



INTERVENTIONS

at The Parkland Federation

Interventions at Parkland

At The Parkland Federation, we want to make sure that all our children achieve their full potential, enjoy learning and have access to the support they need. Most of the time, we achieve this is through providing quality first teaching in the classroom, which caters for the varying needs of the children in the class.

Sometimes, an intervention may be necessary to further support a child's development or their needs within a particular area of the curriculum or to help them develop other skills, including social skills , self confidence and self esteem.

As a school, we utilise a range of interventions to support children. Although not an exhaustive list, some of our interventions are detailed in this presentation.

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What is an intervention?

- ❑ An intervention is a programme that is explicitly taught on top of the classroom offer outside the classroom.
- ❑ Interventions are designed to accelerate and maximise progress, minimising gaps in knowledge.
- ❑ Interventions are delivered to either a small group of children or on a one-to-one basis.
- ❑ Interventions can be used as a form of evidence for further support.

How are children identified for an intervention?

- Tracking and analysis of assessment data
- Discussion with class teacher and Senior Leaders at Pupil Progress Meetings and Bridging Meetings
- Pupil voice, parent voice & school awareness of pupil circumstance (SEMH)
- Recommendations from outside agencies; Speech and Language therapist, Educational Psychologist, Pediatrician, Physiotherapist.

How do we track the impact of an intervention?

- Pre-assessment and post-assessment data (Intervention Assessment)
- Teacher assessment data
- Pupil voice
- Feedback from teachers and parents

Jump Ahead

At The Parkland Federation, we offer students the Jump Ahead Programme. This programme, written by Occupational Service, Physiotherapy Service and Specialist Teacher Advisory Resource Service, has been designed for pupils that have difficulties with gross and fine motor skills. It is a structured, graded intervention to develop all the underlying movement skills a child needs for confidence and progress in the classroom. Jump Ahead can also be used to support children with developing and improving pre-handwriting and handwriting skills. The programme has three stages and the students move through the stages when they are ready to do so - making it completely child-centred. We use a vast array of multi-sensory resources and equipment to support the implementation of Jump Ahead, as well as in the classroom. Students work their way through the the programme and their progress is closely monitored so we can adapt their provision accordingly.



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Sensory Circuits

A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to **alert, organise** and **calm** the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit should be an active, physical and fun activity that children enjoy doing.

Sensory circuits are a great way to both energise and settle children so they can focus and engage better in the classroom. Many children can benefit from attending a sensory circuit, even for a short period of time. The activities can also be utilised at different times of the day as part of a sensory diet to help the child regulate.



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Zones of Regulation

At The Parkland Federation, we have adopted The Zones of Regulation as a way of helping students to identify, express and self-regulate emotions. A concept designed by an occupational therapist, the Zones of Regulation programme gives children the opportunity to explore strategies for self-regulation and encourages the children to use a shared language of emotional terms. In addition to identifying, expressing and self-regulating emotions, students will be given opportunities to explore reading facial expressions, to identify triggers to emotions and behaviour and will begin to evaluate the impact of their behaviour on others.

To learn more about The Zones of Regulation, please watch the video on our website. [Click here](#)

The logo for 'The ZONES of Regulation' is enclosed in a rectangular border with a multi-colored outline (red, yellow, green, blue). The word 'The' is in black, 'ZONES' is in large, multi-colored letters (Z: blue, O: green, N: yellow, E: red, S: black), 'of' is in black, and 'Regulation' is in black with a registered trademark symbol (®) to its upper right.

The **ZONES** of
Regulation[®]

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Speech Link

Speech Link is used to identify and support children with developmental speech sound difficulties. It is used to help schools decide who needs to be seen by a Speech and Language Therapist and those at risk of literacy difficulties and to support those with Speech difficulties within the school environment. Students are assessed beforehand, which ensures the intervention is bespoke to their needs. Speech Link helps demystify speech work and gives children the opportunity to work on speech sound errors.



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Language Link

Language Link is an innovative online package used to identify and support children with mild to moderate SLCN (Speech, Language and Communication Needs) and those new to English. Students are assessed beforehand, which ensures the intervention is bespoke to their needs. Students will be given opportunities to learn and develop language such as conceptual vocabulary, verb tenses, instructions, negatives and complex sentences.



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NELI

NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. NELI aims to develop children's vocabulary, listening and narrative skills and involves activities to develop phonological awareness and early letter-sound knowledge as foundations for learning to read. The programme is delivered regularly throughout the week to a targeted group of around 3-6 pupils. Sessions are delivered in groups and on a one-to-one basis.



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Talkabout

Talkabout is a structured programme for teaching and measuring social skills. Talkabout was first developed in the early nineties following a clinical study into the effectiveness of social skills work which found that the success of intervention increased if nonverbal behaviours were taught before to verbal behaviours, and if assertiveness was taught last. In addition, it was found that basic self awareness and self-esteem should be developed first and that friendship skills should be taught after social skills. Talkabout is built on the belief that by developing the foundation skills of self-esteem and self-awareness before concentrating on body language and more complex areas of conversational skills, friendship skills and assertiveness, we are more likely to see progress.

The logo for 'TALKABOUT' features the word in a bold, yellow, sans-serif font. The text is set against a dark red rectangular background that has a slight gradient and a drop shadow effect, making it stand out against the white background of the slide.

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The PKF logo consists of the letters 'PKF' in a white, bold, sans-serif font, centered within a dark blue circular background. The circle is positioned in the bottom right corner of the slide, overlapping the blue geometric shapes.

Nessy

Nessy Reading and Spelling was developed at the Bristol Dyslexia Centre by a team of specialists. However, Nessy can also support children who are not at risk of dyslexia. All students benefit from Structured Literacy based upon the Science of Reading. The program begins with systematic synthetic phonics which has been proven to be the best way to instruct early readers. As literacy skills develop, students advance to instruction in spelling, morphology, vocabulary and comprehension. Each student learns independently and at their own pace, gradually building confidence. The program starts with an assessment that identifies exactly where the student needs help, then guides them through an individualised learning plan.



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Precision Teaching

Precision teaching is a structured method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to help ensure that students become fluent and accurate in using their words. It aims to develop students' reading and spelling skills naturally by using language more in their everyday learning. Precision teaching is usually carried out on a one-to-one basis during short, regular sessions.

Precision teaching is designed to get learners to think quickly until they're able to recall the spelling of a certain word almost instinctively. This is why this form of structured teaching intervention is so fast-paced and repetitive - children will learn to read or spell words until they become fluent and confident. They will only ever move on to a new skill once they've mastered the skill they are currently working on.



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Other interventions

- Thrive
- Animal Care
- Dog Therapy
- Play Therapy
- Counselling
- Art Therapy
- Talking and Drawing



Let's help every child
thrive 



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