

# Greenfields Academy

## Interventions

### Wave Brochure

Contents									
1	Wave 1 Overview	2	Wave 2 Overview	3	Wave 3 Overview	4	Wave 4 Overview	5	Wave 5 Overview
1.1	Admission to specialist setting	2.1	Highly differentiated curriculum	3.1	Numeracy Recovery	4.1	Play Therapy – ST	5.1	Project Sleep
1.2	Specialist SEMH Provision	2.2	Additional Adult support	3.2	Dyslexia Support	4.2	Therapeutic Story Writing	5.2	TIMs
1.3	<i>Behaviour for Learning</i> system	2.3	Additional Examinations Support	3.3	Reading & Phonics Recovery	4.3	Bespoke Timetable	5.3	Black Barn
1.4	Post Admission Meeting	2.4	'Explore & Play' OE Unit	3.4	SPaG Recovery	4.4	Targeted Sensory Support	5.4	Alternative Provision
1.5	Robust PHSE curriculum	2.5	Social Stories	3.5	Emotional Literacy	4.5	Mightier	5.5	Additional LA funding
1.6	Wellbeing Timetable	2.6	Motorvate	3.6	Handwriting Programme	4.6	Duke of Edinburgh Award	5.6	Cognitive Behaviour Therapy
1.7	Phased Nurture	2.7	Yoga, Visualisation and Mindfulness	3.7	Swim25	4.7	Therapy Dog	5.7	1:1 Counselling
1.8	DPI	2.8	Personalised Accreditation	3.8	Peripatetic Tuition	4.8	Group Therapy	5.8	Short Term Crisis Intervention Plan
1.9	Attendance Procedures	2.9	Bikeability	3.9	Targeted Residential Visits	4.9	Behaviour Intervention Plans	5.9	Play Therapy LT
1.10	Wellbeing Mentor and Tutor	2.10	Transitional Intervention	3.10	Lego Therapy	4.10	Heart, Head, Hands	5.10	Home Visits
1.11	Thematic Curriculum	2.11	Post 16 Transition Support	3.11	Emotional Awareness	4.11	PCSO Workshop	5.11	Facilitating External Agency Support
1.12	Phonics Screening RWI/Fresh Start (KS2&3)	2.12	QWERTY	3.12	KS4 Phonics Screening RWI/Fresh Start	4.12	Boxall Profile & Learning Plan	5.12	NHS Clinical Supervision Group
		2.13	Brain Train	3.13	Dyscalculia	4.13	Anger Management		

## 1.0 Wave 1 Overview

Greenfields Academy is a specialist 'day' setting for pupils in KS2-KS4 with SEMH as a predominant need, identified in their EHCP. Admission to Greenfields is through SEN caseworker consultation and an assessment by Senior Leaders. Pupils who are admitted to Greenfields will benefit from many specialist elements of provision, some of which are identified in our Wave 1 interventions, which ultimately all pupils on-roll at Greenfields will access, but may not have accessed in other mainstream or SEN settings. Wave 1 interventions are recommended for all pupils at Greenfields Academy, across the full range of Tides.

## 1.1 Admission to Special Setting

See *Admissions Policy*

## 1.2 Special SEMH Provision

See 'Greenfields Voyage' section of school website, <https://greenfields-cit.co.uk/voyage-greenfields-voyage/>

## 1.3 Behaviour for Learning System

See *Behaviour for Learning Policy*

## 1.4 Post Admission Meeting

See *Admissions Policy*

## 1.5 Robust PHSE Policy

See 'Health & Me' *Delivery Statement*

## 1.6 Wellbeing Timetable

### Intent

The bespoke personal wellbeing timetables and sessions aim to ensure that all pupils are provided with the necessary opportunities to make good pastoral progress and progress to meeting the outcomes specified on their EHC plans. At Greenfields Academy we strongly believe that a robust pastoral programme of support lays the necessary foundations to allow a pupil to begin to progress socially, emotionally, creatively and ultimately academically.

Like all areas of the Curriculum and ethos at Greenfields Academy we aim to ensure that we prepare children for life after school, personal wellbeing sessions place particular focus on the following in areas:

- Communication skills, both written and verbal, including listening and tolerance of the views of others
- Emotional resilience and the ability to persevere when faced with challenge
- Self-awareness and confidence
- An understanding of how to be kind, respectful and honest members of society with inclusive attitudes.
- Embed a personal sense of readiness to learn

### Implementation

From September 2020 all pupils receive a 'taught' Personal Wellbeing lesson for a minimum of 20 minutes a day as soon as they arrive to school, as well as several extended sessions which may last up to 1 hour. The arrival structure of school has been amended to ensure what was formally 'tutorial' is fully repurposed across both phases. Assembly has been relocated to the start of the week to provide a 'launchpad' for the key pastoral thoughts and focus.

6 weeks after arriving at Greenfields Academy all children will have a bespoke personal wellbeing timetable which details specific interventions, teaching strategies and other forms of support which they may require to succeed in their education, as specified in their EHC Plan, Boxall reports and learning plans but also based on the pastoral assessment of their wellbeing team. This is then shared with all staff who are involved with the pupil via Schoolpod, Individual Learning Plans.

It is the role of the pupil's wellbeing mentor to ensure the effective delivery of a pupils' personal wellbeing timetable, and to review and update the document at appropriate points throughout the year. This document is then used as supporting evidence at annual review and other external agency meetings and shared with the families of the pupil. This forms the fulcrum of our Pastoral Assessment.

In the Secondary phase of the school personal wellbeing sessions are largely group focussed, whereas in the Primary phase the sessions are mostly individualised, with some group sessions. Some personal wellbeing timetables highlight

the need for discrete intervention, which is discussed with and implemented by our in-school intervention lead and/or play therapist or the appropriate outside agency.

#### **Impact**

This academic Year we intend to make further impact in the following areas of personal wellbeing:

- Improved pastoral relationships between wellbeing teams and pupils
- Increased family involvement with developing and maintaining personal wellbeing timetables
- Pupils develop their own skills in the following key areas via discrete personal wellbeing sessions and ongoing personal wellbeing timetables:

Relationships including Teamwork and Empathy

Independence including Self-care and learning

Leadership including Confidence and Communication

### **1.7 Phased Nurture**

#### **Intent**

We aim to:

- Address the social, emotional and learning needs of individual pupils
- Provide the necessary help to remove the barriers to learning.
- Immerse pupils in an accepting and warm environment that helps replace missing early nurturing experiences
- Develop pupils' positive relationships with both teachers and peers.

Give them the skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life.

#### **Implementation**

At Greenfields Academy:

- Student specific personalised development timetables relating to specific EHCP recommendations.
- An exciting, engaging nurture curriculum with opportunities for intervention dependant on student's needs.
- Safe nurture classroom environment with lessons/activities focusing on social emotional skills accompanying academic progression.
- Caring and affectionate nurture practitioners offering unconditional positivity leading to strong student-teacher relationships.
- Learning implements skills that will carry throughout a student's academic life and further.
- Positive school-Parent/carer relationship through continuous communication.
- Year 7 cohort grouped by SEMH provision/need
- Nurture approaches are phased throughout KS3 to remove the 'cliff-edge' factor in transition.

Detailed transition planning for individual and groups in July (not September) including residential experiences.

#### **Impact**

- Improved social emotional skills – develop confidence and self-esteem, able to manage emotions, empathise with others, form more positive relationships with peers and teachers.
- Improved attendance – Enjoy a safe school environment, leading to an overall increase in attendance.
- Improved attainment – Progress in academic performance
- Improved behaviour and reduced exclusions – Behaviour significantly improves. Students settled in nurture environment, can cope with challenges within the school day reducing risk and of outburst and disruptive behaviour.
- Improved parent-child relationships - Children more affectionate and communicative at home with parents feeling more confident in being able to help their children.
- Whole school nurturing ethos – affective bonds between teachers and pupils
- There will be no significant gaps in the progress of different groups of pupils (ie LAC, PP)

### **1.8 DPI Overview**

All staff at Greenfields Academy are trained in physical interventions using the SBRT training. All staff are trained yearly by the schools SBRT instructors. There is also a weekly support clinic available for staff- to go over any thing they may not be as confident in, to ask questions, to go through report writing, or just to talk through a physical intervention they may have been part of or seen. SBRT is a leading name in personal safety training. Being SBRT trained benefits staff as they feel confident in their ability to physically intervene with pupils and are able to deal with situations that they may not have encountered before, with confidence and the knowledge to perform physical interventions safely and effectively.

SBRT covers everything leading up to a physical intervention (de-escalation techniques) and everything that happens after, including contact home, and writing of reports. It is an essential part of staff training, in order to keep both staff, and students at Greenfields Academy safe at all times.

### 1.9 Attendance Procedures

See *Attendance Policy*

### 1.10 Mentor & Wellbeing Tutor Overview

All pupils who attend Greenfields Academy will become part of a 'Wellbeing Team', this will be made up of a pupil's peers of similar or the same age, a wellbeing tutor and at-least 1 wellbeing mentor. The wellbeing tutor is a member of the school's curriculum team, they lead the team and are responsible for complete the teams' personal wellbeing timetables (*see section 1.6*) and assigning individual pupil Tides (*see Tidal Provision Policy*). In KS2 and KS3 the wellbeing tutor is always the teams' nurture class teacher to support the implementation of nurture principles in these phases of the school. The wellbeing mentor attends a majority of the wellbeing teams' timetable and supports them through the day, academically and pastorally, the wellbeing mentor is responsible for weekly home contact.

### 1.11 Thematic Curriculum

See *Curriculum, Teaching & Learning Policy*

### 1.12 Phonics Screening – Read, Write, Inc/Fresh Start (KS2 & 3)

Children quickly learn to read using the Read, Write, Inc phonics programme & Fresh Start. We believe that these (RWI) phonics programmes provide the foundations of learning to make the development into fluent reading and writing easier. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Through these interventions, children learn a simple alphabetic code followed by a more complex code. All reading books progress cumulatively, matched to the sound's children are learning and already know. The teaching of phonics is of high priority. Children are assessed and placed in ability groups, specific to their needs. They access 4 x weekly sessions and have extra 1:1 supported intervention if necessary.

#### Intent

To create an inclusive, inspired and challenging curriculum, which develops children's knowledge of phonics, enabling them to become successful readers who develop a life-long love of reading.

To ensure children are given the best opportunity to achieve expected progress, or more, in reading.

#### Implementation

In our school, phonics is taught across KS2 & KS3. In KS2 we do this using the RWI programmes of study (either RWI or Fresh Start). This is a scheme, developed by Ruth Miskin, which provides a structured and systematic approach to teaching Literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers. We teach in this way because, research shows that, when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. According to the DfE (Department for Education), 'almost all children who receive good teaching of phonics, will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Phonics is embedded across the curriculum and the children are encouraged to use phonics to support them in a range of topic work. Phonics is displayed in each classroom across the school, including the RWI sounds and tricky red words. The children are encouraged to use these to support their writing in all lessons across the curriculum.

Children are assessed using the RWI assessments test at the end of each term. The test identifies the children's progress so far as well as their targets

Home-school readers are also phonics based; ensuring continuity and these are at the level of each individual child. Reading books are changed on a weekly basis in KS2.

#### Impact

The result of phonics teaching at our school will be that children will have a secure knowledge of phonics, enabling them to become confident readers, making expected progress or more, with a life-long love of reading.

Children will be able to apply their phonic knowledge to confidently spell many words either correctly or phonetically using the sounds they have learnt. They will know spelling alternatives for different sounds and be able to apply these consistently.

## 2.0 Wave 2 Overview

Wave 2 intervention is slightly more targeted and personalised than those offered at Wave 1, however is still recommended for pupils on all 4 Tides. It is likely that all pupils who attend Greenfields will access several Wave 2 interventions during their time with us, due to the nature of their complex needs, as part of their standard provision and timetable.

## 2.1 Highly Differentiated Curriculum

See *Curriculum, Teaching & Learning Policy*

## 2.2 Additional Adult Support in Targeted Lessons

This is offered to those pupils who require additional targeted support in specific lessons, however knowledge gaps are not significant enough to require discrete (out of class) intervention. This support is often offered as short-term support to pupils following the completion of a Wave 3 or 4 Curriculum intervention.

## 2.3 Additional Examinations Support

### Reason/s for Referral

- Require additional support within subjects
- Sentence building
- Pupils who will be given extra support (access arrangements) in their exams (Scribe/readers)
- To Know how to use a scribe within exams

### Intent

To give pupils the best possible outcome in their exams, to boost their confidence and to help them understand how a scribe will write their answers down for them. So that pupils understand they have to state when they want a Capital letter or the use of punctuation so that they get those extra marks in their exams.

### Implementation

For Pupils to gain confidence when reading words/books, writing and different techniques. Pupils are then able to access the curriculum in class, this will have a positive impact on behaviour and attainment.

### Impact

- Improved communication
- Improved understanding of the process of exams
- Improved confidence
- Reduce stress in working environment
- Improved progress in their academic attainment
- Able to access the curriculum leading to increased attainment

## 2.4 Outdoor Education 'Explore & Play' Unit

### Reason/s for Referral

- To develop and improve self-esteem and build confidence.
- Gain essential skills, knowledge and awareness of the environment and safety within.
- Develops motivation, determination, resilience and to gain or improve aspirations.
- To enhance team-work skills, communication skill, promote and enhance personal values.
- To support and enhance emotional, physical and social wellbeing.

### Intent

Outdoor education enables pupils to participate in a range of social, emotional and physical activities confidently, competently and creatively whilst having an impact fundamentally on mental wellbeing. Outdoor Education is a vehicle to connect *Health & Me* with *Explore & Make*, supporting pupils to make meaningful connections across the curriculum and life outside of school. Movement is a powerful medium for learning, through which pupils can practise and refine personal, behavioural, social and cognitive skills and express their emotions. Pupils will grow to exhibit the values of teamwork, respect, aspiration and competition. Outdoor education also enables pupils to develop a wider sense of self and aspirational direction, understand and care for their physical and mental body, express and develop their emotions, knowledge and skills through means beyond a class room environment through exploration and actual experiences.

### Implementation

OE – 3 hours 20 minutes per week

(see *KS2 MTP and LTP for further details on specific units*)

### Impact

- Improve physical, emotional and social wellbeing

- Improved behaviours
- Enhanced communicational skills and peer interactions
- Increased confidence, self-esteem, resilience and respect for one's self and others
- Development in attendance

Develop knowledge, skills and awareness of various environments and situations for life beyond the classroom

## 2.5 Social Stories

### Reason/s for Referral

Social stories are stories that relate to real life situations and are very 'child specific' stories can relate to anything a child is struggling with such as

- Bullying or being bullied
- Sharing and being kind
- Building friendships
- Taking turns, Sharing and co-operation
- Being brave and trying something new
- Making mistakes
- Waiting your turn
- Blurting out and Swearing
- Trauma in the family (death, split up, new baby)

### Intent

To share stories together through visual and audio format and discuss how we can manage situations (see examples above) we find ourselves in, in a more positive manner. To give the child the opportunity to share any concerns or worries they may have and help them manage these situations.

### Implementation

Within these sessions we will look at the area/s and share a simple to follow picture or audio-based story. Sometimes we will include role play or puppets, which allow the child to feel more at ease by talking through someone else. The stories usually start with the problem faced and then give a more positive way to deal with it. The child will also have the opportunity to make their own social stories.

### Impact

The child will be able to build more positive relationships within the classroom and have more access to small group work. They will have a better understanding of right's and wrong's and why there are some instructions that need to be followed in school. The child will be better equipped to manage difficult situations in a more positive way and understand how the implications of negative behaviour and the feelings of others are important.

In the case of a childhood trauma, the child will have a better understanding of their feelings.

## 2.6 Motorvate

### Reason/s for Referral

- Improve fine and/or gross motor skill
- Develop core stability and improve posture or walking gate
- Refine stimulus response and directional response
- Improve fluency and consistency of movement
- Facilitate movement expression, confidence and esteem

### Intent

Support and develop specific movements or movement patterns to allow the child to have a better fluency of movement, and be more comfortable in day to day life. Intervention is individual to each client and will depend on their needs and their referral.

### Implementation

To learn through movement and sensory experiences which allows the young person to experience success and enjoy the journey towards positive learning at home and at school. During these sessions, we will focus on the specific needs of the child, building up slowly but also pushing them out of their comfort zones, when the time is right, to allow for progress to be made. By practicing specific movements and using a variety of different pieces of equipment, it allows the child to practice daily tasks or use parts of their body they may not be used to.

### Impact

The child will have a better understanding of their body, and how it works. They will also be able to perform daily tasks more fluently and efficiently. This will benefit the child in a variety of ways, with hopefully increasing their overall self-esteem and confidence.

## 2.7 Yoga, Visualisation & Mindfulness

### Reason/s for Referral

- To reduce stress levels
- To promote better focus within the classroom, therefore better academic performance
- To enhance memory skills
- To help build a positive self-esteem and good mental health
- To help reduce anxiety
- To build a better understanding of oneself
- To create a fitter body and mind

### Intent

In these sessions the child will have access to lots of different games and activities that will focus on building a strong positive mindset. The focus will be on specific breathing exercises to promote a sense of calm, Yoga poses for strong Mind and body and sensory awareness activities to help build a better understanding of oneself.

### Implementation

In these sessions the child will have access to lots of different games and activities that will focus on building a strong positive mindset. By practicing specific Yoga poses we will use our minds and bodies to create a better sense of self control. They will discover how music can be a useful tool and how it can be used to express how they are feeling. Learning new breathing techniques will also be part of these sessions and can be used to control situations when a sense of calm is required.

### Impact

The Child will be able to stay calmer in the classroom and have more focus on their work. They will be able to manage their emotions better and reduce negative behaviour. The child will have a better understanding of oneself and have the tools to build on a more positive self-esteem and better mental health.

## 2.8 Personalised Accreditation

See *Personalised Accreditations Brochure* and Curriculum Delivery Statements

## 2.9 Bikeability

### Reason/s for Referral

- Pupil bikes to and from school
- Pupil need fitness and stamina building
- To improve balance and motor skills
- Pupil is unable to ride a bike

### Intent

During the 2-day course pupils will learn basic bike skills which will include riding at different speeds, using arm signals, changing direction and road safety. Day 1 will be on site to allow the pupils to gain confidence before day 2 where, if confident enough, they will be taken out onto the roads to practice what they have learnt.

### Implementation

- Two-day course
- In school during school hours
- Bikes provided by Greenfields academy
- Bikeability trained coaches

### Impact

- Safer travel by bike
- Healthier lifestyle
- Develops muscular endurance and bone strength
- Better social life
- Aid motor skills and improve balance

## 2.10 Transitional Intervention

### Reason/s for Referral

- Transition from primary to secondary
- Significant transition for other reasons

### Intent

At Greenfields Academy we recognise that many of our students find transitions particularly difficult, due to their previous experiences and/or additional needs. Transitional interventions are designed to help reduce anxiety around transitions and give students an opportunity to express their feelings, worries and questions about the transition. When completed as a group,



this also provides a shared experience which helps to normalise the challenges posed by transitions.

#### **Implementation**

Usually this intervention would be delivered as a group, for around 6 weeks, by the school therapist or other intervention team member and a member of staff who the students know well, such as a key worker. The group follows the same structure each week and is a mix of games, creative activities, relaxation ideas and discussion, tailored to the needs of particular group of students. Occasionally it may be deemed appropriate for a child to receive 1:1 support from the therapist around the time of transition, for example if they are moving to another school at a different time of year to usual or a year 11 student who is finding the idea of leaving school particularly difficult.

#### **Impact**

It is hoped that the impacts of this support would include:

- Reduction in anxiety around the idea of transitioning to a new school/department
- Normalising of the whole range of feelings that may be experienced around transition
- Strengthening of the group dynamics and improved communication between group members

### **2.11 Post 16 Transition Support**

#### **Intent:**

To provide pupils with advice and guidance for post 16 placements. To support pupils with application and interview skills, visits to different post 16 provisions, and general guidance over future plans and how to get their end goals.

#### **Implementation:**

- Regular 1-1 and/or small group sessions with pupils about their ideas for post 16 placements
- Support with finding post 16 provisions
- Support with finding predicted grades
- Arranging and attending Post 16 provisions for visits.
- Discussions with parents on their views of the pupil's choices
- Support with application forms
- Support with personal statements
- Support with coming up with second choices for post 16 placements
- Support with CV writing
- Interview skills role play
- General knowledge of what's needed for applying and attending post 16 placements
- Support with transport arrangements or how to go about arranging transport to and from post 16 placements- e.g. bus routes, how to catch a bus, walking- how to get there?
- Support on who to contact in regards to funding (if applicable)
- Support in finding work experience or work placements
- Support with setting up a personal email address and or other contact methods
- Visits to workplaces to find out further information about the roles
- Visits from professionals within school

#### **Impact:**

It is hoped that the impact of the support will give students:

- Further knowledge into post 16 placements
- Application and interview skills to aid with their post 16 and future placements
- Support in applying for their placements
- A goal to aim for when completing their current qualifications

### **2.12 QWERTY**

#### **Reason/s for Referral**

- Pupils who struggle with concentration
- Pupils who may take longer to complete tasks
- Pupils with ADHD
- Pupils with Dyslexia
- Poor handwriting
- Poor fine motor skills

#### **Intent**

For Pupils to gain confidence when reading words/books and different techniques. Pupils are then able to access the curriculum in class, this will have a positive impact on behaviour and attainment. It engages in various cognitive aspects of the brain as it is a demanding motor activity. To improve pupils processing speed.

#### **Implementation**



In these sessions' pupils will learn the home row of the key board (the row beginning with caps lock key) followed by the lower and upper rows, number row, upper case letters and special symbols. Pupils will then move on to sessions which focus on memorising frequently used syllables and typing words that contain these syllables. Pupils will then go on to their final stage of typing actual text using their previous knowledge gain in previous sessions.

**Impact**

- Improved speed and accuracy
- Improved muscle memory
- Improved confidence and behaviour in classroom
- Improved English Language skills
- Improved progress in their academic attainment
- Able to access the curriculum leading to increased attainment

**2.13 Brain Train**

**Reason/s for Referral**

- Pupil struggles with concentration
- Pupil cannot retain information through memory
- Pupil struggles to focus
- Pupil takes long time completing tasks
- Pupils who struggle with logical tasks
- Pupils with ADHD

**Intent**

For pupils to increase their mental sharpness and keep their brain healthy, allowing daily tasks to be carried out quicker and with more ease. To give the pupil the capacity to retain information through improved memory skills.

**Implementation**

In these sessions the child will have access to lots of different games and activities that will focus on using the brain to adapt and work at different speeds. The activities will become more challenging so that the brain does not become 'bored' and start to automatically process information. Activities will include, drawing challenges using memory, identifying the missing object tasks, card games (pairs), puzzles, mazes, name the object, shopping lists, waiter/waitress roleplay.

**Impact**

Pupils will improve in speed and accuracy when performing \*cognitive tasks. They will have increased memory skills therefore will be able to retain information for longer periods which will help in academic performance. They will be able to concentrate and remain focussed for longer periods of time, therefore able to complete a higher quality of work.

**\*relating to conscious intellectual activity such as intellectual capacity, perception, judgement, memory and reasoning.**

### 3.0 Wave 3 Overview

Wave 3 interventions are designed to offer specific and targeted support for an explicit curriculum or tide target. These interventions are usually carried out in a 1:1, out of classroom, specialised environment by members of our intervention team. Wave 3 interventions are generally not recommended for pupils on a Green Tide.

### 3.1 Numeracy Recovery

#### Reason/s for Referral

- Pupil cannot access specific areas of the numeracy/maths curriculum due to attainment gaps.
- Pupil needs basic attainment gaps addressing, e.g. times tables, addition, subtraction, multiplication
- Pupil has extra numeracy/maths provision needed on their EHCP

#### Intent

For Pupils to gain confidence when working with numbers and different mathematical techniques. Pupils are then able to access the curriculum in class, this will have a positive impact on behaviour and attainment.

#### Implementation

Programs are designed on an individual basis to meet specific needs. Our implementation methods and resources include: Mathematics programme, Numicon, Dance Matt App, physical and pictorial methods and ASD friendly games and activities.

#### Impact

- Improved numeracy and mathematical skill
- Improved progress in their academic attainment
- Confidence when working with numbers
- Able to access the curriculum leading to increased attainment

### 3.2 Dyslexia Support

#### Reason/s for Referral

Suspected signs of Dyslexia within the learning environment such as:

- Problems learning the names and sounds of letters
- Putting letters and figures the wrong way around
- Reading slowly or making errors when reading aloud
- Avoiding activities that involve reading
- Slow writing speed/ poor handwriting

#### Intent

For pupils to gain confidence reading and writing using different techniques to help their suspected dyslexia. Pupils are able to access things freely within the classroom environment to help their learning. Things can include:

- Pen grips
- Coloured overlays
- Fiddle toys
- Noise reducing headphones
- Mini whiteboards

#### Implementation

Pupils to receive a test for Dyslexia (not a formal diagnosis) using DST- J/ DST- S.

#### Impact

- Improve reading skills
- Improve handwriting skills
- Improve memory skills
- Reduce stress in working environment

### 3.3 Reading & Phonics Recovery

#### Reason/s for Referral

- Pupils has significant gaps in attainment when reading
- Pupil has little to no fluency when reading
- Pupil struggles with basic sounds
- Pupil has extra Reading/ Phonics provision needed on their EHCP

#### Intent

For Pupils to gain confidence when working with sounds and reading. Pupils are then able to access the curriculum in class, this will have a positive impact on behaviour and attainment.

#### Implementation

Programs are designed on an individual basis to meet specific needs. Our implementation methods and resources include: Read, Write Inc, Fresh start and various other friendly games and activities to help improve our pupils Reading & Phonics ability.

#### Impact

- Improved Reading & Phonics skills
- Improved progress in their academic attainment
- Able to access the curriculum leading to increased attainment

### 3.4 SPaG Recovery

#### Reason/s for Referral

- Pupils has significant gaps in spelling skills
- Pupil struggles with high frequency words
- Pupil struggles with basic spellings
- Pupil has extra spelling provision needed on their EHCP

#### Intent

For Pupils to gain confidence in spelling. Pupils are then able to access the curriculum in class, this will have a positive impact on behaviour and attainment.

#### Implementation

Programs are designed on an individual basis to meet specific needs. Our implementation methods and resources include:

- Practicing spelling using sand, Lego and playdough to make the session more engaging and enjoyable.
- Having a personalised spelling book that pupils can access outside of intervention in their own classroom.
- Practicing spelling in sentences to also enforce handwriting skills.

#### Impact

- Improved spelling skills.
- Improved handwriting skills (when practicing sentences)
- Able to access the curriculum leading to increased attainment

### 3.5 Emotional Literacy

#### Reason/s for Referral

New ideas and behaviours are then taken into the classroom, thus breaking down barriers to learning and disruptive behaviour. Targeted interventions can be the foundation on which curriculum-based learning takes place. For example, a referral may be made for a pupil who has exhibited bullying behaviour, research has shown that 'a targeted intervention can lead to a significant decrease in peer-reported engagement in bullying behaviour. A positive feature of the intervention was that it was delivered by *in situ* school personnel as is widely recommended' (Braswell et al., 1997).

Reasons to refer can include:

- Poor peer relationships
- Low self-esteem and confidence
- Problems with self-control
- Low empathy
- Disruptive behaviour in the classroom
- Poor social skills
- Poor regulation of anger and emotions
- Shyness

#### Intent

At Greenfields Academy we promote a warm and open environment in which our pupil's Emotional Literacy needs are met. We aspire for each pupil to feel a sense of belonging in their school community. Only when a child feels emotionally safe and secure in their learning environment will they undertake the challenge and risk needed to learn, (Pringle, 1996). Emotional Literacy is made up of four distinct branches; Self-Awareness, Emotional Control, Self-Motivation, Empathy and Managing Relationships. Effective intervention in these areas provide pupils with alternative ways to think, behave and deal with emotions. They learn what behaviours are appropriate and inappropriate and this increases resilience. Behavioural options that were not modelled during early years interactions can be learnt through Emotional Literacy interventions.

#### Implementation

To use a variety of resources designed to promote social emotional learning such as games, talking prompts and worksheets.

#### Impact

- Improved emotional literacy

- Improved behaviour in the classroom
- Better peer interactions
- Increased confidence

#### Case Study

Child A completed a six week EL intervention programme commencing in October 2020. They were referred due their lack of peer relationships and low empathy. They were given a questionnaire that identified the areas of EL that were to be worked on. Over the six weeks, specialised resources were utilised including worksheets and games. At the start of the process child A was reluctant and dismissive of any attempt to discuss emotions and behaviour, as the weeks passed they began to be more receptive. During the sessions we played their favourite music in the background and chatted informally about friendships, this enabled them to open up and become more receptive to the EL work that had been planned specifically for them. By the end of the programme child A had opened up in a way that would not have been possible if it wasn't for his access to emotional literacy sessions. Their tutor advised that they have opened up and will now speak up in class and that they talk to peers in a more appropriate manner which in turn has led to friendships.

### 3.6 Handwriting Programme

#### Reason/s for Referral

- Poor handwriting
- Lack of knowledge of handwriting skills eg spaces, full stops, capital letters etc
- Refusal of writing in lesson due to lack of confidence of writing
- Poor fine motor skills such as holding pen/ pencil properly
- Pupil has extra Handwriting provision needed on their EHCP

#### Intent

For Pupils to gain confidence in handwriting. Pupils are then able to access the curriculum in class, this will have a positive impact on behaviour and attainment.

#### Implementation

Programs are designed on an individual basis to meet specific needs. Our implementation methods and resources include:

- Read, Write Inc
- Schofield & Sims
- Free handwriting on tables with white board to easily remove mistakes taking away fear of embarrassment and shame of handwriting

#### Impact

- Improved handwriting skills.
- Improved spelling skills (when practicing sentences)
- Able to access the curriculum leading to increased attainment

### 3.7 Swim 25

#### Reason/s for Referral

- Aerobic Endurance
- Develop swimming ability
- Increase confidence in water
- To promote a fitter body and mind

#### Intent

Swim 25 aims to increase students swimming ability. The main focus is to develop the students swimming technique and ability to enable them to swim 25 metres comfortably and efficiently. This will also increase self-esteem and confidence, whilst teaching them an important skill.

#### Implementation

Swim 25 will mainly be running for individuals, who cannot swim 25 metres. There will be different ways it can be implemented for pupils, depending on what best suits them. If a pupil is highlighted as not being able to swim 25 metres, we will apply for funding to help this pupil. If they are secondary age, this can potentially be done out of school hours, after school or on a weekend- parents may take them. This could be the same for primary pupils but there is also the option of having a 1-1 when they go swimming with school. This gives them the extra support they need.

#### Impact

- Improve competency in swimming 25 metres
- Increase confidence in and around water
- Improve self confidence and self-esteem

### 3.8 Peripatetic Tuition

Where pupils have a specialised creative, therapeutic skill or talent and the school does not have internal capacity or skills for effective delivery, an external specialist teacher/instructor may be employed to provide the specialist teaching (eg. Guitar Teacher).

### 3.9 Targeted Residential Visits

#### Reason/s for Referral

- Social Development & Friendships
- Life Experiences
- Academic Study
- Wellbeing and Relaxation
- Transitional Relationship development

#### Intent

Residential Visits are strategically deployed to achieve a very specific outcome or range of outcomes for pupils. These could vary for different pupils within the same visit. Residential Visits will raise aspirations and engagement.

*“Residential trips benefit “wellbeing, confidence, self-belief and peer to peer and student to teacher relationships.” ... Findings from the study suggest that residentials positively impact 'vulnerable' students, in particular those deemed likely to underachieve due to personal and family issues”. (The University of Cumbria, 2009)*

#### Implementation

Residential Visits take place at any time in the school year. Their financial cost must be balanced against the immense positive outcomes they bring. At times this may require external funding support, PP or PP+, Curriculum and Intervention Budget or Parental payment. As we return from C-19 restrictions our range of Residential visits will progress and may be ask local as the school site or as far afield as Europe. Our approach is that any visit is possible, if the target reasons are valid and resources can be sought. Visit outcomes should significantly support the progress within EHCPs, Tidal provision and/or Academic outcomes.

#### Impact

- Improve socialisation and peer relationships
- Improve adult to YP relationships and knowledge
- Improved outcomes in academic study
- Provision of unique and inspirational life experiences which raise aspirations
- Development of personal life skills and independence

### 3.10 Lego Therapy

#### Reason/s for Referral

Lego-based therapy is a speech and language intervention and can be helpful for students with a range of needs including:

- A diagnosis of ASD and/or ADHD
- Social communication difficulties
- Low self-esteem
- Difficulties interacting positively with peers

#### Intent

Lego-based therapy is a group intervention. It is designed to improve social communication skills and boost self-esteem, while helping students to find a common interest with peers. Many of the students at Greenfields Academy are diagnosed with ASD, ADHD and have other conditions and experiences which impact on their ability to form meaningful relationships. Lego-based therapy helps them to develop these skills while working on a task that is both motivating and challenging.

#### Implementation

Lego-based therapy can be run as a whole class intervention or with a group of students from different classes. It runs for 4-8 weeks depending on time available and need of students. Lego sets are chosen carefully to ensure the optimum level of challenge. Ideally students will be grouped in 3s and there will be one adult per group in order to ensure that challenges do not become overwhelming and undermine the purpose of the group. Students (and adults if necessary) take on different roles to work together to build a Lego model. Each role develops different skills and students usually take turns at each role during a session.

#### Impact

The potential impacts of Lego-based therapy include increases in:

- Social interaction skills

- Turn-taking, attention and sharing skills
- Collaborative problem-solving and the learning of concepts.
- Fine and gross motor skills
- Self-esteem and confidence
- and a decrease in social isolation

#### Case Study

A year 7 student with a diagnosis of ADHD and complex needs took part in a 6 week Lego-based therapy group with the rest of his class. Initially he displayed behaviours indicating extreme anxiety around the activity and struggled to engage appropriately with the group. In the second week he opted out completely, refusing to join in but agreeing to observe. As the weeks went on, he became more confident at working in a group of 3 with one other student and an adult. Initially he was only prepared to attempt one of the roles, which involved finding the pieces and passing them to the other student and did not require verbal communication. However, by the end of the programme he was able to work with one other student, using the instructions to describe the Lego pieces needed and explaining to the other student how to put them together. His anxiety-driven behaviours reduced, and it became a calming and focusing activity for him.

### 3.11 Emotional Awareness

#### Reason/s for Referral

When a child struggles to identify emotions, they are experiencing. Some of these emotions may include

- Being able to recognise that it is okay to have certain feelings in different situations
- Being able to express those feelings in a controlled way
- Being able to talk about their feelings
- Being able to identify the difference in emotions
- Being able to recognise and understand someone else's feelings
- Being able to recognise what things trigger their emotions

#### Intent

Through a wide range of activities, we will look at different situations that trigger different emotions and look at how we manage those emotions in a positive controlled manner.

#### Implementation

The activities will include

- Wheel of emotions
- Emoji matching cards
- Scenario cards – what would you do if? How would you feel if?
- Emotions word searches
- Emotions board games
- Self-awareness and growth mindset challenges
- Dealing with anger activity cards
- Getting to know you games
- Conversation starter cards

#### Impact

The child will be able to understand why they have different feelings in different situations and how they can manage those feelings in a more positive way. They will be better equipped to express their emotions through words instead of actions which will allow them to build more positive friendships within the classroom.

### 3.12 Phonics Screening KS4 – Read, Write, Ink/Fresh Start

See Section 1.12

As Section 1.12, for KS4 pupils who are identified to be working below KS3 level in spelling

### 3.13 Dyscalculia

#### Reason/s for Referral

- Difficulty recognising numbers when presented verbally
- Trouble in listening, comparing and manipulating mathematical equations
- Trouble in reading and understanding mathematical symbols, numbers, mathematical expressions, and/or equations
- Trouble while writing or using the correct corresponding symbols
- Difficulty with completing mental operations

- Difficulty remembering mathematical concepts after learning them
- Inability to carry out mathematical operations or calculations due to the typical occurrence by an interchange of operations
- Difficulty with core number – basic number sense, number system, estimating, differences in quantity
- Poor memory – remembering and retrieving numerical facts, remembering and recalling mathematical terminology, word problems, accurate mental maths, remembering and carrying out procedures such as rules and formulae

**Intent**

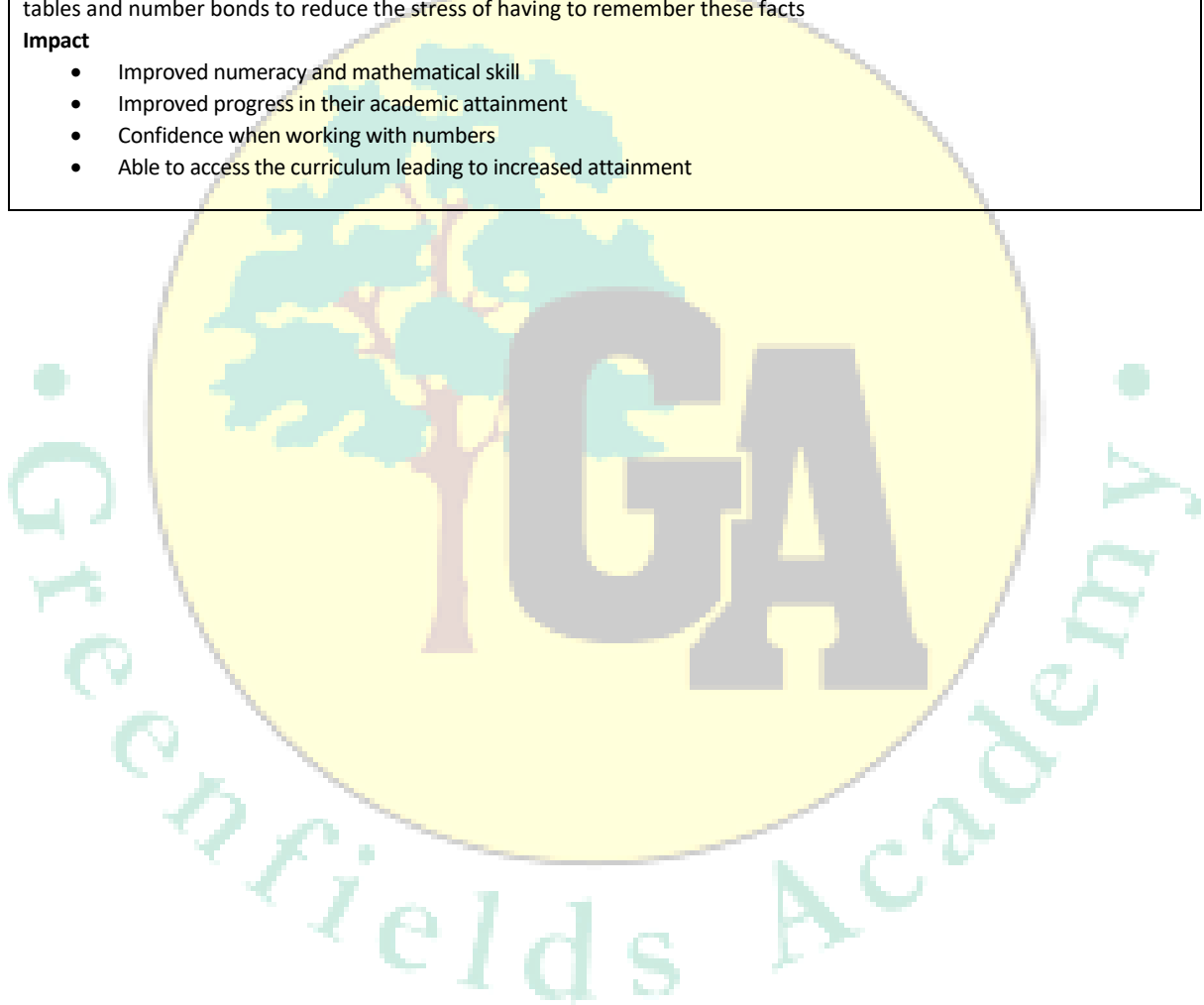
For Pupils to gain confidence when working with numbers and word problems. Pupils are then able to access the curriculum in class, this will have a positive impact on behaviour and attainment.

**Implementation**

Programs are designed on an individual basis to meet specific needs. Our implementation methods and resources include: Mathletics programme, Numicon, Dance Matt App, physical and pictorial methods and ASD friendly games and activities. Use mathematical language as much as possible and encourage the child to do the same. Give multiplication tables and number bonds to reduce the stress of having to remember these facts

**Impact**

- Improved numeracy and mathematical skill
- Improved progress in their academic attainment
- Confidence when working with numbers
- Able to access the curriculum leading to increased attainment





#### 4.0 Wave 4 Overview

Wave 4 is much more complex and therapeutic than Waves 1 – 3, and is in place to support those pupils with the more complex SEMH needs as a result of their SEND and/or impact of social influences, including ACEs. Wave 4 interventions are recommended for pupils on a blue or orange tide.

#### 4.1 Play Therapy (Short-Term)

##### Reason/s for Referral

Play and creative arts therapy is an evidence-based psychological intervention for children and young people, based on the same core principles as person-centred counselling. It is appropriate for children and young people with a whole range of social, emotional and mental health difficulties including:

- Difficulties forming and maintaining relationships with peers and/or adults
- Bullying issues – both being bullied and being the bully
- Experience of bereavement, separation and loss
- Experience of abuse (including domestic abuse) or other trauma such as medical procedures
- Challenging behaviour that affects their ability to make academic progress
- Anxiety and/or depression

Students referred for short term play therapy (around 12 weeks) will usually have mild to moderate difficulties, a less complex history and/or a greater awareness of their struggles compared to those referred for long term therapy.

##### Intent

At Greenfields we recognise that many of our pupils have experienced Adverse Childhood Experiences and/or complex trauma and that these impacts greatly on their daily lives, their relationships and their ability to engage in the classroom. Play therapy allows a child or young person to safely process their experiences and emotions through the creative arts, metaphor and play, which is the natural language of a child. A trained therapist is able to promote healing by helping the young person to become more self-aware and respond to their innate drive for growth and self-actualisation. In this way they help the child or young person better understand themselves and their place in the world, as well as the effects their behaviours have on others.

##### Implementation

A child or young person referred for play therapy will have a weekly 45-minute session with the therapist. The work is confidential and is centred around the relationship of trust and acceptance that is built between the child and the therapist. As well as working with the child, the therapist will usually also regularly speak with parents/carers and school staff, whilst keeping within the bounds of confidentiality, to enable them to better understand the needs of the child or young person and the ways that they can best support them to thrive. Some children and young people are more aware of their challenges and will want to talk about them and/or use more cognitive methods such as CBT activities. Others will work on a more unconscious level, using metaphor and story to project their emotions and experiences. Both methods can be equally as effective in bringing about change. Each child is individual and so the content of the work may vary greatly from child to child. Regular reviews with the child or young person and others will inform the number of sessions that they are offered.

##### Impact

Goals are set at the beginning of the therapy, although these may change over time as the work develops. The impact of the therapy may include the following:

- Taking more responsibility for certain behaviours
- Developing coping strategies and creative problem-solving skills
- Greater self-awareness and confidence
- Development of empathy and respect for others
- Alleviation of anxiety
- Learning to fully experience and express feelings
- Stronger social skills
- Stronger relationships with peers and family members

#### 4.2 Therapeutic Story Writing

##### Reason/s for Referral

Students may be referred for therapeutic writing sessions for various reasons such as:

- Introverted behaviours which make it hard for them to communicate their needs and feelings verbally.
- Low mood, low self-esteem or anxiety
- A history of less complex trauma such as repeated school moves, friendship difficulties or illness of the student or family member

This work is only appropriate for students working to at least National Curriculum level 2 in writing.

**Intent**

Children and young people cannot always express themselves fully verbally and do not always feel ready or safe to openly discuss their own experiences and feelings. The use of metaphor and story help them to express themselves by projecting their feelings onto the characters in their stories – whether they realise it or not.

**Implementation**

Therapeutic story writing usually takes place within a group, although it can work 1:1. Groups run for approximately 6 weeks. Students are given story starters and encouraged to carry the story on, before sharing their story with the group if they wish and illustrating it. The use of illustration is an important aspect, as it allows the child to integrate the metaphor more fully.

**Impact**

Research commissioned by the South-east Region SEN partnership shows that Therapeutic Story writing Groups help pupils to process difficult feelings, develop social skills and improve pupils' engagement with writing.

#### 4.3 Bespoke/Phased/Reintegration Timetable

**Reason/s for Referral**

- Escalating frequency of negative behaviours
- School refusal or sustained poor attendance, below 50%
- New admission
- Transfer from setting with reduced provision
- Short-Term emotional crisis
- Return from fixed-term exclusion

**Intent**

Influence the specific referral reason through a planned reduced weekly/daily participation in in-school provision for time-limited period.

**Implementation**

With agreement of wider stakeholders reduce a pupils in-school periods/time; with agreed review and success criteria for graded and gradual increase. Behavioural flashpoints, learning priorities and peer interaction are all contributory factors in determining and agreeing reduced provision. A reduced timetable and review periods must have SLT approval prior to consultation with other stakeholders

**Impact**

On an individual basis, pupil's in school provision increases over time.

#### 4.4 Targeted Sensory Support

**Reason/s for Referral**

- Specific sensory issues
- Sensory overloads
- If there are sensory problems arising in lesson that are affecting their learning
- To support in certain lessons where there are a variety of sensory stimuli

**Intent**

Help and support students who may be affected by different sensory stimuli. Support them in their lessons and through individual interventions to assist their learning and help with their overall development.

**Implementation**

Sensory support can be done through 1-1 work in specific lessons, or through separate individualised interventions. During lessons the student will have extra support and help, to work with them through all the different tasks and activities and help where there may be a sensory issue, or something the pupil is not used to. Support can be offered through guiding them through the task slowly, taking it step by step, or by altering the task slightly to best suit the child.

Individual interventions will focus more specifically on their sensory needs, and be more precise and targeted for the individual. These sessions would be between 10-20 minutes long, having 1-2 sessions per week. The duration of the intervention block is dependent on the individual, how well they engage in the sessions and their individual needs.

**Impact**

- Decrease the impact of sensory stimuli
- Improve behaviour in the classroom by supporting sensory issues
- Give pupils a better understanding and wider knowledge of how to deal with certain sensory issues, and how to work through a sensory overload
- Support pupils

#### 4.5 Mightier

##### Reason/s for Referral

- Anger and aggression
- Anxiety
- Unable to control emotions
- Emotional outbursts

##### Intent

To help children who struggle with their emotions.

Help to build better emotional regulation

##### Implementation

Pupils play games to practice cooling down/calming down or “taking a pause”. They will wear a heart rate monitor while they play, which allows them to see their emotions and connect with them directly. As they play, pupils will react to their heart rate. As their heart rates go up, the Mightier game gets harder to play and they practice how to bring their heart rate down (take a pause) in order to earn rewards in the games. Over time and continuous practice, the cool downs will become automatic even when pupils faces real world challenges.

##### Impact

- Pupils will learn and understand how to regulate their emotions, not only during the sessions but in everyday life
- Improve classroom behaviour
- Improve emotional awareness

##### Case study

- Over a 12-week intervention, there was a 62% reduction in outburst.
- Reduce oppositional behaviour by 40%
- Reduced parental stress by 19%

#### 4.6 Duke of Edinburgh Award

##### Reason/s for Referral

- To develop and improve self-esteem and build confidence.
- Gain essential skills and attributes for work and life
- Develops motivation, determination and resilience to problem-solve.
- To enhance team-work skills, communication skill, promote and enhance personal values.
- To support and enhance emotional, physical and social wellbeing.

##### Intent

Duke of Edinburgh enables pupils to develop a wider sense of self and aspirational direction, understand and care for their physical, mental and social wellbeing. DofE also supports the development, expression and effective use of emotions. We are here to empower young people; to support them as they learn new skills, overcome obstacles, build confidence and resilience. Furthermore; DofE is a bridge between Academic and Pastoral teaching, learning and progress.

##### Implementation

Silver / Bronze DofE award – 3 hours 20 minutes per week.

The DofE is an award which consists of four sections: volunteering, skills, physical and an expedition.

##### Impact

- 90% of young people said doing their DofE has given them opportunities to help others.
- 82% noted their DofE has made them want to continue with volunteering/voluntary activities.
- 62% feel that doing their DofE has helped them make a positive difference to their local community.
- 74% of young people said they developed self-esteem.
- 64% feel that as a result of DofE they are better at sport or physical activity.
- 74% of young people said it allowed them to try activities they would never have tried before.
- 71% of young people identified improved self-belief.
- Three quarters of young people think their DofE Leaders are inspirational.

Furthermore, from an in-school survey using a general scale 10 – 10, 6 / 8 pupils scored DofE 9 or more out 10 for enjoyment, engagement and having a significant impact on their development across various areas.

##### Case Study

Last academic year 4 pupils engaged in the bronze award contributing significant learning time and personal time towards 4 DofE sections, those being volunteering, skills, physical and an expedition section. Pupils were required to work on each section for a 12-week period, applying themselves and developing across an array of areas and values whilst enhancing knowledge and personal development. The final expedition took place across a large section of the Viking way where the group collectively navigated themselves through a number of villages covering 16 KM whilst catering for individual needs, planning for breaks and nutrition as well as carrying all cooking and sleep equipment to which they also set up, utilised

and packed away leaving no trace. This was done independently with light supervision where necessary. This entire cohort have now transcended from the bronze to the silver DofE award scheme.

#### 4.7 Therapy Dog

##### Reason/s for Referral

*This is bespoke, highly therapeutic intervention to be used when all other interventions (W1-3) have not had the desired impact*

- Significant difficulties with emotional and behavioural regulation
- Low self-esteem and confidence
- Social anxiety
- Exam support
- Communication difficulties

##### Intent

- Aids attainment in Literacy
- Reduces anxiety and stress
- Increases motivation and attendance
- Improves behaviour and emotional regulation
- Improves emotional wellbeing
- Provides a calming influence in the classroom
- Teaches responsibility and respect
- Boosts confidence and self-esteem

##### Implementation

Canine Assisted Learning (CAL) are at the forefront of Animal Assisted Interventions, providing a range of services to schools across the UK. The progressive and innovative therapeutic intervention engages young people through the development of the human-animal bond and is of significant benefit to those who struggle to engage with traditional interventions and therapies.

Our highly trained therapy dogs have passed extensive behavioural and suitability assessments to ensure we are providing the highest quality service. Accompanying our dogs is an experienced professional animal assisted intervention practitioner. Our team offers a bespoke programme working around your requirements and are committed to meeting your school's needs. We create a bespoke therapeutic programme to suit your needs and integrate ourselves seamlessly into your school life in order to develop lasting, consistent and beneficial relationships with pupils and staff. We provide all set-up materials and will prepare your school for our visit(s): undertaking risk assessments, addressing parental concerns and providing information for staff.

Social, Emotional and Behavioural Programme Specialist CAL practitioner teams work on an individual basis focusing on social, emotional and behavioural intervention strategies. The aim is to help young people understand and regulate their emotions and behaviour by providing a safe, non-judgemental space to explore different emotional reactions and provide psychoeducation about different behavioural strategies.

Boosting Self-Esteem and Confidence Therapy dogs naturally encourage children and reassure them at times that would usually be difficult or stressful for them. By having that extra support, children have attempted activities that they would normally shy away from, such as talking to peers or attempting a challenging maths question. When children feel that extra support from the dogs and push themselves, they frequently surprise themselves as to what they can achieve.

Talking Therapies CAL offers young people a safe space to talk and explore difficult emotions. The presence of CAL dogs helps individuals to open up about their thoughts and feelings, which can help us to identify how we can best support them. Animal intervention has been linked to positive behavioural improvements in young people with acute mental difficulties, such as mood, anxiety and eating disorders (Stefanini et al., 2015).

Literacy Interventions For children who have reading difficulties, it can be very challenging to keep engaging in something that you find so difficult, and sometimes, embarrassing. Our dogs' presence enables children to feel confident to not only attempt to read, but be ok with making mistakes. This non-judgemental environment and support helps to change their experience of reading as well as improve their ability to read.

##### Impact

Research has demonstrated that animal-assisted interventions have a positive impact on a range of psychological well-being and challenging behaviours in and out of the classroom, such as: - Improvements in attention (Gee, Crist & Carr, 2010) - Enhancing socialisation (Pope et al., 2016) - Improvements in mood and wellbeing (Daly & Suggs, 2010) - Social-emotional development in young people (Endenburg & van Lith, 2010). Animal Assisted Interventions (AAI) have been shown to improve young people's global functioning and increase school attendance (Stefanini, 2015). Moreover, it has been shown to reduce challenging behaviour in children and adolescents, whilst increasing psychological functioning (Stefanini, 2016). There have been many studies looking into the positive effects that therapy dogs can have on the literacy levels of children. Research has demonstrated that they have a beneficial effect on various behavioural processes which

contribute to a positive effect on the environment in which reading is practiced, leading to improved performance (Hall, Gee & Mills, 2016).

#### 4.8 Group Therapy

##### Reason/s for Referral

- High levels of anxiety that affect their ability to engage in day-to-day life

##### Intent

Sometimes groups of students present with similar challenges such as high levels of anxiety. If the student is able to operate within a group situation, then it can be beneficial to take part in a group to address the challenges. Meeting with others who experience similar things normalises feelings and enables students to feel less alone in their struggles. They can also share ideas of things that help them and may help others in the group.

##### Implementation

Group therapy takes place once a week for around 6 weeks, with the therapist and depending on group size and need, possibly another member of staff. Activities are tailored to the group but may include games, creative activities, discussion, psycho-education and calming techniques. Group therapy is confidential in the same way as 1:1 therapy, and students are encouraged to only discuss their own experiences outside of the group environment, not those of others.

##### Impact

Group therapy can help improve mental wellbeing and engagement in school. It can also improve relationships and help to form new friendships.

#### 4.9 Behaviour Intervention Plans

##### Reason/s for Referral

- Repeated dangerous behaviours
- Identified negative behaviour pattern
- High Risk Assessment Score (20+)
- Medical need to be considered during physical intervention
- Parent request/specified in EHCP

##### Intent

Behaviours Interventions Plans (BIPs) aim to control and reduce and identified repeated negative behaviour patterns, including dangerous and violent behaviours. As well as to ensure that all staff are aware of any special medical or risk assessment-based needs and strategies in order to promote pupil safety and progress.

##### Implementation

BIPs are developed by wellbeing mentors with the support from the middle and senior leadership team. All pupil data is considered when compiling a BIPs including individual behaviour analysis, DPI reports, EHC Plans, wellbeing plans, parental preference and communication, tide profiles and attainment. BIPs can be accessed by all staff via schoolpod. BIPs will include some or all of the following:

- Trigger behaviours
- Topography of behaviours
- Preferred supportive and intervention strategies
- Relevant medical conditions
- Praise points
- Preferred handling strategies
- Preferred debriefing process

##### Impact

- Reduce impact and frequency of negative behaviour incidents
- Ensure safety of all staff and pupils
- Support to ensure EHCP outcomes are met through appropriate provision offer (Section E)

#### 4.10 Heart, Head, Hands

##### Reason/s for Referral

- High BMI
- Poor posture
- Weak core stability
- To promote a fitter body and mind
- Pupils with poor self-esteem and physical confidence

**Intent**

Heart. Head, Hands is an intervention aimed at helping students with their overall health and wellbeing. The main aims are:

- Reduce BMI
- Increase self-esteem and physical confidence
- Improve muscle tone and posture
- Increase aerobic endurance
- Increase core stability
- Develop a greater knowledge around health, exercise, well-being and fitness
- Improve knowledge and understanding on healthy eating and the body

**Implementation**

Pupils referred for HHH will take part in 1 or 2 10-20-minute sessions each week for around 6-12 weeks, depending on the aims for the student and how they engage during the sessions. HHH can be done individually or in 2's or 3's. Each session will have a different aim, dependent on the pupil and the week. At the start of the intervention pupils will take part in fitness tests specific for their individual needs. These tests will then be re-done at the end of their intervention block to see if there have been any improvements in what was being targeted. The weeks in between will consist of tasks, games and challenges focusing on their needs and why they were referred. The sessions will consist of a mixture of physically active sessions, and more learning-based sessions, where we may look at healthy eating, healthy lifestyles, and both physical and mental health.

**Impact**

- Improve overall health and well being
- Give a greater knowledge and understanding of both physical and mental health
- Increase pupil's self-esteem and self-confidence.

**4.11 PCSO Workshop**

Greenfields work closely with the local PCSO team, who visit the school on a weekly basis to work with individual or class groups who are demonstrating or experiencing criminal behaviours. This supports pupils to recognise the impact and implications of these behaviours and therefore aims to reduce the likelihood of pupils committing criminal offences in the future.

**4.12 Boxall Profile & Learning Plan****Reason/s for Referral**

- Existing/previous interventions to target the following SEMH needs have not been successful:
  - Insecurities about self-worth
  - Withdrawal from learning
  - Difficulties Forming Relationships
  - Under-achievement
  - Disruptive behaviour
  - Destructive behaviour

**Intent**

The Boxall Profile is an online resource for the assessment of children and young people's social, emotional and behavioural development in all educational settings. Understanding what lies behind their behaviour can help all teachers to be confident in understanding individual pupil's behaviour, and ultimately help them with managing their class dynamic, which is where the Boxall Profile comes in.

**Implementation**

The Boxall Profile is a two-part assessment tool designed to track the progress of cognitive development and behavioural traits of children and young people through their education. The two-part checklist, which is completed by staff who know the child and young person best, is quick — and, very importantly, identifies the levels of skills the children and young people possess to access learning.

**Impact**

- To improve progress and provision for specific areas or need
- Used to support design and effectiveness of Personal Wellbeing timetables
- Used to support EHCP targets and as evidence in Annual Reviews



#### 4.13 Anger Management

##### Reason/s for Referral

- To decrease overall anger
- Develop new ways to deal with and cope with anger
- Develop strategies that can be used both inside and outside of the class room, relating to different scenarios.
- Build positive mental health
- Increase overall self-esteem and confidence

##### Intent

These sessions will aim to help the child better understand themselves and their emotions, and when or why they may become angry. We may focus on certain or reoccurring themes that have been noticed both inside and outside of school. Our aim is to develop and find ways to help the child cope with their emotions and anger, and hopefully see these put to use.

##### Implementation

The sessions will involve a variety of conversations, games, scenarios, role play, planning and developing strategies. We will aim to use these strategies to work together and think of new ways to help deal with certain situations. It will be important to build a positive rapport with the child at the beginning of the sessions, to help and allow that child to better open up and feel confident and comfortable in talking. As well as working with the child, staff will also regularly speak with parents/carers and school staff, whilst keeping within the bounds of confidentiality. This can help and enable us to better understand the child and their needs in order to allow them to develop. Each child is individual, so the sessions and content of the session may vary from child to child. There will be regular reviews with the child or young person to see how they are finding it and their views and opinions on the sessions.

##### Impact

- Developing strategies for coping with different situations and emotions
- Greater self-awareness and confidence
- Increase respect for others
- Learning to fully experience and express feelings
- Stronger social skills
- Stronger relationships with peers and family members
- Manage emotions better

Decrease negative behaviours at school and home



## 5.0 Wave 5 Overview

Wave 5 is our most complex and therapeutic suite of interventions, usually only recommended for those pupils on an orange tide. Pupils who fall into this group usually have significant and recent/current exposure to ACEs in conjunction with severe SEND. As a result, many of these pupils need substantial, intensive support to productively access an education, this often consists of off-site learning in specialist environments and working with highly experienced mentors, therapists and counsellors.

## 5.1 Project Sleep

### Reason/s for Referral

- Poor Sleep Pattern
- Sleep disorder
- Repeated difficulties maintaining focus

Sleep loss and deprivation causes issues with memory, attention, mood regulation, complex thought, motor responses to stimuli, and performance at work or school. Sleep loss may also disrupt thermoregulation and increase the risk of various physical and mental disorders. Short and long sleep duration is associated with up to a two-fold increased risk of obesity, diabetes, hypertension, incident cardiovascular disease, stroke, depression, substance abuse, and increased death rates in multiple studies.

### Implementation

Project Sleep is a non-profit organization dedicated to raising awareness about sleep health and sleep disorders. Believing in the value of sleep, Project Sleep aims to improve public health by educating individuals about the importance of sleep health and sleep disorders. Project Sleep educates and empowers individuals using events, campaigns, and programs to bring people together and talk about sleep as a pillar of health.

## 5.2 TIMs

### Reason/s for Referral

- Poor school attendance
- When a pupil is unable to safely access the (in-)school day
- Repeated and significant disruptive and violent behaviours when in school

### Intent

To help the pupil return to a school setting as soon as possible by way of part time table / intervention at Black Barn and then hopefully full integration.

### Implementation

TIM'S (Truancy Inclusive Mentoring Service) is an outreach programme for pupils who struggle with their attendance and find it difficult to cope/ engage in a school setting. Visits are arranged on a weekly basis to meet with the pupil either at home or at a local venue where myself and the family or pupil will work together in helping them with their school curriculum work. The TIM's programme offers the pupil a one to one session with. A specialist intervention team member meets with the family and works with the pupil at their home or other venue once a week for between 1 – 2 hours depending on their ability to cope at that time. School work is set by the relevant teacher and then I will work with the child on a one to one basis. Each week work is collected and given back to the teacher for marking and assessment.

### Impact

- To increase attendance, initially off-site with the view to move to on-site provision when appropriate.
- To increase attainment outcomes in specific areas of the curriculum (including social and life skills and vocational qualifications)

## 5.3 Black Barn

### Reason/s for Referral

- Poor school attendance
- Complex SEND preventing pupil from accessing/achieving standard curriculum qualifications
- SSEMHS needs creating significant barriers to developing social skills
- Pupil desire to work/study in animal care post-16.

### Intent

This is a therapeutic setting for pupils who struggle to cope in a school setting every day and who may struggle with attendance and interaction with their peers. This venue offers pupils with low self-esteem / Autism to help them engage and interact with others in a safe quiet setting. The farm has a variety of animals for the pupils to interact with as well as activities to stimulate their minds. Pupils attend the farm either once or twice a week.

### Implementation

The pupils are encouraged to clean and feed the animals and interact with them. All pupils are asked to work towards an ASDAN qualification while they attend the farm, either in Animal Care or a qualification in Photography. Some pupils will attend twice a week and some once a week.

### Impact

- Increased off and on-site attendance.
- Pupils over time build up a caring relationship toward the animals
- To develop social and life skills by engaging and interacting with staff and pupils from other schools.
- ASDAN qualification

## 5.4 Alternative Provision

### Reason/s for Referral

- Reducing or significantly low engagement in academic learning
- Escalating non-compliant or confrontational behaviours which create a 'risk of exclusion'
- Persistently low attendance
- Geographical factors affecting engagement

### Intent

For at-risk students, Alternative Provision or Settings have the potential to offer a more personalised and engaging environment in which to learn and form strong connections with their aspirations, interests and more flexible expectations. This intervention may present a different pathway in which to achieve educational success and often prolong or raise engagement and value in learning.

### Implementation

Alternative provision can be defined as something in which a pupil participates as part of their regular timetable, away from the site of the school where they are enrolled, and not led by school staff. Within the intervention, providers may be a combination of formal AP centres, a Therapeutic or Themed setting. All settings and provisions are checked for safeguarding and provisional compliance. Pupils are referred to the various provisions or setting with which we have existing relationships, or where possible new or bespoke settings are identified. Existing provisions that are used include:

- Black Barn Farm, Spilsby (non AP)
- Melton Learning Hub, Melton
- Hill Holt Wood, Lincoln
- Pilgrim School

### Impact

- Academic and/or vocational attainment
- Secure post-16 opportunities
- Increase or sustain attendance
- Reintegration to in-school learning
- Gains in learning confidence and self-worth
- Reduce likelihood of NEET

## 5.5 Additional LA Funding to maintain placement

In some cases, Greenfields Academy will apply for additional funding for additional adult support or specific intervention to ensure we can fully meet the needs of our most complex pupils. All applications for additional funding will be completed and supported with a package of evidence by the SLT.

## 5.6 Cognitive Behaviour Therapy

### Reason/s for Referral

- Specific difficulties with one aspect of day-to-day life such as anxiety, mild stress, social skills or anger
- No history of complex trauma that may be the cause of the above difficulties
- Must be cognitively able - secondary or older primary age

Usually, the decision to use CBT will be made by the therapist, once they have assessed the needs of the young person.

### Intent

The approach of CBT is about thinking more positively about life, looking at how you can get stuck in patterns of behaviour and ways of changing these rather than dwelling on past events. It aims to help students become more aware of their patterns of thought and behaviour that hold them back and to give them a sense of agency and an understanding of their ability to change things for themselves.

### Implementation

CBT is a 1:1 intervention carried out by a therapist. Typically, it would run for 6 to 12 weekly sessions and the therapist

sets goals with the young person, often with 'homework' to do in between.

**Impact**

CBT can help improve confidence and self-esteem as well as reducing anxiety and teaching specific coping skills in given situations.

### 5.7 1:1 Counselling

**Reason/s for Referral**

- Significant recent/lasting trauma

Our counselling sessions aim to help pupils understand their feelings and experiences and support them explore positive ways of approaching and managing them. Our on-site counsellor offers a Person-Centred approach to counselling whereby the pupils are invited to discuss their experiences and emotions in a safe and confidential environment. The sessions are agreed on a weekly basis with the pupil and a letter of consent is sent to parent / carer prior to any sessions starting.

### 5.8 Short-Term Crisis Intervention

Short-Term crisis intervention is required when a pupil is or has recently been exposed to an ACE such as a bereavement or parental separation. These interventions are designed to meet specific needs and circumstances and may result in a referral for a longer-term intervention. Short-Term Crisis Intervention is co-ordinated and support by the SLT.

### 5.9 Play Therapy – Long Term

**Reason/s for Referral**

In addition to the reasons described for short term play therapy (4.1) students will also have significant challenges that mean they may need a longer period of time in therapy, for example:

- A significant trauma history resulting in complex needs
- Attachment difficulties
- Behaviour that results in a risk of exclusion

Sometimes it will be clear at referral if long term therapy is required. Other times students may be referred for short term therapy but then a decision is made by the therapist and others that long term therapy is needed.

*See 4.1 above for further detail*

### 5.10 Home Visits

**Reason/s for Referral**

- Repeated poor attendance
- Significant sudden drop in attendance
- Repeated unexplained absence

Home visits are carried out to allow the school to monitor the safety of a child and to ascertain the reason for their absence. Home visits are all carried out to support pupils who are unable to attend school to access learning. A home visit may also include a meeting with a child's parents or careers in their home, in order to build a plan to improve the child's attendance, and re-integrate the back into school full-time.

### 5.11 Facilitating External Support

When appropriate Greenfields Academy works with a variety of external agencies to support pupils and their families for example TAC, CIN and CP. External agency support is co-ordinated by and supported by the SLT.

### 5.12 NHS Clinical Supervision Group (Healthy Minds Lincolnshire)

The Clinical group provide education staff working in Key Stages 3, 4 and 5 who provide emotional wellbeing support to children and young people an opportunity to discuss particular cases and situations, get advice and guidance on evidence-based interventions whilst providing further information on other services that can support CYP and their families. It also includes discussions on how education settings embed the whole school approach and how to build a positive ethos around children's mental health and wellbeing.

SEND trained Senior Leaders attend to present cases for clinical scrutiny and advice.

END

