



## Giles Junior School Provision and Intervention

Giles Junior School is an inclusive school and may offer the following range of provision to support children with SEN/D or additional needs

<b>Intervention</b>
<p><b>Social Skills programmes/support including strategies to enhance self-esteem</b></p> <ul style="list-style-type: none"> <li>• A weekly 30 minute social skills session lead by a teaching assistant</li> <li>• Weekly 1:1 or group support from 'Bridge Builders' using protective behaviours strategies</li> <li>• A 6 week programme with one session weekly with a family support worker using protective behaviours strategies (support also available to parents)</li> </ul>
<p><b>Access to a supportive environment - IT facilities/equipment/resources (inc. preparation)</b></p> <ul style="list-style-type: none"> <li>• Homework club 2 x weekly at lunchtimes lead by a teaching assistant</li> <li>• Laptops/computers available in every classroom</li> <li>• Use of Clicker 6 for writing</li> <li>• Use of Rapid reading and writing programmes</li> <li>• Use of Communicate in Print</li> </ul>
<p><b>Strategies/programmes to support speech and language</b></p> <ul style="list-style-type: none"> <li>• Delivery of speech and language programme devised by a speech and language therapist, by a Teaching Assistant/Higher Level Teaching Assistant (HLTA)</li> </ul>
<p><b>Mentoring activities</b></p> <ul style="list-style-type: none"> <li>• Use of talk partners</li> <li>• Peer Mediators</li> <li>• School Council</li> <li>• Inclusion Leaders</li> <li>• Reading Buddies</li> <li>• Write Words Buddies</li> </ul>
<p><b>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</b></p> <ul style="list-style-type: none"> <li>• Delivery of programmes devised by OT/PT led by a teaching assistant</li> <li>• Advice from Occupational Therapy/Physiotherapist used to support development of intervention for children</li> </ul>
<p><b>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</b></p> <ul style="list-style-type: none"> <li>• Weekly 1:1 sessions with counsellor from schools counselling service</li> <li>• Weekly 1:1 or group support from 'Bridge Builders' using protective behaviours strategies</li> <li>• A 6 week programme with one session weekly with a family support worker using protective behaviours strategies (support also available to parents)</li> <li>• Lunchtime support available three times weekly with a teaching assistant</li> <li>• Peer Mediators trained to support children at lunchtimes</li> </ul>

**Strategies to support/develop literacy including reading**

- Daily Guided reading sessions in groups: each group lead once by teacher and once by TA each week
- Use of Clicker 6 for writing
- Use of Rapid reading books and ICT
- Use of Rapid Writing resources and ICT
- Tracks Literacy
- Close links and support from Leys SpLD base including use of interventions eg Word Wizards
- 1:1 Personalised learning for Literacy led by teaching assistants

**Strategies to support behaviour**

- Use of pupil discipline policy- see website (devised in consultation with pupils, parents and staff)
- Weekly 1:1 or group support from 'Bridge Builders' using protective behaviours strategies
- Support from the Family Support Worker 6 1:1 sessions

**Strategies to support/develop Maths**

- Big Maths Intervention used across the school
- Small group or 1:1 support in class through guided teaching from teacher or teaching assistant
- Use of Rapid Maths
- Use of Numicon
- Pre-teaching in small groups from teacher or teaching assistant
- Close links and support from Leys Specific Learning Difficulties Base, developing assessment and support for children with a specific need in maths (Dyscalculia)

**Strategies/support to develop independent learning**

- Use of a visual timetable in every classroom (some children may have a personal visual timetable)
- Use of Communicate in Print
- Access to practical resources - eg word banks, writing frames, number squares
- Structured intervention from teacher or teaching assistant to facilitate independent learning