



## **St Joseph's Catholic Primary School**

### **Whole School Provision Offer**

<b>Intervention Name</b>	<b>Offer</b>
<b>Zones of Regulation</b>	The zones of regulation is a framework to support a child or young person to teach emotional self-regulation. The zones describe how someone's brain or body might be feeling using a simple colour system.
<b>Socially Speaking</b>	<p>Socially speaking offers a social skills programme for students with mild to moderate learning disabilities, physical and medical disabilities. The programme includes three key areas;</p> <ol style="list-style-type: none"> <li>1. Let's Communicate</li> <li>2. Let's Be Friends</li> <li>3. Let's Practice</li> </ol> <p>Socially speaking aims to improve a pupil's self-esteem, listening skills and expressive language abilities.</p>
<b>Lego Therapy</b>	<p>LEGO-Based Therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting.</p> <p>During a LEGO-Based Therapy session, three children of similar ages and abilities work together to build a LEGO model following.</p> <p>Each child takes on one of four specific roles to do this:</p> <ul style="list-style-type: none"> <li>• The Engineer</li> <li>• The Supplier</li> <li>• The Builder</li> </ul>
<b>Time to Talk</b>	<p>Time to talk has been specifically created to teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old. The intervention also helps to develop the basis of interaction with the help of a friendly and approachable character, Ginger the Bear who is a core feature in all of the activities.</p> <p>The skills which a child can gain include:</p> <ul style="list-style-type: none"> <li>• Eye Contact</li> <li>• Taking turns</li> <li>• Let's Practice</li> <li>• Sharing</li> <li>• Greetings</li> <li>• Awareness of Feelings</li> <li>• Giving</li> <li>• Following Instructions</li> <li>• Listening</li> <li>• Paying Attention</li> <li>• Play skills</li> </ul>
<b>RWInc Fast Track Tutoring</b>	Fast Track Tutoring is one part of the full programme and is designed to accelerate children's reading progress through the Read Write Inc.
<b>1:1 Tutoring</b>	Specific, maths and literacy targeted intervention based on data, PP and SEND status.

<b>Speech and Language Therapy (SaLT)</b>	<p>Speech and language therapists see people who have speech, language and communication difficulties. They offer assessment, diagnosis, advice and sometimes direct therapy sessions. Their aim is to help individuals develop the best possible communication skills, taking into account their individual needs, difficulties and abilities.</p> <p>Speech and language therapists can also help with swallowing, eating and drinking difficulties.</p>
<b>Sensory Circuits</b>	<p>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.</p>
<b>Reading Support</b>	<p>Additional 1:1 reading using the child's levelled Big Cat book to help accelerate fluency in reading.</p>
<b>Write from the Start</b>	<p>This programme offers an approach to handwriting which develops the muscles of the hand. It includes over 400 graded exercises and activities to develop hand-eye co-ordination, form constancy, spatial organisation, figure-ground discrimination and orientation and laterality.</p>
<b>NSPCC Speak Out. Stay Safe.</b>	<p>Speak out Stay safe is a safeguarding programme for children aged 5- to 11-years-old. It helps children understand:</p> <ul style="list-style-type: none"> <li>• abuse in all its forms and how to recognise the signs of abuse</li> <li>• that abuse is never a child's fault and they have the right to be safe</li> <li>• where to get help and the sources of help available to them, including the Childline service.</li> </ul>
<b>With Me In Mind</b>	<p>With me in mind is a mental health support team that supports children and young people aged 5 to 19.</p> <p>Mental health support teams have three core functions:</p> <ul style="list-style-type: none"> <li>• to deliver evidence-based interventions for mild to moderate mental health needs</li> <li>• support the senior mental health lead in each school or college to introduce or develop whole school or college approach</li> <li>• give timely advice to school and college staff, and liaise with external specialist service to help children and young people to get the right support and stay in education</li> </ul> <p>They aim to enhance the support already in place from school, outcomes of consultation may be:</p> <ul style="list-style-type: none"> <li>• advice being offered around how the educational setting can support the young person</li> <li>• signposting to other services</li> <li>• for some children and young people, direct therapeutic interventions for those experiencing mild to moderate mental health difficulties</li> </ul> <p>We may also offer group work, assemblies, corridor workshops, or parental support and education.</p>
<b>READ Rotherham Enhanced Action for Dyslexia</b>	<p>READ is a traded service within the Specialist Inclusion Team that offers an outreach provision to support children and young people in school. The provision is aimed at supporting individuals with severe and persistent literacy difficulties who have received intensive and appropriate support within school but, despite this, continue to struggle to make progress in reading and spelling.</p> <p>Each child referred to the service will receive 2 hours per week of 1:1 support for 12-weeks.</p>