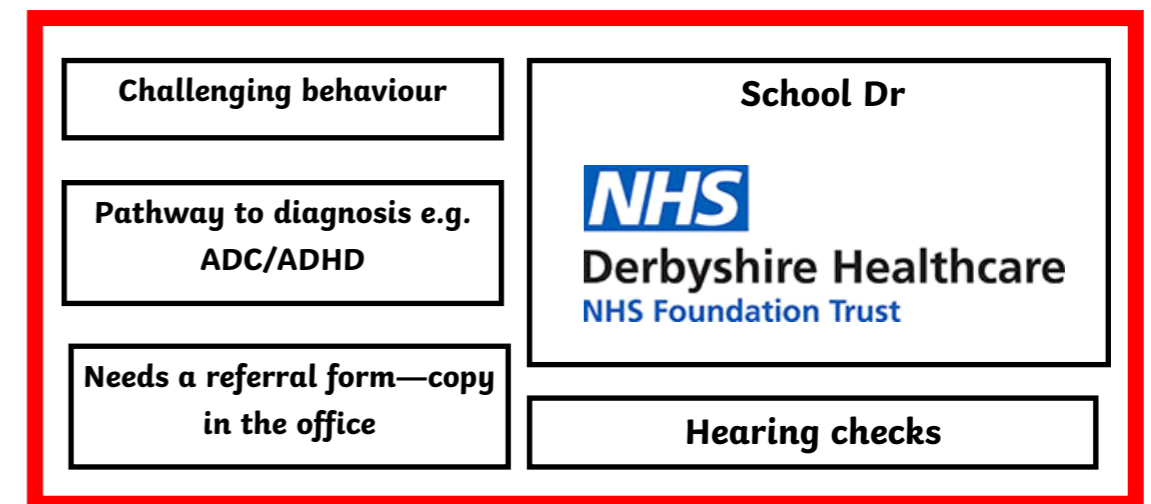
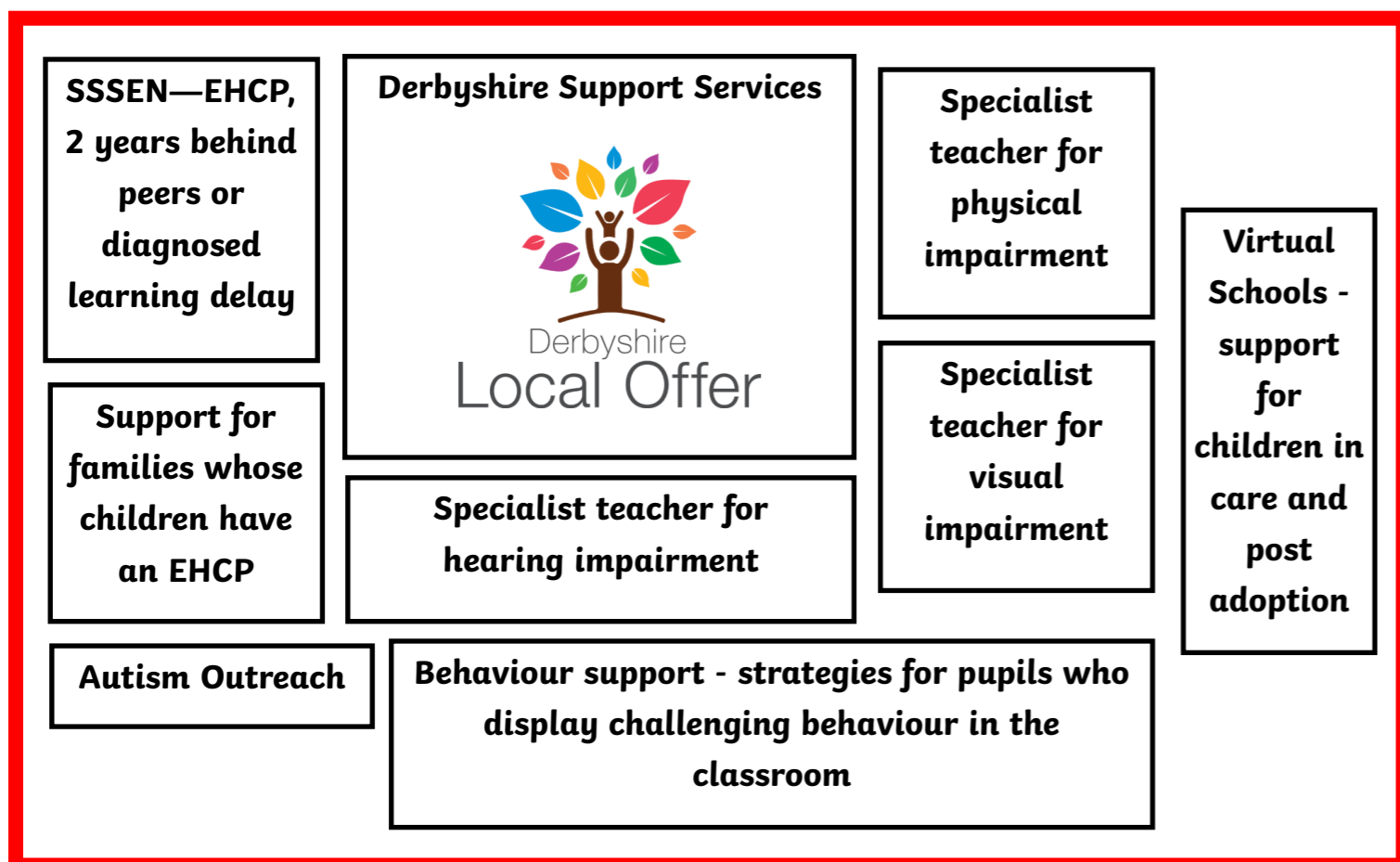
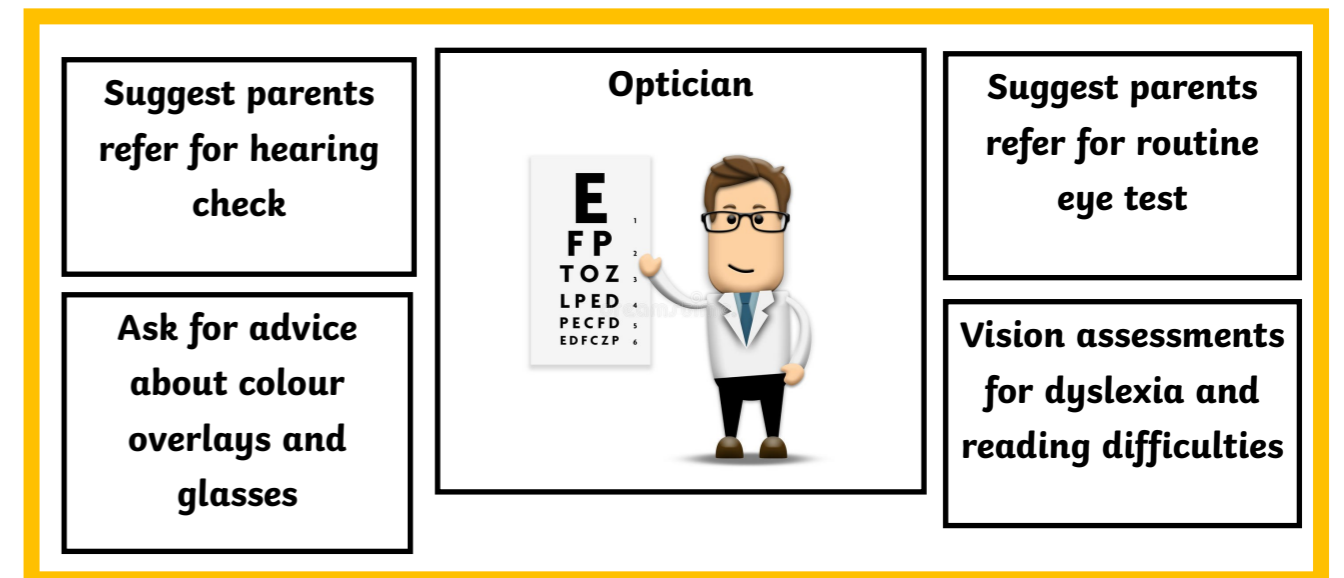
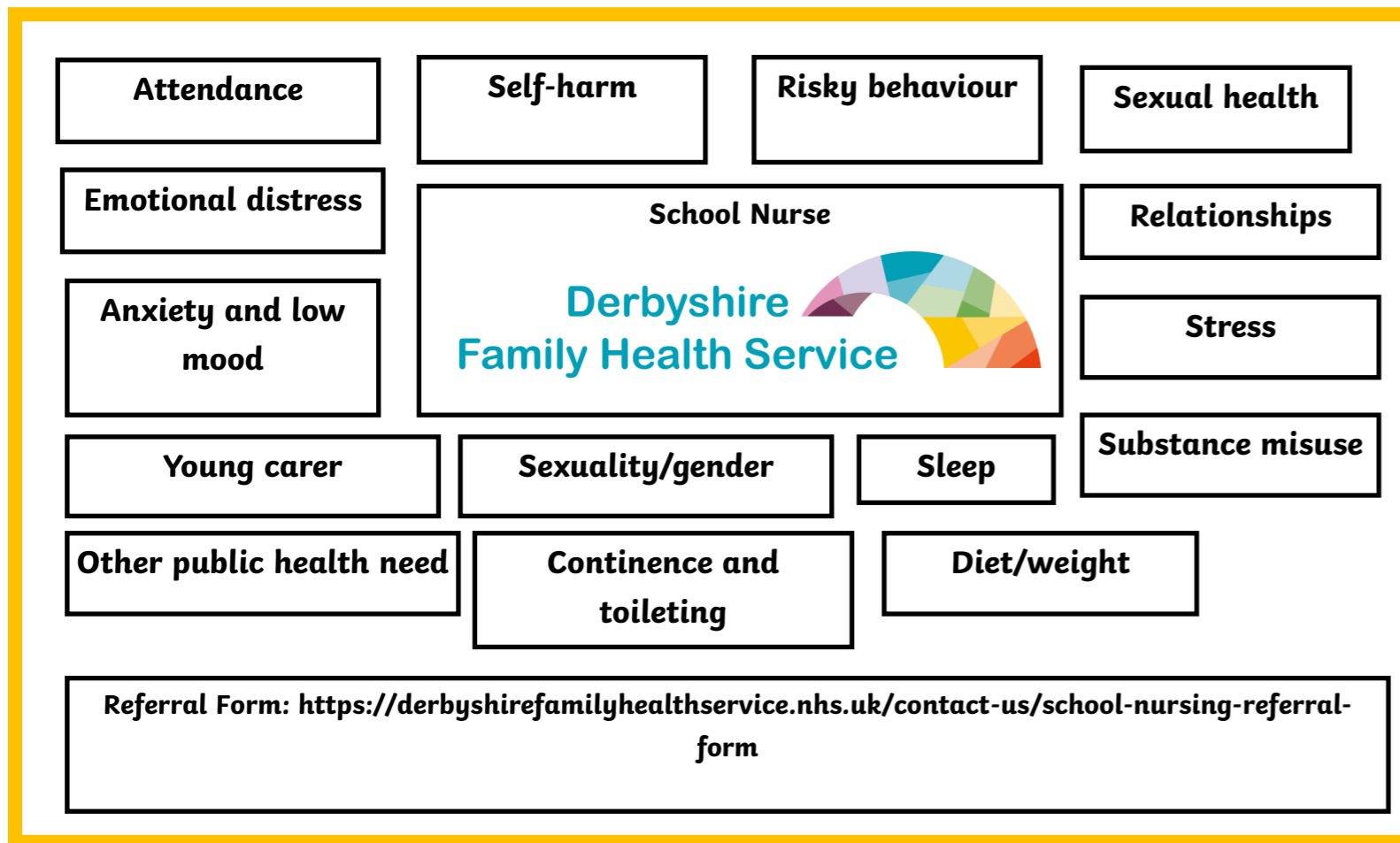
Poor levels of concentration



Referral to the Den @ Chesterfield Royal Hospital for:
 Eating disorders
 Self-harm
 Suicidal thoughts
 Ticks

Specialist Community Advisor
 Mobile: 07557634527
 Email: jemimahvine@nhs.net





Lego Therapy — used for pupils who:

- **Struggle with social interaction and communication**
- **Turn taking**
- **Speaking and listening**

Undertaken in groups of 3

Visual prompt cards

5-minutes and phonics boxes

Social stories

YARC Reading screening test

Daily maths misconception interventions

DEER Friends

GL Maths assessment

Working Memory - developing auditory and verbal memory skills

Little Wandle keep up sessions for Reception and Year 1

Little Wandle Rapid Catch up sessions for Y2-Y4

Little Wandle SEND Programme

Speech and Language Link

Deer Park



The British Picture Vocabulary Scale

Language for Thinking

Additional reading

Precision teaching - reading, spelling, number recognition and number facts.

Pre-teach and post – teach interventions and support across all curriculum areas.

This could also included additional home learning.

GL Dyslexia Screening

AR - Early Star Reader

Motor Skills United Occupational Therapy Programme

Word Wasp

Toe by Toe

Memory Fix

