SEND Interventions

Trinity Academy Whitehill

Why do we have Interventions?

Trinity Academy Whitehill

- Meet the needs of our SEND learners.
- Improve the experience & attainment of SEND pupils
- Meet the requirements of the local offer & EHCP
- At times, children with SEND may learn in different ways or at a different pace from other pupils, which means they may benefit from extra support.
- Interventions allow us to work closely with specialist professionals and follow their advice and recommendations, ensuring each child receives the right support to help them make progress.

EEF Research

+ 4- 6 months additional months of progress is made by children who received interventions in comparison to those who did not.

Project Intervention
Step by step:

Trinity Academy Whitehill

Identify the range of interventions needed based on the needs within school.

Deployment of staff to relevant year groups.

Allocate spaces based on provision stated in EHCP, recommendations from professionals and level of need

Training in interventions (ongoing)

Tracking consistency of interventions

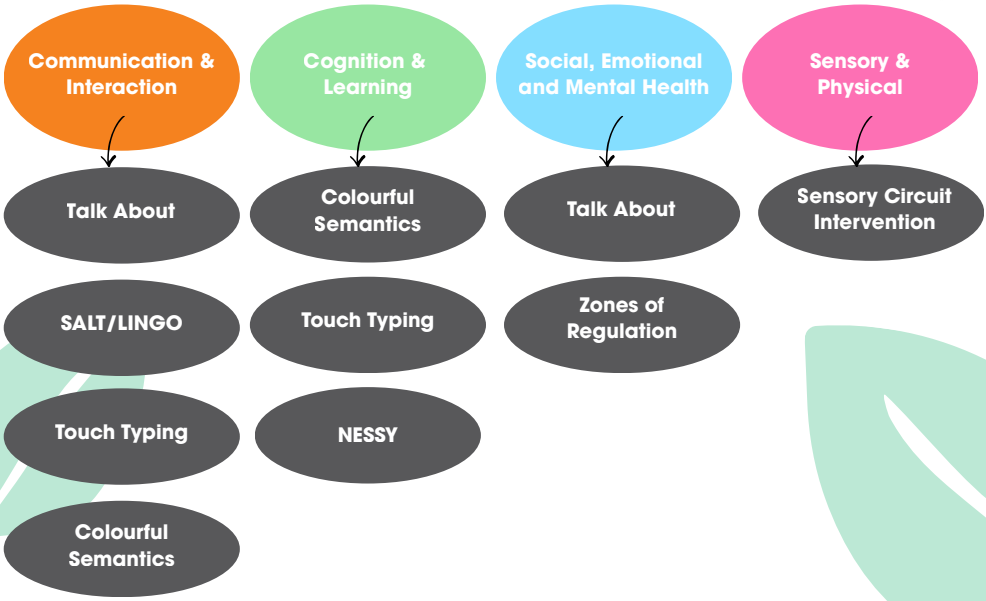
Quality Assure the delivery of interventions

Training and coaching based on the Quality Assurance of interventions.

Critically analyse progress data

Analyse the effectiveness of intervention

Areas of Need



Interventions EYFS - Y6 (Excluding Alternative Provision)

- **Sensory Circuit Intervention** – Supports children with sensory or physical needs, helping them get ready for learning.
- **Turn Taking** – Helps children develop communication, interaction, and social-emotional skills.
- **Talk About** – Builds social, conversational and communication skills'
- **Colourful Semantics** – Supports children's understanding of sentence structure and helps build spoken and written language.
- **Zones of Regulation** – Teaches children how to recognise and manage their emotions.
- **NESSY** – Literacy and dyslexia friendly programme.
- **Touch Typing** – Helps children develop keyboard skills to support writing and learning.
- **Speech and Language** – Supports communication and interaction needs, often following advice from a Speech and Language Therapist.

Requirement for Intervention

How We Decide on Interventions for Your Child?

We use different types of interventions to support children's learning and development. These decisions are based on:

What is written in your child's Education, Health and Care Plan (EHCP)

If your child has an EHCP, we must provide the support outlined in it.

Information from diagnostic reports

For example, reports that identify Autism Spectrum Disorder (ASD), ADHD, Dyslexia or Dyspraxia may recommend certain types of support.

What your child needs in order to make progress

We regularly review your child's needs so the support matches what will help them most.

Interventions are flexible

Children can join or leave interventions as their needs change. They are not fixed or permanent.

The SENCo may review or update your child's support at any time if:

- new needs appear,
- existing support is no longer needed, or
- your child would benefit from a different approach.

Why This Matters

We want to make sure every child receives the right help at the right time. Our approach allows support to change as your child grows and develops.

Colourful Semantics

What is Colourful Semantics?

Colourful Semantics is a language intervention that helps children:

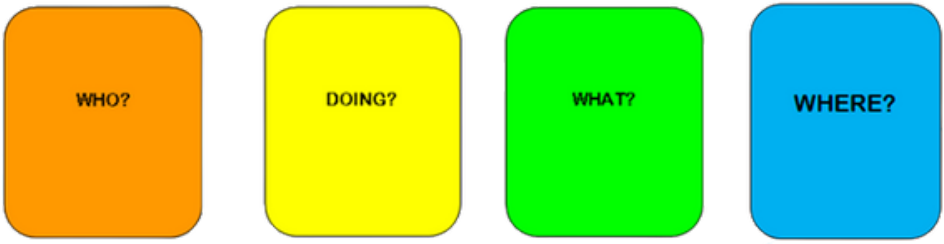
- build and understand new vocabulary
- develop clearer sentence structure
- improve understanding of word meanings
- learn how to put sentences together independently

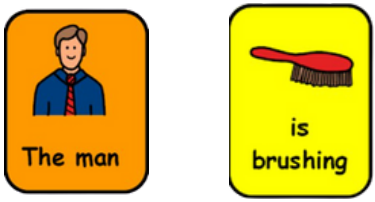
How it works

- Different types of words (e.g., who, what, doing, where) are colour-coded.
- Children use these colour codes to build sentences and understand how language fits together.
- This structured approach supports both spoken language and early writing.

How often?

- Weekly





Turn Taking

What is the Turn Taking Intervention?

The Turn Taking intervention helps children develop early social communication skills. It supports children who may find it difficult to share, wait, or interact smoothly with others.

This intervention helps children:

- build early social skills
- improve impulse control
- develop resilience when things don't go their way
- expand vocabulary used in play and group situations

How it works

- Children take part in structured group games
- Adults model and scaffold positive turn-taking behaviours
- A strong peer role model is included to support appropriate social interaction
- Activities are designed to be fun, engaging, and supportive

Who is it for?

- Offered to children in Key Stage 1 (KS1)

How often?

- Weekly

Speech & Language/ LINGO

1:1 Bespoke Intervention

What is the Speech and Language / LINGO Intervention?

This intervention provides personalised support to help children develop their speech, language, and communication skills. It is based on specialist assessments and tailored to your child's individual needs.

Children receive weekly 1:1 sessions focusing on their specific language goals.

How it works

A specialist Speech and Language Therapist (SALT), from either the NHS or LINGO, completes an initial assessment

The therapist provides a detailed report that:

- sets personalised objectives
- recommends activities and strategies to support progress

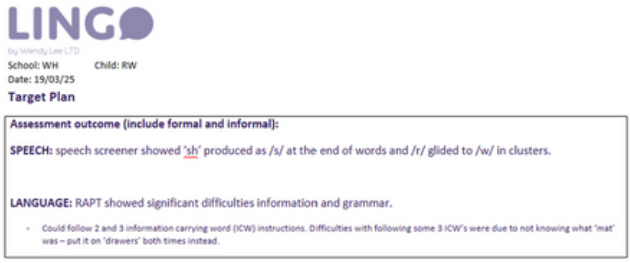
A resource pack is given to the Learning Support Assistant (LSA) so they can deliver the activities consistently and effectively.

Who is it for?

Children who have identified speech, language, or communication needs.

How often?

Weekly



LINGO

by Wendy Lee LTD

School: WH Child: RW

Date: 19/03/25

Target Plan

Assessment outcome (include formal and informal):

SPEECH: speech screener showed 'sh' produced as /s/ at the end of words and /r/ glided to /w/ in clusters.

LANGUAGE: RAPT showed significant difficulties information and grammar.

- Could follow 2 and 3 information carrying word (ICW) instructions. Difficulties with following some 3 ICW's were due to not knowing what 'mat' was – put it on 'drawers' both times instead.

Talk About

What is Talk About?

Talk about is a structured social-skills programme designed to support children, particularly those with Autism Spectrum Disorder (ASD), in developing early social communication skills. The programme breaks down social interaction into manageable, teachable steps.

What does Talk About focus on?

The programme teaches social skills through three key areas:

- Non-Verbal Behaviour (e.g., body language, eye contact, facial expressions)
- Verbal Behaviour (e.g., conversation skills, responding and initiating)
- Assertiveness (e.g., expressing needs appropriately, confidence)

It also helps children develop:

- turn-taking
- peer relationships
- confidence in social situations

How it works

Children participate in practical, interactive activities such as:

Example Activity A — Reading Body Language:

- Acting out scenario using body language, such as being bored. The other children would guess the scenario. They then have another go but acting in words to their performance

Example Activity B — Understanding Personal Space

- Child stands on large paper and then draws a ring around appropriate personal space

Who is it for?

- Primarily used to support ASD learners, but helpful for any child who may benefit from structured social-skills development.

How often?

- Weekly

NESSY

What is NESSY?

NESSY is a computer-based literacy intervention designed to support children in KS2 who may have dyslexic traits or who benefit from structured, multi-sensory reading and spelling practice. It is fun, engaging, and tailored to each learner's pace. Children work through the programme with a Monkey Avatar, earning rewards and completing activities that build confidence and core literacy skills.

How it works

- Children begin with an initial screening tool, which provides an indication of the likelihood of dyslexia
- Based on the results, the programme creates a bespoke learning pathway
- Children complete structured, multi-sensory lessons that include:
  - phonics
  - spelling patterns
  - reading activities
  - memory-boosting games

The learning environment

- NESSY should be completed in a controlled and supported environment
- Adults guide pupils to relevant resources within the programme
- Activities are structured to ensure progress is steady, clear and positive

Why it helps

NESSY supports children by:

- allowing them to work at their own pace
- providing repetition and reinforcement
- offering dyslexia-friendly teaching methods
- boosting confidence through game-based learning

How often?

- Weekly

Touch Typing

What is Touch Typing?

Touch typing is the skill of typing without needing to look at the keyboard. Children learn to use all their fingers efficiently, which helps increase speed, accuracy, and confidence when using a computer. This intervention is especially supportive for children who find handwriting difficult or tiring.

Why is Touch Typing helpful?

Practising touch typing helps children to:

- build muscle memory for key placement
- become more confident and independent when using a keyboard
- record their learning more efficiently
- access the curriculum in an alternative, more accessible way

Who is it for?

- Offered to children in Key Stage 2 (KS2)

Touch typing can support children with:

- global developmental delay
- dyslexia
- visual impairments
- physical impairments
- fine motor difficulties
- or any child who benefits from an alternative method of recording their work.

How it works

- Delivered in a small group setting
- Children use laptops or desktop computers
- Structured programmes guide them through key patterns and finger placement
- Practice is regular and repeated to build automaticity and confidence

How often?

- Weekly

Sensory Circuit Intervention

What is Sensory Circuit?

Sensory Circuit is a daily programme of physical activities that supports children with sensory processing differences. It helps them feel calm, focused, and ready to learn.

What senses does it support?

Activities help regulate all eight senses, including:

- sight, sound, touch, taste, smell
- movement and balance (vestibular)
- body awareness (proprioception)
- internal body signals like hunger or thirst (interoception)

Why is it used?

Children may be over-sensitive or under-sensitive to sensory input, which can lead to sensory-seeking or avoidant behaviours. Sensory Circuit helps them regulate these responses.

How it works

Children take part in a short sequence of:

1. Alerting activities
2. Organising activities
3. Calming activities

These help prepare the brain and body for learning.

How often?

- Daily

Activities
Alerting (A)
Hand Crawls- Make your hand crawl or run across the table. Crawl your hand up your opposite arm, crawl your hand up and down your leg. Repeat on the opposite side with the other hand.
Organising (O)
Have a selection of different textured paper. Scrunch the paper into a tight ball. Unfold the paper & repeat. Do this with the different types of paper.
Calming (C)
Practice taking ten calming breaths. Try triangular breathing – in for four, hold for four & out for four.

Zones of Regulation

What is Zones of Regulation?

Zones of Regulation is a programme that helps children understand, name, and manage their emotions using a simple colour-coded system. It supports emotional awareness and self-regulation.

How it works

- Children learn to recognise how they feel in different situations
- Emotions are grouped into four colour zones (e.g. excited, worried, calm, upset)
- All emotions are validated and seen as normal
- Children practise strategies to help them move between zones and manage their feelings more effectively

Who is it for?

This intervention supports children who:

- struggle with identifying or naming their emotions
- find it difficult to stay calm or manage strong feelings
- experience frequent emotional dysregulation (e.g. anger, frustration, anxiety)
- need help developing coping strategies and emotional awareness

How often?

Weekly

Delivered in group sessions or 1:1

Also used during reflection or focus time with the pastoral team

Trinity Academy Whitehill

'A small set of interventions are in place for SEND students and the LSA team are following a programme of CPD to ensure that they are fully trained to deliver any interventions they are assigned'
SEND Audit Oct 24

'I really like my NESSY intervention, its good and makes me feel happy about spelling and reading.'
TAW Pupil

'I like doing Zones of Regulation as it is fun, and we get to work together and talk about our feelings.'
TAW Pupil

'Zones of regulation group sessions for targeted SEND students are up and running, showing initial signs of success'
SEND SAE March 25

'Interventions are good because we play games and Talk About helps me with my body language.'
TAW Pupil

'The school swiftly identifies and provides effective support to pupils with special educational needs and/or disabilities'
Ofsted April 2025

Useful Links

Policies & Summaries - Trinity Academy Whitehill

Education | Calderdale SEND Local Offer

Children's Speech and Language Therapy - CHFT

Specialist Inclusion Team | Calderdale Council

Home - Calderdale SENDIASS

LINGO | Improving Children's Speech Language and Communication

Self-Regulation Curriculum | The Zones of Regulation

nessy.com/en-gb