**Interventions**

**KS3 Catch Up interventions**

The last few years have been a disrupted time in education for everyone. COVID-19 has meant that our pupils have missed large chunks of school which has been exacerbated by many having attended multiple settings before enrolling here. With that in mind, we have brought in a ‘Catch Up’ intervention for our Year 7 and 8 pupils. We understand that some of our pupils have lost their love of learning and lack confidence in their ability, due to work previously not being set at the correct level. In Catch Up, we start by assessing their maths and spelling, punctuation and grammar skills to pinpoint their learning gaps. Once we have collated this information we introduce targeted, individualised lessons in these areas, to make sure they are secure in these skills before entering Year 9. We have found these sessions to be extremely effective, they not only increase knowledge, but also confidence, as the pupils realise that they **can** access their learning again.

**Fresh Start reading intervention**

Read Write Inc. Fresh Start is a catch-up and intervention programme with proven results, for 9 to 13-year-olds still learning to read. It offers a simple but powerful solution to accelerate reading progress in just 25 minutes a day.

Developed by Ruth Miskin, Fresh Start teaches students at their challenge point, so they learn to read accurately and fluently. They will also develop good comprehension, spelling, and punctuation skills through targeted activities. Resources are age-appropriate, matched to students' increasing knowledge of phonics, and finely levelled to accelerate progress.

At Sir Bobby Robson School, we carry out a baseline assessment at entry point to assess pupils reading ability. If they are found to need further reading support, they will have three, individual, 20-minute reading sessions a week with our trained Fresh Start practitioner.

**Pastoral Team**

At Sir Bobby Robson School we understand that our pupils can find the education system challenging. We know that sudden changes, a break from routine and the stresses of day-to-day life can impact on wellbeing. For this reason, we have a dedicated Pastoral Team and learning space, to support mental health and behavioural needs.

Our Pastoral Team have a fantastic skill set that includes; training in the Thrive Approach, Lego Therapy and Trauma Informed therapy. They are on hand all day to help our students get back into the right frame of mind, ready to learn.

**Thrive**

Sir Bobby Robson School is a Thrive School. This means that the Thrive approach underpins our curriculum and ethos. **At our school, emotional wellbeing and growth is a priority.**

For children to be able to engage in learning, they need to have emotional health, wellbeing and social skills. This is where Thrive supports the development of these skills in order to enable learning to take place. Some children may have obvious reasons why they need extra support, these could include bereavement, family breakdown or an identified medical condition such as ASD or ADHD. For others the reason they have developmental gaps may not be so obvious and they may just be finding some aspects of school/home life difficult.

The [Thrive approach](https://www.thriveapproach.co.uk/) draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development, its help us to understand the needs being signalled by children’s behaviour. Working with parents and class teachers, our Thrive practitioner carries out assessments of identified children’s social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies and activities to help children re-engage with learning and life.

The Thrive approach is based on growing evidence that the brain develops through personal and social interaction. The relationships that we have with significant adults is fundamental to who we grow up to be. Our brain is built through trillions of brain-cell connections made by sight, sound, smell, touch and movement. Positive experiences enhance brain connections and sustained negative experiences can restrict them. Through simple, repeated activities over time, within a safe and caring environment, THRIVE aims to compensate for interruptions in emotional development, when they affect a child’s ability to enjoy life and learn.

For adolescents we have a window of opportunity due to brain plasticity, to repair some of the possible developmental interruptions which may have occurred for whatever reason in different developmental strands.

By using the Thrive online assessment tool it can help us to identify where these interruptions may have occurred and support needs on an individual basis, as well as offering ways to deal with challenging behaviour. A Thrive action plan is a plan of activities tailored to support a child’s identified social and emotional learning targets. Activities can be 1:1 or within a group and are designed to make the child feel better about themselves, become more resilient, form trusting relationships, be empathetic and be able to overcome setbacks should they occur. Action plans are reviewed and updated regularly to monitor progress made and identify areas to work on.

**ELSA**

**ELSA (Emotional Literacy Support Assistant)**

**What is the intervention?**

Teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work.

**What does the intervention involve?**

A lot of work that ELSAs do will be on an individual basis with one child, however, there are cases where group sessions may be appropriate such as when working on social skills and friendship skills. Sessions are fun, using a range of activities such as: games, role-play or therapeutic activities such as mindfulness or arts and craft.  ELSA sessions take place in a calm, safe space so the child feels supported and nurtured.

**Who is it for?**

Children who need help and support with any of the following:

* Social Skills
* Loss & Bereavement
* Social Situations
* Therapeutic Stories
* Anger Management
* Self-esteem
* Real-life problem-solving skills
* Friendship & Relationships
* Recognising emotions
* Anxiety
* Behaviour
* Bullying & Conflict

**Why is it important for our children?**

ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed.

**How long does it run and how often?**

Sessions will typically happen once a week across the length of half a term to a term and last between half an hour and an hour. Not all changes will happen quickly, and one programme may not be able to meet all the needs that a child has. So when planning the work that will go into a programme ELSAs need to be aware of what aims they want to target.

**What are the expected outcomes?**

ELSA help pupils to find their own solutions to the emotion issues mentioned above. The ELSA isn’t there to ‘fix’ the child. For pupils with complex or long-term needs, it’s unrealistic to expect ELSA support to resolve all their difficulties. Change is a long-term process that needs everyone’s help and may need to be repeated.

**Trauma Informed**

We believe that learning shouldn’t just be about academic results – that’s only one part of us growing into well-rounded human beings. We also need to learn about how and why we feel, think, react and behave in certain ways. Motional helps the development of this area of life in the same way that other online tools might help develop maths or English.

Motional improves the mental health and wellbeing of children and young people. Meaning it can be used for all children in a setting, not just those who have been identified as needing a little extra support. If a child needed support with maths, a teacher would try and work out what knowledge the child has, by looking at the answers given and what areas could do with some support. This is done by looking at their ‘working out’ to understand how they got to a particular answer. The teacher would then help the child understand and develop using teaching, tools and support.

Motional is exactly the same – it helps adults and children understand the why (what emotional learning does a child already have), and we then work on the how (in certain situations what makes a child behave the way they do), so that the what (the actual behaviour and emotional skills you see) can change if necessary.

Motional measures different emotional systems in the brain (CARE, SEEKING, PLAY, FEAR, RAGE, PANIC/GRIEF based on Professor Jaak Panksepp’s work) and several key executive function skills (handling stress, thinking & concentration, confidence & self-esteem, interpersonal skills, and emotional literacy) to give a whole brain picture of a child’s emotional and mental health.

The first step in the Motional process is for the adult working with the child to complete a Snapshot. We then use the answers to the Snapshot questions to suggest things to help the child’s emotional development.  The adult in the school or setting can then share these activities with at home, within Motional we call these ‘Programs’.

Snapshots are completed periodically to help the school or setting best understand and support the child’s needs at that point in time.  The school or setting keeps track of these results on Motional so that staff can see progress and changes for individuals over time.

**Holistic**

The holistic treatments offer to the children are Indian head massage, reflexology and Reiki healing. Crystal healing therapy will be the next treatment offered.

The treatments are once a week and last 45 minutes. The treatments are suitable for lower and upper school students.

Holistic helps to ease anxiety, tension and stress and is also good for the students well-being knowing they have dedicated time once a week.

Some students fall asleep or they sleep better the night after having a treatment.

The foot spa with essential oils is also popular and children like choosing essential oils for the diffuser. The therapist builds relationships with students each week.

**Art Therapy**

**What is the intervention?**

The sessions are aimed to be very much a student led art intervention. The idea is to focus on what areas of art interest the pupil and beginning there. During the hour session we will have 1-2-1 time to work on developing a project, learning new techniques and building up skills. There will be a nurture aspect to the intervention too.

 **What does the intervention involve?**

The intervention is for the pupil to explore their creative side using art. They will be working 1-2-1 with the adult to support , encourage, guide and listen. Exploring developing soft skills as well as increasing their self confidence in art working on their bespoke project. The project will be guided by the interests of the pupil taking part and will be tailored to their needs.

 **Who is it for?**

Pupils that have been identified as having an interest in Art and would benefit from 1-2-1 nurturing time with an adult, form tutors also consulted for children they would like to put forward for intervention.

 **Why is it important for our children?**

Children with SEMH need extra input with their emotional and learning needs. The interventions are designed to increase their sense of wellbeing and confidence by working on a student led project. Having a dedicated intervention time gives them a quiet 1-2-1 time with an adult to offer that extra personalised work catering directly to those pupils specific emotional and learning needs.

 **How long does it run and how often?**

One lesson per week for a half term.

Reviewed at that point to see it continues.

 **What are the expected outcomes?**

+ Increase in self confidence

+ Increase in personal wellbeing

+ Increase in resilience

+Enjoyment and fun

+Learning new skills

+An outcome to be proud of

**Music Therapy**

At Sir Bobby Robson, we understand that music plays an important role in our everyday lives. It can motivate, soothe and inspire us. It’s a way to connect with ourselves and to communicate with others. As human beings, music is a universal medium that helps us with a variety of skills such as concentration, confidence, awareness, socialisation and learning.

According to the British Association for Music Therapy (BAMT), “Music therapy is an established clinical discipline which is widely used to help people whose lives have been affected by injury, illness or disability.” Music therapy is utilised in schools, hospitals and other organisations.  It has been applied for the purposes of education, recreation and healing from as early as 400 BC.

 Music therapy has many benefits for students; particularly dyslexic pupils.  For example, studies show a link between dyslexia and timing deficits. Music therapy helps to develop auditory and motor timing skills, which promotes  linguistic and phonological development. Also, by developing auditory and motor timing skills, music therapy helps improve language acquisition and spelling.

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 Other benefits of music therapy include:

* Improvement in temporal processing ability
* Improved emotional development
* Development of communication skills
* Improved self-esteem and confidence
* Increased creativity and expression
* Increased socialisation
* Increased motivation
* Stimulates physical movement and communication
* Improves sensory integration

The Moat School’s music therapy sessions take place during the school day and can be offered on a one-to-one basis, in a group or with family or staff members present. Sessions are tailored to each pupil’s individual needs and can include:

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* Song writing
* Singing
* Musical acoustics
* Playing instruments
* Improvising
* Listening
* Rehearsing and performing