

General Interventions

The Turnabout Programme

Turnabout is based on structured tactile non-linguistic mental exercises designed to develop many aspects of memory including working memory, visual and auditory capabilities, accurate recall from long term memory, information processing speed and memory sequencing capability. When the learner has acquired improved memory then effective learning can take place. Turnabout requires 20 minutes 3X/week for 12 weeks. Activities to enhance the self-esteem of the previously unsuccessful learner are an integral part of the programme. It is suitable for all pupils from the summer term of year 1 up and is delivered 1:1 by a Teaching Partner. The programme particularly enables pupils with dyslexic characteristics to accelerate their progress.

Sensory Circuits

Social stories are short descriptions of particular situations, event or activities which include specific information about what to expect in that situation and why. They can be used to explain upcoming or unusual events to reassure children or to clarify the expected behaviour in more regular situations.

BEAM

BEAM stands for Balance, Education and Movement. It is a programme of exercises, which should be repeated at least twice/week which improve core stability and gross motor skills. Usually, all Reception age children follow BEAM in PE. For those identified with difficulties, the programme should be repeated at a slower pace in a small group. Any referral to the Occupational Therapy Service would need evidence that a child had completed 50 sessions of either BEAM or sensory Circuits and the impact of this before it would be accepted.

Jump Ahead

Jump Ahead is a follow-up intervention to BEAM. It focuses on developing motor co-ordination skills and aimed mostly at children in Years 1-3. Children work through graded activities in a small group twice a week. The areas covered include visual perception and visual motor skills, bilateral skills, eye hand coordination and ball skills, balance and pencil skills.

The incredible 5 point Scale.

The Incredible 5 Point Scale is a simple 5-point scale designed to help young people understand and control their emotional reactions to everyday events and to break down a variety of behaviours into concrete parts so that children understand more clearly what is being asked of them. These sessions take place on a 1:1 basis.

Circle of Friends.

Circle of friends is an approach to enhancing the inclusion, in a mainstream setting, of any young person (known as 'the focus child'), who is experiencing difficulties in school because of a disability, personal crisis or because of their challenging behaviour towards others.

The 'circle of friends' approach works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. 'Circle of friends' is not the same as 'circle time' but many of the skills and techniques used by teachers in 'circle time' can be used to support the 'circle of friends' process.

Play Skills.

If a child is experiencing difficulties with friendships or how to play appropriately, we run small interventions of 3-4 children led by a Teaching Partner. They may start inside, learning games to play within the safety of the classroom. The group then moves outside into the playground and continues to play as a group. As the confidence of the children grows, the Teaching Partner steps back and allows the children to play appropriately in the playground.

Drawing and Talking.

Drawing and talking is a safe, easy to learn method of working with children to help with underlying emotional difficulties that may be affecting their learning and behaviour. The core of the method is encouraging the children to draw with a person they feel comfortable with regularly at the same time each week, and this person asking some non-intrusive questions about the child's drawings.

Over time, a symbolic resolution is found to old conflicts, old trauma is healed and the child becomes more able to control their behaviour and better able to access the curriculum.