



Joy Lane Primary School

SEND and Inclusion Support

Nature of intervention	Supports
<p>Serenity <i>Years R-6</i> Serenity is a morning group which runs before the start of the school day. It aims to support the transition from home to school for children who can find coming in every day challenging. As part of the group, children are encouraged to talk about their worries through games and group activities.</p>	Transitions Anxiety Social skills
<p>Sensory Circuits <i>Years R-6</i> Sensory Circuits is a multi-sensory activity which takes place on a daily basis. This intervention aims to ensure children are ready to learn when they enter the classroom. It benefits children who struggle with focus and concentration as well as children who have sensory seeking tendencies.</p>	Focus Attention Sensory seeking
<p>Sanctuary Play <i>Years 2-6</i> Sanctuary play takes place in the family room during each break and lunch time. It is led by members of the well-being team who encourage and model social skills in a 'real-life' situation. Sanctuary play is a relaxed approach to supporting children socially as they are encouraged to play games and play together in small groups.</p>	Social skills Friendships
<p>Synergy Play <i>Years 3-6</i> Synergy, similar to Sanctuary play, is run each break and lunch time for children who find the unstructured time challenging. It is for a small group of children who are supported through planned and prepared activities that are more physical and encourage sportsmanship through team games.</p>	Need for structure Social skills Friendships
<p>The English Nest <i>Years 2-6</i> The English Nest offers an alternative curriculum for children who are accessing a lower programme of study. It is an intervention based upon Language Through Colour and Active Listening and promotes independent reading skills through repetitive and structured lessons.</p>	Reading skills Writing skills Language Listening skills
<p>The Maths Nest <i>Years 2-6</i> The Maths Nest offers an alternative curriculum for children who are accessing a lower programme of study. The Maths Nest is largely focused on number skills and calculations. By using Numicon as a teaching and learning tool to introduce and consolidate new concepts, children are able to access learning with increasing confidence.</p>	Number skills Calculations Listening skills
<p>Speech support <i>Years R-6</i> Speech interventions are led by our Speech and Language assistants who liaise with trained therapists to deliver and support speech production. Each child accessing this intervention will be supported 1:1.</p>	Speech production
<p>Language support <i>Years R-6</i> Language support, also led by our Speech and Language assistants, helps children who struggle to understand the use and meaning of language. They are supported in small groups, or 1:1, in developing their understanding and ability to use and interpret language independently.</p>	Understanding of language Use of language
<p>Active Listening <i>Years R-6</i> Active listening is a small, focussed group aimed at developing a child's listening ability by promoting and encouraging essential listening skills. Children are taught to hear and act upon information to develop their listening skills.</p>	Listening skills Focus Concentration

<p>ELSA <i>Years R-6</i> Emotional Literacy Support Assistants (ELSA) have been trained by Educational Psychologists to support the teaching and understanding of emotional intelligence. Emotional Literacy helps children better understand and express their feelings. It involves having self-awareness and recognition of one's own feelings and knowing how to manage them, such as the ability to stay calm when angered or to reassure oneself when in doubt.</p>	Recognising and expressing emotions/feelings
<p>Well-being <i>Years R-6</i> The well-being team at Joy Lane support children individually or in groups to help discuss scenarios that may be impacting upon their well-being at any time. This may be to discuss and explore feelings, friendship issues, worries from home or to receive some general TLC.</p>	Well-being Social skills Friendship Worries
<p>Social Skills groups <i>Years R-6</i> This group is aimed at children who struggle to build or maintain friendships outside of Sanctuary Play. Small groups will be encouraged to play games, take-turns, initiate conversations and respond to different social situations appropriately.</p>	Social skills Friendships Turn-Taking
<p>Lego Intervention <i>Years R-6</i> Lego Intervention is a structured approach to developing social communication skills in a small group context. This intervention is an adaptation of Lego therapy, following the basic principles that allow children to improve and practice their social interaction and communication skills. Improvements in social competence enable children to sustain lasting friendships and reach their highest potential.</p>	Social communication Social skills Turn-taking Listening Language
<p>Anxiety Group <i>Years 3-6</i> A small group or individualised session which supports children who have significant anxiety. Through the use of discussion, books and other resources, children are given the tools to understand, manage and put their worries into perspective.</p>	Anxiety Worries Well-being
<p>Life skills <i>Years R-6 SRP</i> An alternative afternoon curriculum that allows children to develop non-academic skills that will support them in the wider world. Life skills covers a range of themes such as people in the community, pet care, cooking, washing and many, many more.</p>	Life skills Confidence Social skills Communication
<p>Counselling <i>Years R-6</i> Counselling can be offered to individual children who have experienced a significant trauma or event that requires more specialised support. This can be accessed through discussions with members of the Inclusion team.</p>	Emotional Well-being Anxiety

Accessing interventions

Teachers regularly assess and monitor the children's well-being and progress in class and raise any concerns with parents and relevant SENCo's. As a result of these discussions, appropriate interventions are put in place to support the child's needs.

Usually children accessing one or more of the interventions above, will have an Individual Provision Map (IPM) or Provision Plan (section F) highlighting the support in place. Children with an IPM will be added onto the school's SEND register and the IPM and impact of interventions will be reviewed regularly.

If you feel your child would benefit from any of the above interventions then please speak to your child's class teacher in the first instance.