



Interventions	What the intervention supports the child with
<p><b>Active Listening (Years FS-6)</b> Active listening is a small, focused group aimed at developing children's listening ability by promoting and encouraging essential listening skills. Children are taught to hear and act upon information to develop their listening skills.</p>	<p>Improved listening skills Increased focus Increased concentration Increased attention</p>
<p><b>Dyslexia/Irlens support (Years 3-6)</b> Adaptations made to teaching styles and resources to enable independent learning for children with dyslexic tendencies and/or visual stress.</p>	<p>Increased confidence Improved access to learning</p>
<p><b>ELSA (Years FS-6)</b> Our Emotional Literacy Support Assistant (ELSA) is trained to support the teaching and understanding of emotional intelligence and understanding. Emotional Literacy helps children better understand and express their feelings. It involves having self-awareness and recognition of one's own feelings and knowing how to manage them, such as the ability to stay calm or to reassure oneself.</p>	<p>Recognising and expressing emotions/feelings</p>
<p><b>Fizzy Fine/Gross Motor Skills Years R-6</b> Fizzy is an activity-based intervention set up to help develop a child's fine and gross motor skills.</p>	<p>Improved fine and gross motor skills</p>
<p><b>Forest School (Years FS-6)</b> Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p>	<p>Building resilience Gain a sense of achievement. Increase motivation and concentration. Improve problem solving</p>
<p><b>Handwriting (Years FS-6)</b> Small focussed groups to help children with the formation of letters, consistency in size and fluidity of writing.</p>	<p>Improved handwriting Improved letter formation Improved fine motor skills</p>
<p><b>KS1 Lunch Club (Years 1-2)</b> KS1 Lunch club takes place in the school library during lunch times. It is led by staff who support play in a more structured environment. Staff provide a relaxed approach to support children socially as they are encouraged to play games, listen to stories and play together in small groups.</p>	<p>Need for structure Social skills Friendships</p>
<p><b>KS2 Lunch Club (Years 3-6)</b> KS2 Lunch Club is run each lunchtime for children who find the unstructured time challenging. It is for a small group of children who are supported by staff through planned and prepared activities that encourage teamwork in a supported environment.</p>	<p>Need for structure Social skills Friendships</p>
<p><b>Language support (Years FS-6)</b> Language support helps children who struggle to understand the use and meaning of language. They are supported in small groups, or 1:1, in developing their understanding and ability to use and interpret language independently.</p>	<p>Understanding of language Use of language</p>
<p><b>Lego Intervention (Years 2-6)</b></p>	<p>Improved social communication</p>



<p>Lego Intervention is a structured approach to developing social communication skills in a small group context. This intervention is an adaptation of Lego therapy, following the basic principles that allow children to improve and practice their social interaction and communication skills. Improvements in social competence enable children to sustain lasting friendships and reach their highest potential.</p>	<p>Improved social skills Turn-taking Listening Language Sharing and cooperation</p>
<p><b>Literacy groups (Years FS-6)</b> English interventions may cover a variety of skills including grammar, punctuation, sentence construction, developing vocabulary or other. This intervention may be adapted to groups depending on their areas of weakness.</p>	<p>Improved writing, spelling and vocabulary skills</p>
<p><b>Maths groups (Years FS-6)</b> Small support groups set up to support key skills in maths. The focus for these groups changes regularly in response to the needs of the class.</p>	<p>Improved maths skills</p>
<p><b>Phonics groups (Years FS-6)</b> Group support to develop children's knowledge and use of phonics. This intervention may be focusing on phonemes, graphemes, decoding, segmenting and/or blending sounds.</p>	<p>Improved phonics skills</p>
<p><b>Play Therapy (Years FS-6)</b> Using play in therapy helps children to express themselves in their own way especially if they are struggling to understand how they are feeling, or are finding it hard to put their experiences into words. Play Therapy can be a particularly helpful approach for children in need of therapeutic support.</p>	<p>Reduced anxiety Improved confidence Better able to form healthy relationships. Improved ability to trust themselves and others.</p>
<p><b>Reading support (Years FS-6)</b> Reading support either 1:1, paired or in groups to boost children's reading ability or to develop their comprehension skills.</p>	<p>Improved reading skills</p>
<p><b>Sensory Circuits (Years FS-6)</b> Sensory Circuits is a multi-sensory activity, which takes place on a daily basis. This intervention aims to ensure children are ready to learn when they enter the classroom. It benefits children who struggle with focus and concentration as well as children who have sensory seeking tendencies.</p>	<p>Increased focus Increased attention Increased concentration Catering to sensory needs</p>
<p><b>Social Skills groups (Years FS-6)</b> This group is aimed at children who struggle to build or maintain friendships. Small groups are encouraged to play games, take-turns, initiate conversations and respond to different social situations appropriately.</p>	<p>Social skills Friendships Turn-Taking</p>
<p><b>Speech support (Years FS-6)</b> Speech interventions are led by trained staff who liaise with speech therapists or follow speech programmes to deliver and support children with their speech production skills.</p>	<p>Speech sound production</p>
<p><b>Spelling group (Years FS-6)</b> Small groups to develop spelling skills. This may be through identifying spelling patterns, visualisation of words, use of mnemonics or other spelling strategies.</p>	<p>Improved spelling skills</p>
<p><b>The 5-point Scale (Years FS-6)</b> A powerful tool used to support and monitor the well-being/behaviours of children. It introduces the use of a scale to teach social and emotional concepts to individuals who</p>	<p>Improved awareness of feelings/emotions</p>



have difficulty learning such concepts, but who have a relative strength in learning systems.	The ability to discuss feelings Reduced anxiety
<b>Touch typing (Years 3-6)</b> A fun and interactive approach to teaching touch-typing skills through 'Dance Mat'. The game's pace and colourful design can make for a fun way to practice these skills.	Improved touch typing skills
<b>Understanding Emotions (Years FS-6)</b> Emotional awareness helps us know what we need and want. It helps us build better relationships because being aware of our emotions can help us talk about feelings more clearly. It can help children to avoid or resolve conflicts better, and move past difficult feelings more easily.	Recognising and expressing emotions/feelings
<b>Well-being Support (Nursery-6)</b> The well-being team at Hampton support children individually or in groups to help discuss scenarios that may be impacting upon their well-being at any time. This may be to discuss and explore feelings, friendship issues or worries from home. Our well-being team are on hand to support children across the school throughout the day as well as liaising with parents about support strategies that can be used in conjunction with school, at home.	Increased well-being Improved social skills Building lasting friendships Support to discuss worries/anxieties
<b>Working memory (Years 1-6)</b> Small game based activities to help support and develop the working memory.	Increased working memory skills
<b>Worry/Anxiety Group (Years FS-6)</b> A small group or individualised sessions, which support children who have significant anxiety. Through the use of discussion, books and other resources, children are given the tools to understand, manage and put their worries into perspective.	Reduced anxiety Reduced worries Increased well-being
<b>Accessing Interventions</b>	
Teachers regularly assess and monitor the children's well-being and progress in class and raise any concerns with parents and the school SENCo. As a result of these discussions, appropriate interventions are put in place to support the child's needs. Where possible, interventions are delivered in class through Wave 2 provision. Some interventions are better delivered in small groups or on a 1:1 basis outside the classroom. This is part of our Wave 3 provision. Children accessing one or more of the interventions above, may have a Personalised Learning Plan (PLP) or Provision Plan (EHCP) highlighting the support in place. Children with a PLP will be added onto the school's SEND register and the PLP and impact of interventions will be reviewed at regular intervals. If you feel your child would benefit from any of the above interventions then please speak to your child's class teacher in the first instance.	