

**INTERVENTIONS AND  
STRATEGIES TO SUPPORT  
CHILDREN AND YOUNG  
PEOPLE**



02

**Waves of Intervention**

03

**Ordinarily Available Provision**

04-05

**Support Services available in H&F**

06-09

**Universal interventions and strategies**

10-11

**Targeted interventions and websites**

12

**Specialist interventions**

13

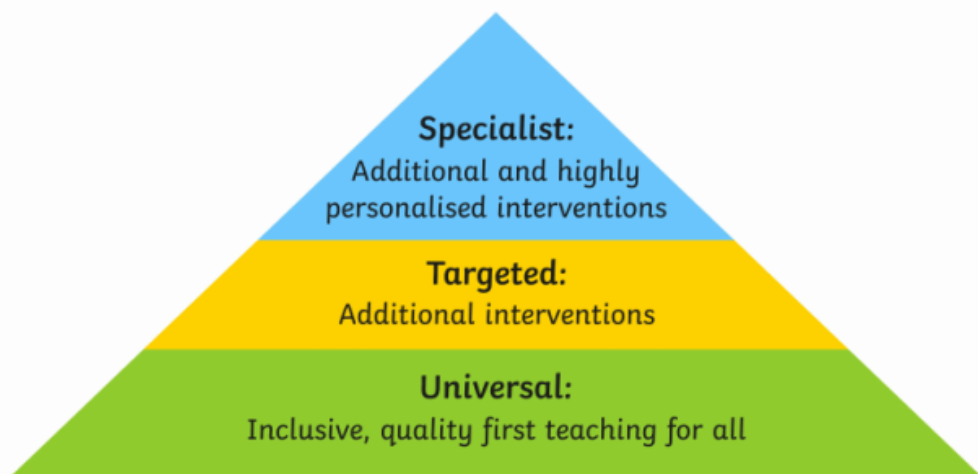
**Interventions for home and websites**



# **TABLE OF CONTENTS**

# WAVES OF INTERVENTION

Within schools there are three waves of intervention:



Universal: High Quality First Teaching, where staff are given strategies to support pupils. This involves differentiated and/or scaffolded activities and resources. It may also mean support from an additional adult in the room.

Targeted: A short-term programme of study away from the mainstream classroom. This enables pupils to close the attainment gap through targeted work, in small groups or 1:1, where an LSA can provide intensive support.

Specialist: Individualised programme with 1:1 support where possible. External agency support.

Often, but not always, children who receive targeted interventions also have SEND needs. It is very rare that a child would access specialist intervention without an identified SEND need.

# ORDINARY AVAILABLE PROVISION

Ordinary Available Provision refers to the support that all H&F early years, schools and post 16 settings should be able to provide for children and young people, including those with SEND, from within their own resources.

This guide informs families about the support available by law for children and young people with special educational needs and disabilities who don't have an education, health and care (EHC) plan.

The sections outline the Ordinary Available provision in early years settings, schools, and colleges in H&F including the support that all institutions should provide utilising their existing resources, without the need for extra or specialised support.

The aim is to increase the inclusive practice so that children with special needs and disabilities can attend their local setting or school in line with their and their parents or caregivers' wishes.

PDF here:

Ordinarily

Available Provision



# SUPPORT SERVICES IN H&F



<https://lbhfindspirehub.com/>

Inspire consists of teams of qualified specialist teachers working across a broad range of areas including, speech and language, autism, hearing and visual impairments, sensory needs and dyslexia, literacy and numeracy.

Learners can be referred by schools, nurseries or health professionals.

## Educational Psychology Service

<https://www.lbhf.gov.uk/family-information-directory/educational-psychology-service>

Educational psychologists (EPs) are registered with the Health Professionals Council and have expertise in education, child development and the application of psychology theory to improve the educational success and well-being of children and young people. They understand the legal framework for the education of children and young people with special educational needs (SEN).

Learners can be referred by schools or nurseries.



<https://www.lbhf.gov.uk/family-information-directory/school-nursing-services>

The school nursing services work together with schools to promote health and wellbeing in pupils aged 5 to 19 years old. The service is made up of a team of qualified nurses and health advisors. Support is usually delivered at school, though home visits can be arranged.

Learners can be referred by schools or nurseries.

# SUPPORT SERVICES IN H&F

An orange square icon with rounded corners. It features the text 'Speech, language and communication' in white. Below the text are four stylized cartoon characters: a girl with glasses, a boy with glasses, a girl with a ponytail, and a boy with glasses. The background is orange with various geometric shapes like circles, triangles, and diamonds in different colors.

Speech, language  
and communication

<https://www.lbhf.gov.uk/family-information-directory/speech-and-language-therapy-slt-service>

The Speech and Language Therapy (SLT) service is provided by Central London Community Healthcare NHS Trust.

The SLT service provides support for children and young people (CYP) registered at a GP in Hammersmith and Fulham, Kensington and Chelsea and Westminster, aged 0 to 18 years, who have speech, language, communication differences.

Learners can be referred by schools, nurseries or health professionals.



<https://www.lbhf.gov.uk/children-and-young-people/family-hub/health-and-wellbeing/occupational-therapy-services-children-and-young-people/occupational-therapy-children-cypot-nhs-service>

The CYPOT is the children and young people's occupational therapy NHS service. It supports children and young people (ages 0 to 19) in enhancing engagement, performance and independence. The CYPOT team works closely with nurseries and schools.

Visit the CLHC NHS website to find out more about CYPOT (Occupational Therapy for Children).

Learners can be referred by schools, nurseries or health professionals.

# UNIVERSAL

## Curriculum support

All children should have access to the following:

- In-class LSA support
- In-class teacher support
- Visual aids, e.g. modelled examples, writing prompts /frames, use of symbols or pictorial prompts, concrete materials for maths
- Visual timetables
- Key Vocabulary mats across the curriculum
- Check lists / task boards
- Whiteboards and pens
- Writing slopes
- Pencil grips



I need...

1	
2	
3	
4	

When I have finished 1, 2, 3 and 4—I will colour a smiley face 😊😊😊 - then I will go to the teacher.



**The Three Little Pigs**

What happened first?	What happened next?	What happened then?
What happened then?	What happened after that?	What happened last?

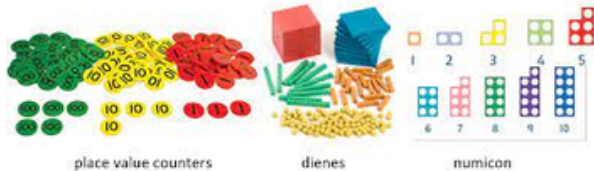


# UNIVERSAL

## Sensory and physical needs

All children should have access to the following:

- concrete materials for maths
- access to IT to support learning and presentation
- Whiteboards and pens
- Writing slopes
- Pencil grips
- access to a sensory kit (e.g. fidget toys, wobble cushion)





# UNIVERSAL

## Reluctant reader strategies

**Read to them** - by reading to someone, they can hear how to use phrasing, character voices and develop their imagination. Involve them by asking questions about what you have read - how do you think this character feels, what might happen next, why do you think that just happened?



**Read with them** - take turns and read a page or paragraph each. This takes some pressure off and also allows them to hear someone reading fluently.

**Choose reading material that interests them** - what do they like reading about? What are their interests? Books, comics or magazines are great reading materials.



**Get free books** - join your local library, it's free.  
**Join an H&F library here**



# TARGETED

Some children may need the following:

Small group or 1:1 sessions led by teacher, HLTA, ELSA or trained LSAs.

Targeted Interventions will usually be for at least half a term (6 weeks), with a baseline assessment at the start and re-assessment at the end. It is very usual for targeted interventions to go on for longer than half a term.

Targeted Interventions are usually additional out of class sessions in:

- phonics, reading and/or comprehension
- rehearsal of times tables or key maths facts
- handwriting and/or touch typing
- fine motor skills
- emotional regulation
- social skills and interaction

There may also be targeted sessions in class such as themed circle times or PHSE sessions, or a referral to the school Emotional Literacy Support Assistant (ELSA) or Learning Mentor.

Please note: not all schools have ELSAs and/or Learning Mentors.

Pupil's with sensory perceptual differences may be seated in the best available defined area, i.e. away from distractions, at the front of the class, away from visual displays and windows.

Pupils may also receive extra time to complete task or have access to a sensory kit (e.g. fidget toys, wobble cushion) and/or receive movement / brain breaks.



# TARGETED

## Some programmes used for Targeted Interventions could be:

### Reading:

<https://toe-by-toe.co.uk/>

<https://literacytrust.org.uk/programmes/interventions/>

<https://www.bookmarkreading.org/>

<https://www.beanstalkcharity.org.uk/>

<https://readingeggs.co.uk/>

### Writing:

Colourful Semantics (H&F SALT resources)

<https://www.hamilton-trust.org.uk/blog/get-your-2021-class-ready-progress/>

<https://www.talk4writing.com/resources/>

### Maths:

<https://www.nationalnumeracy.org.uk/>

<http://www.mathematicshed.com/maths-intervention-shed.html>

<https://www.catchup.org/interventions/numeracy.php>

<https://uk.ixl.com/>

<https://www.khanacademy.org/>

### Social Skills and Emotional regulation:

Zones of Regulation

Social Stories

How Big is the Problem

H&F SALT resources

### Speech and communication:

Talk Boost

Speech Link

H&F SALT resources

### Fine Motor Skills:

Touch typing and/or handwriting

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr#zf8yg2p>

<https://www.theottoolbox.com/fine-motor-skills/>

H&F OT resources



# SPECIALIST

Some children may need specialist interventions. These interventions are usually provided by outside agencies and need referrals and parental consent. Most referrals need to come from the school.

Children DO NOT have to have an EHCP to access specialist interventions, although on-going SALT support is not accessible to those without EHCPs in H&F.

Specialist Interventions could be, but are not limited to:

- Educational Psychologist (EP)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- INSPIRE team (see page 5)
- Ormiston Academies Behaviour Outreach (speak to school for referral)
- Child and Adolescent Mental Health (CAMHS)
- West London Action for Children (counselling)

In addition, children may need personalised accessibility requirements such as:

- improved accessibility of building
- coloured paper/overlays
- large print
- audio books
- access arrangements for exams (e.g. extra time, a reader, a scribe, breaks, use of a laptop)

Children with needs such as dyslexia or sensory difficulties may meet the criteria for this - speak to the school.



# INTERVENTIONS FOR HOME

## General curriculum support:

<https://www.bbc.co.uk/bitesize>

<https://www.thenational.academy/pupils/years>

<https://www.twinkl.co.uk/>

## Maths:

<https://uk.ixl.com/>

<https://www.khanacademy.org/>

## Reading:

<https://home.oxfordowl.co.uk/>

<https://readingeggs.co.uk/>

## Fine Motor Skills:

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr#zf8yg2p>

<https://www.theottoolbox.com/fine-motor-skills/>



