



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:

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.	GC/RW/LG
LOLA	EYFS	Small group activities to promote listening and attention skills in very young children.	GC/RW/TB/LG
Makaton	EYFS	Sign language to support language development.	GC/RW/LG
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.	GC/TB

NELI (Nuffield Early Language Intervention)	Reception	A government funded intervention aimed to develop language and early literacy skills through 1:1 or small group sessions.	LV/TB
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:

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.	JS/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/JS
Project X Code	Y3 – Y6	A reading support programme using exciting texts of mystery and adventure that are accessible to the less developed readers.	JS/VMc/VW/GC
Plus 1	Y1 - Y3	A maths programme to support mental arithmetic, mental calculations and number knowledge through repeated, daily practise.	LH/DH
IDL Maths (International Dyslexia Learning Solutions)	Y2 - Y6	A maths software resource to help improve maths skills through a bespoke programme of 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.	DH/VW/LH/VMc

Interventions to support social, emotional and mental health:

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.	DH
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.	VMc/CH/MJ
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
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:

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.	MJ/RW/LB