

Greenfields Academy

Interventions

Wave Brochure

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1.0 Wave 1 Overview

Greenfields Academy is a specialist 'day' setting for pupils with Social, Emotional and Mental Health (SEMH) needs identified in their Education, Health, and Care Plan (EHCP). Admission is managed through consultation with SEN caseworkers and assessment by senior leaders. All pupils benefit from Wave 1 interventions, which include core SEMH support, behaviour systems, and nurture-based approaches designed to create a safe, structured environment. These interventions ensure pupils experience improved engagement, emotional wellbeing, and access to specialist provision across all Tides.

1.1 Admission to Special Setting

See *Admissions Policy*

Intent

To ensure pupils with SEMH needs access a safe, specialist environment tailored to their EHCP requirements.

Implementation

- Admission through SEN caseworker consultation and assessment by Senior Leaders.
- Guided by the school's Admissions Policy.

Impact

- Pupils placed in an environment that meets their SEMH needs.
- Improved engagement and access to specialist provision.

1.2 Special SEMH Provision

See '*SEMH Learning*' section of school website: <https://greenfields-cit.co.uk/>

Intent

To provide pupils with targeted SEMH support that addresses emotional and behavioural needs.

Implementation

- Access to SEMH-focused curriculum and interventions.
- Provision detailed in the SEMH Learning section of the school website.

Impact

- Enhanced emotional regulation and wellbeing.
- Increased ability to engage in learning.

1.3 Behaviour for Learning System

See *Behaviour and Wellbeing Policy* and Behaviour Curriculum: <https://greenfields-cit.co.uk/behaviour-curriculum/>

Intent

To create a consistent, positive behaviour culture that supports SEMH needs.

Implementation

- Behaviour and Wellbeing Policy and Behaviour Curriculum applied across school.
- Individualised strategies for pupils where needed.

Impact

- Improved behaviour and reduced exclusions.
- Positive relationships between pupils and staff.

1.4 Post Admission Meeting

See *Admissions Policy*

Intent

To ensure smooth transition and personalised planning for new pupils.

Implementation

- Meeting with parents/carers and staff after admission.
- Guided by Admissions Policy.

Impact

- Strong home-school communication.
- Clear understanding of pupil needs from the outset.

1.5 Robust PHSE Policy

See *PSHE Subject Policy*

Intent

To develop pupils' social, emotional, and health awareness.

Implementation

- Delivery of PSHE curriculum aligned with policy.

Impact

- Improved life skills and emotional literacy.

1.6 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:

- 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.
- Cohorts grouped by SEMH provision/need
- Nurture approaches are phased throughout KS3 to remove the 'cliff-edge' factor in transition.
- Personalised social well-being timetables relating to specific EHCP recommendations.
- Detailed transition planning for individuals 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. Pupils 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 (children in care and pupil premium pupils)

1.7 Team Teach and de-escalation plans

Intent

To ensure staff can confidently and safely manage challenging behaviours, using de-escalation techniques and physical interventions when necessary, keeping both pupils and staff safe.

Implementation

- All staff trained annually in Team Teach physical intervention techniques by school instructors.
- A small number of staff trained in advanced Team Teach techniques.
- Weekly support clinic for staff to review techniques, ask questions, and discuss interventions.
- Training covers pre-intervention strategies (de-escalation), physical intervention, and post-incident processes (contact home, report writing).
- Individual de-escalation plans created for each pupil by familiar adults, reviewed regularly, and shared with all staff.

Impact

- Increased staff confidence and competence in managing challenging behaviours.
- Safer school environment for pupils and staff.
- Consistent approach to behaviour management across the school.
- Reduced risk of harm during interventions.

1.8 Attendance Procedures

See *Attendance Policy*

Intent

To maintain high attendance and reduce persistent absence.

Implementation

- Attendance monitored and supported through policy.

Impact

- Improved attendance and engagement.

1.9 Mentor & Wellbeing Tutor Overview

Intent

To provide pupils with a structured wellbeing support system that promotes emotional stability, academic engagement, and positive relationships through a dedicated team approach.

Implementation

- Every pupil becomes part of a Wellbeing Team, consisting of:
 - Peers of similar ability within their key stage.
 - A Wellbeing Tutor (a member of the curriculum team and nurture class teacher) who:
 - Leads the team.
 - Implements nurture principles.
 - Assigns individual pupil Tides (see *Tidal Provision Policy*).
 - At least one Wellbeing Mentor who:
 - Attends most of the team's timetable.
 - Provides academic and pastoral support throughout the day.
 - Maintains weekly home contact with parents/carers.
- The Wellbeing Tutor ensures consistency in nurture-based teaching and supports emotional development alongside academic progress.
- The Wellbeing Mentor acts as a key link between school and home, reinforcing engagement and wellbeing strategies.

Impact

- Pupils experience improved emotional wellbeing and stronger peer relationships.
- Increased engagement in learning due to consistent academic and pastoral support.
- Enhanced communication between school and home, fostering trust and collaboration.
- Greater sense of belonging and security within the school environment.

1.10 Thematic Curriculum

See *Curriculum, Teaching & Learning Policy*

Intent

To deliver an engaging, cross-curricular approach that supports SEMH needs.

Implementation

- Curriculum designed around themes per policy.

Impact

- Increased motivation and academic progress.

1.11 Outdoor Education

See *Curriculum, Teaching & Learning Policy*

Intent

To promote resilience, teamwork, and wellbeing through outdoor learning.

Implementation

- Activities aligned with Curriculum, Teaching & Learning Policy.

Impact

- Improved confidence and social skills.

1.12 Group Motional Profile

Intent

To assess and improve the emotional health and wellbeing of pupils at a group level, using evidence-based tools that identify emotional systems and executive function skills.

Implementation

- Use Motional, an online assessment tool based on Trauma Informed Schools research and Adverse Childhood Experiences studies.
- Measure emotional systems in the brain (CARE, SEEKING, PLAY, FEAR, RAGE, PANIC/GRIEF) and key executive function skills (stress handling, concentration, confidence, interpersonal skills, emotional literacy).
- Record ACE and Protective Factor scores to provide a whole-brain picture of pupils' mental health.
- Complete whole-group snapshots termly to identify needs and create targeted programs of activities and relationship strategies.
- Repeat snapshots over time to monitor progress and adjust interventions.

Impact

- Provides staff with a clear, data-driven understanding of group SEMH needs.
- Enables targeted interventions that improve emotional regulation, resilience, and wellbeing.
- Demonstrates measurable progress in SEMH areas through repeated assessments.

1.13 Phonics Screening – Read, Write, Inc/Fresh Start

Intent

- To create an inclusive, inspired, and challenging curriculum that develops pupils' phonics knowledge, enabling them to become successful readers with a life-long love of reading.
- To ensure pupils have the best opportunity to achieve expected progress or more in reading.

Implementation

- Phonics taught across key stages using the Read, Write, Inc (RWI) and Fresh Start programmes.
- Structured and systematic approach to teaching literacy, starting with the easiest sounds, and progressing to complex ones.
- Daily phonics sessions and additional 1:1 support where needed.
- Regular assessments using RWI tests at the end of each term to track progress and set targets.
- Phonics embedded across the curriculum; displayed in classrooms with RWI sounds and tricky words for reference.
- Home-school readers aligned with phonics levels for continuity; books changed weekly in KS2.

Impact

- Pupils develop secure phonics knowledge, becoming confident readers who make expected progress or more.
- Improved spelling skills through application of phonics knowledge.
- Pupils can apply spelling alternatives consistently and read fluently, fostering enjoyment and engagement with reading.

2.0 Wave 2 Overview

Wave 2 interventions are slightly more targeted and personalised than those offered at Wave 1. They are still recommended for pupils on all four Tides and are likely to be accessed by most pupils during their time at Greenfields due to the complexity of their needs.

2.1 Highly Differentiated Curriculum

See *Curriculum, Teaching & Learning Policy*

Intent

To ensure pupils access a curriculum tailored to their individual learning needs, promoting engagement and progress.

Implementation

- Curriculum adapted in line with the *Curriculum, Teaching & Learning Policy*.
- Differentiation strategies embedded across subjects.

Impact

- Increased access to learning.
- Improved attainment and confidence.

2.2 Additional Adult Support in Targeted Lessons

Intent

To provide short-term, targeted support for pupils who need help in specific lessons without requiring full withdrawal.

Implementation

- Additional adult support deployed in targeted lessons.
- Support offered post-Wave 3 or 4 interventions to bridge gaps.

Impact

- Improved engagement in class.
- Reduced anxiety and increased independence.

2.3 Additional Examinations Support

Reason/s for Referral

- Requires additional support within subjects.
- Pupils who will be given extra support (access arrangements) in their exams (e.g., scribe/readers).
- Needs to understand how to use a scribe/reader effectively during exams.

Intent

To give pupils the best possible outcome in their exams, boost confidence, and help them understand how a scribe/reader will support them. Pupils should learn to indicate punctuation and capital letters to gain full marks.

Implementation

- Practice sessions to build confidence in reading, writing, and using exam techniques.
- Guidance on how to work with a scribe/reader during exams.
- Strategies to reduce stress and improve communication during assessments.

Impact

- Improved understanding of exam processes and access arrangements.
- Increased confidence and reduced anxiety.
- Better academic attainment and ability to access the curriculum.

2.4 Personalised Accreditation

See *Personalised Accreditations Brochure* and Curriculum Delivery Statements

Intent

To provide pupils with qualifications suited to their abilities and aspirations.

Implementation

- Accreditation pathways designed using *Personalised Accreditations Brochure*.

Impact

- Increased motivation and achievement.

2.5 Yoga, Visualisation & Mindfulness

Reason/s for Referral

- To reduce stress levels.
- To promote better focus within the classroom, leading to improved academic performance.

- To enhance memory skills.
- To help build positive self-esteem and good mental health.
- To reduce anxiety.
- To build a better understanding of oneself.
- To create a fitter body and mind.
- To allow the young person to connect with themselves.
- To discover innate strengths and realise potential.

Intent

To provide pupils with strategies that promote calmness, emotional regulation, and self-awareness through yoga, breathing exercises, and mindfulness activities.

Implementation

- Sessions include yoga poses for strength and flexibility, breathing techniques for calmness, and sensory awareness activities.
- Use of music as a tool for emotional expression.
- Activities designed to build a positive mindset and self-control.

Impact

- Pupils remain calmer in the classroom and focus better on learning tasks.
- Improved emotional regulation and reduced negative behaviours.
- Enhanced self-esteem and mental health.
- Development of a positive outlook and better coping strategies.

2.6 Bikeability

Reason/s for Referral

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

Intent

To teach pupils essential cycling skills for safety and confidence, while promoting physical health and independence.

Implementation

- Two-day course delivered during school hours.
- Day 1: On-site training to build confidence.
- Day 2: Road practice for pupils who are ready.
- Bikes provided by Greenfields Academy.
- Sessions led by Bikeability-trained coaches.

Impact

- Safer travel by bike.
- Healthier lifestyle and improved stamina.
- Enhanced motor skills and balance.
- Increased confidence and independence.

2.7 Handwriting Programme

Reason/s for Referral

- Poor handwriting.
- Lack of knowledge of handwriting skills (e.g., spaces, full stops, capital letters).
- Refusal to write in lessons due to lack of confidence.
- Poor fine motor skills such as incorrect pen/pencil grip.
- Additional handwriting provision required on EHCP.

Intent

To help pupils gain confidence in handwriting so they can access the curriculum effectively, improving both behaviour and attainment.

Implementation

- Individualised programmes tailored to specific needs.
- Use of Read Write Inc and OT handwriting schemes.
- Free handwriting on tables with whiteboards to reduce fear of mistakes and embarrassment.

Impact

- Improved handwriting skills.

- Better spelling through sentence practice.
- Increased ability to access the curriculum, leading to higher attainment.

2.8 Social Stories

Reason/s for Referral

Social stories are pupil-specific and relate to real-life situations such as:

- Bullying or being bullied
- Sharing and being kind
- Building friendships
- Taking turns and cooperation
- Being brave and trying something new
- Making mistakes
- Waiting your turn
- Blurting out and swearing
- Changes or trauma in the family (bereavement, separation, new baby)

Intent

To help pupils understand and manage challenging situations in a positive way, improving social skills and emotional awareness.

Implementation

- Use simple visual or audio-based stories to illustrate problems and positive solutions.
- Incorporate role play or puppets to make discussions less intimidating.
- Allow pupils to create their own social stories for personal reflection.

Impact

- Improved ability to manage social situations calmly.
- Better understanding of right and wrong and school expectations.
- Increased empathy and awareness of others' feelings.
- Reduced negative behaviours and improved peer relationships.

2.9 Transitional Intervention

Reason/s for Referral

- Transition from primary to secondary school.
- Significant transition for other reasons (e.g., moving to a new school mid-year, leaving school at Year 11).

Intent

To reduce anxiety and support pupils during major transitions by providing a safe space to express feelings, worries, and questions. Group sessions also help normalise the challenges of transition and strengthen peer relationships.

Implementation

- Delivered as a group intervention for around 6 weeks by the school therapist or intervention team member, alongside a familiar staff member.
- Sessions follow a consistent structure each week, combining games, creative activities, relaxation techniques, and discussion tailored to the group's needs.
- Occasional 1:1 support for pupils with exceptional circumstances (e.g., off-cycle school moves or Year 11 pupils struggling with leaving school).

Impact

- Reduction in anxiety around transitioning to a new school or department.
- Normalisation of feelings associated with transition.
- Strengthened group dynamics and improved communication between peers.

2.10 Post-16 Transition Support

Reason/s for Referral

- Pupils approaching the end of Year 11 who need guidance on next steps.
- Pupils requiring support with applications, interviews, and transition planning.
- Pupils with anxiety or uncertainty about post-16 options.

Intent

To provide pupils with advice and guidance for post-16 placements, supporting them with application and interview skills, visits to different provisions, and planning for future goals.

Implementation

- Regular 1:1 and/or small group sessions to explore post-16 ideas.
- Support with finding suitable provisions and arranging visits.
- Guidance on application forms, CV writing, and personal statements.
- Interview skills role play and preparation.
- Help with transport arrangements and funding queries.
- Assistance in setting up personal email addresses and communication methods.
- Visits to workplaces and talks from professionals.

Impact

- Increased knowledge of post-16 options.
- Improved application and interview skills.
- Greater confidence in planning for future education or employment.
- Clear goals to motivate current academic progress.

2.11 Targeted Residential Visits

Reason/s for Referral

- Social development and friendships
- Life experiences
- Academic study
- Wellbeing and relaxation
- Transitional relationship development

Intent

Residential visits are strategically deployed to achieve specific outcomes for pupils, such as raising aspirations, improving engagement, and supporting progress within EHCPs, Tidal provision, and/or academic outcomes.

Implementation

- Visits can occur at any time during the school year.
- Financial cost balanced against positive outcomes; funding may include PP, PP+, Curriculum and Intervention Budget, or parental contribution.
- Range of visits from local to international, depending on resources and needs.
- Outcomes aligned with EHCP targets and academic goals.

Impact

- Improved socialisation and peer relationships.
- Stronger adult-pupil relationships and understanding.
- Enhanced academic outcomes.
- Provision of unique life experiences that raise aspirations.
- Development of personal life skills and independence.

2.12 Lego Therapy

Reason/s for Referral

Lego-based therapy is a speech and language intervention and can be helpful for pupils 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

To improve social communication skills and boost self-esteem while helping pupils find a common interest with peers through collaborative Lego-based activities.

Implementation

- Delivered as a group intervention for 4–8 weeks, either whole class or small groups.
- Pupils work in groups of three with one adult per group to ensure support and prevent overwhelm.
- Each pupil rotates roles (e.g., builder, supplier, instructor) to develop different skills.
- Lego sets chosen carefully for appropriate challenge.

Impact

- Increased social interaction and turn-taking skills.
- Improved collaborative problem-solving and communication.
- Enhanced fine and gross motor skills.
- Boosted confidence and reduced 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.

2.13 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.
- Develop motivation, determination, and resilience to problem-solve.
- Enhance teamwork and communication skills.
- Support emotional, physical, and social wellbeing.

Intent

To empower pupils by supporting them as they learn new skills, overcome obstacles, and build confidence and resilience. The Duke of Edinburgh Award bridges academic and pastoral development, promoting personal growth and wellbeing.

Implementation

- Bronze/Silver DofE award – 3 hours 20 minutes per week.
- Programme consists of four sections: volunteering, skills, physical activity, and an expedition.
- Pupils work on each section for a 12-week period, applying themselves and developing across various areas.
- Expeditions involve planning, navigation, and teamwork under light supervision.

Impact

- Increased self-esteem and confidence.
- Improved teamwork, communication, and problem-solving skills.
- Enhanced physical and mental wellbeing.
- Greater motivation and resilience.
- Positive feedback from pupils and measurable improvements in engagement and development.
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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.

3.0 Wave 3 Overview

Wave 3 interventions provide highly targeted, individualised support for specific curriculum gaps or SEMH needs that cannot be addressed through Waves 1 or 2. These interventions are usually delivered in a 1:1, out-of-classroom, specialised environment by members of the intervention team. They are generally not recommended for pupils on a Green Tide, as they are designed for more intensive and focused support.

3.1 Reading, Phonics (KS4) & SPAG Recovery

Reasons for Referral

- Pupil has significant gaps in attainment when reading.
- Pupil has little to no fluency when reading.
- Pupil struggles with basic sounds.
- Pupil struggles with spelling and punctuation which affect intended meaning of written work.
- Pupil has extra Reading/Phonics provision needed on their EHCP.

Intent

To help pupils gain confidence when working with sounds, reading, and/or spelling and punctuation so they can access the curriculum in class. This will have a positive impact on behaviour and attainment.

Implementation

- Programmes designed on an individual basis to meet specific needs.
- Use of Read Write Inc, Fresh Start, and various engaging games and activities to improve reading, phonics, spelling, and punctuation ability.

Impact

- Improved reading, phonics, and/or spelling and punctuation skills.
- Improved progress in academic attainment.
- Increased ability to access the curriculum, leading to higher achievement.

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 or poor handwriting

Intent

To help pupils gain confidence in reading and writing using different techniques that support suspected dyslexia. Pupils should be able to access tools freely within the classroom to aid learning, such as pen grips, coloured overlays, fiddle toys, noise-reducing headphones, and mini whiteboards.

Implementation

- Pupils receive a screening test for dyslexia (not a formal diagnosis).
- Classroom adjustments and resources provided to reduce stress and improve engagement.

Impact

- Improved reading skills.
- Improved handwriting skills.
- Better memory and recall strategies.
- Reduced stress in the learning environment.

3.3 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

To help pupils gain confidence when working with numbers and different mathematical techniques so they can access the curriculum in class. This will have a positive impact on behaviour and attainment.

Implementation

- Programmes designed on an individual basis to meet specific needs.
- Use of Mathletics programme, Numicon, Dance Mat App, physical and pictorial methods, and ASD-friendly games

and activities.

Impact

- Improved numeracy and mathematical skills.
- Improved progress in academic attainment.
- Increased confidence when working with numbers.
- Ability to access the curriculum, leading to higher achievement.

3.4 Dyscalculia Support

Reason/s for Referral

- Difficulty recognising numbers when presented verbally.
- Trouble listening, comparing, and manipulating mathematical equations.
- Trouble reading and understanding mathematical symbols, numbers, expressions, and/or equations.
- Difficulty writing or using the correct corresponding symbols.
- Difficulty completing mental operations.
- Difficulty remembering mathematical concepts after teaching.
- Inability to carry out mathematical operations due to interchange of operations.
- Difficulty with core number sense (estimating, quantity differences).
- Poor memory for numerical facts, terminology, word problems, mental maths, and procedures like rules and formulae.

Intent

To help pupils gain confidence when working with numbers and word problems so they can access the curriculum in class, positively impacting behaviour and attainment.

Implementation

- Individualised programmes designed to meet specific needs.
- Use of Mathletics, Numicon, Dance Mat App, physical and pictorial methods, and ASD-friendly games and activities.
- Frequent use of mathematical language and encourage pupils to do the same.
- Provide multiplication tables and number bonds to reduce stress of memorisation.

Impact

- Improved numeracy and mathematical skills.
- Improved academic attainment.
- Increased confidence when working with numbers.
- Ability to access the curriculum, leading to higher achievement.

3.5 Brain Train

Reason/s for Referral

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

Intent

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

Implementation

- Sessions include a variety of games and activities that challenge the brain to adapt and work at different speeds.
- Activities become progressively harder to prevent automatic processing and maintain engagement.
- Examples include drawing challenges using memory, identifying missing objects, card games (pairs), puzzles, mazes, naming objects, shopping list recall, and waiter/waitress roleplay.

Impact

- Improved speed and accuracy when performing cognitive* tasks.
- Increased memory skills, enabling pupils to retain information for longer periods.
- Enhanced concentration and focus, leading to higher quality work and better academic performance.

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

3.6 QWERTY

Reason/s for Referral

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

Intent

To improve pupils' typing skills, processing speed, and confidence in accessing the curriculum. This intervention engages cognitive and motor skills, positively impacting behaviour and attainment.

Implementation

- Learn home row keys, then progress to upper/lower rows, number row, uppercase letters, and symbols.
- Practice memorising frequently used syllables and typing words containing them.
- Final stage: typing actual text using previously learned skills.

Impact

- Improved speed and accuracy
- Enhanced muscle memory
- Increased confidence and classroom engagement
- Better English language skills and academic progress

3.7 Motorvate

Reason/s for Referral

- Improve fine/gross motor skills
- Develop core stability and posture
- Enhance fluency and consistency of movement
- Build confidence and self-esteem

Intent

To support pupils in developing movement patterns for daily tasks and creative activities, improving health and self-care.

Implementation

- Individualised sessions focusing on specific needs
- Use of varied equipment and sensory experiences
- Gradual progression with occasional challenges to promote growth

Impact

- Better understanding of body movement
- Improved ability to perform daily tasks
- Increased confidence and self-esteem

3.8 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
- Poor understanding of what constitutes a balanced diet

Intent

Heart, Head, Hands is an intervention aimed at improving pupils' 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 greater knowledge around health, exercise, wellbeing, and fitness
- Improve understanding of healthy eating and the body

Implementation

- Pupils take part in 1–2 sessions per week (10–20 minutes each) for approximately 6–12 weeks
- Sessions delivered individually or in small groups (2–3 pupils)
- Initial fitness tests conducted to establish baseline; repeated at end of intervention to measure progress
- Weekly sessions include:

- Physically active tasks, games, and challenges tailored to individual needs
- Learning-based activities focusing on healthy eating, lifestyle habits, and mental health

Impact

- Improved overall health and wellbeing
- Increased knowledge and understanding of physical and mental health
- Enhanced self-esteem and confidence

3.9 Mightier

Reason/s for Referral

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

Intent

- To help pupils who struggle with their emotions
- Build better emotional regulation
- Reduce both the emotional feelings and the physiological arousal that anger causes

Implementation

- Pupils play interactive games designed to practice calming down or “taking a pause”
- Heart rate monitor worn during gameplay to provide real-time biofeedback
- As heart rate rises, the game becomes harder, encouraging pupils to use calming strategies
- Continuous practice helps pupils develop automatic cool-down responses for real-world challenges

Impact

- Pupils learn and understand how to regulate emotions during sessions and in everyday life
- Improved classroom behaviour
- Increased emotional awareness
- Development of techniques to control reactions

Case Study: Over a 12-week intervention, there was a 62% reduction in outbursts, a 40% reduction in oppositional behaviour, and a 19% reduction in parental stress

3.10 Targeted Sensory Support

Reason/s for Referral

- Specific sensory issues
- Sensory overloads
- Sensory problems arising in lessons that affect learning
- Support needed in lessons with varied sensory stimuli

Intent

To help and support pupils who may be affected by different sensory stimuli. The aim is to assist their learning and overall development by reducing sensory barriers and promoting engagement.

Implementation

- Provide 1:1 support in specific lessons or through separate individualised interventions
- Sessions last 10–20 minutes, 1–2 times per week
- Duration of intervention block depends on individual needs and engagement
- During lessons:
- Guide pupils through tasks step by step
- Adapt tasks to suit sensory profiles
- Create a sensory profile for each pupil and share with teachers for classroom adjustments

Impact

- Decreased impact of sensory stimuli
- Improved classroom behaviour by addressing sensory issues
- Better understanding and coping strategies for sensory overload
- Increased ability to access learning and participate confidently

3.11 Individual Motional Profile

Reason/s for Referral

- To identify and address specific SEMH (Social, Emotional, and Mental Health) needs
- To create targeted interventions based on emotional and cognitive profiles
- To monitor progress in emotional regulation and wellbeing over time

Intent

To assess and improve the emotional health and wellbeing of pupils using Motional, an evidence-based online tool. This tool draws on research from Trauma Informed Schools and Adverse Childhood Experiences (ACE) studies to provide a whole-brain picture of pupils' mental health.

Implementation

- Use Motional to measure emotional systems in the brain (CARE, SEEKING, PLAY, FEAR, RAGE, PANIC/GRIEF)
- Assess key executive function skills (stress handling, concentration, confidence, interpersonal skills, emotional literacy)
- Record ACE and Protective Factor scores for each pupil
- Complete individual snapshots to identify needs and create personalised programmes of activities and relationship strategies
- Repeat assessments periodically to monitor progress and adjust interventions

Impact

- Provides staff with a clear, data-driven understanding of individual SEMH needs
- Enables targeted interventions that improve emotional regulation, resilience, and wellbeing
- Demonstrates measurable progress in SEMH areas through repeated assessments

3.12 ELSA *

Reason/s for Referral (An ELSA intervention questionnaire must be completed alongside any referral)

- Pupils who require help with:
 - Finding a sense of belonging
 - Building positive self-esteem and identity
 - Managing emotions and feelings
 - Developing social skills
 - Coping with grief, anxiety, stress, shame, panic, or depression

Intent

To provide pupils with a safe space to explore personal circumstances and their impact on emotions and behaviours.

The aims are:

- Help pupils recognise and verbalise emotions
- Build coping strategies for managing feelings
- Develop social skills and a sense of belonging
- Improve self-esteem and confidence
- Foster emotional literacy and resilience

Implementation

- 6–12-week programme with SMART targets (Specific, Measurable, Achievable, Realistic, Timely)
- Pre-intervention discussion with class teacher to set clear goals using a 1–10 scale tool
- Each session has a clear objective and uses pupil-friendly activities such as:
 - Games and worksheets
 - Social and therapeutic stories
 - Role play and drawing
 - Listening to music
 - Pupil-led activities

Impact

- Improved emotional literacy and ability to verbalise feelings
- Enhanced social skills and coping strategies
- Reduction in negative behaviours
- Increased confidence and sense of belonging
- Improved self-esteem and identity

3.13 Swim 25**Reason/s for Referral**

- Aerobic endurance
- Develop swimming ability
- Increase confidence in water
- Promote a fitter body and mind

Intent

Swim 25 aims to increase pupils' swimming ability. The main focus is to develop the pupils' 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 life skill.

Implementation

- Targeted for pupils who cannot swim 25 metres
- Apply for funding where needed to support access
- Delivered individually or in small groups
- Options include:
- 1:1 support during school swimming sessions
- Out-of-school hours (after school or weekends) with parental involvement
- Flexible approach based on pupil needs and age

Impact

- Improved competency in swimming 25 metres
- Increased confidence in and around water
- Enhanced self-confidence and self-esteem



4.0 Wave 4 Overview

Wave 4 represents the most complex and therapeutic level of intervention at Greenfields Academy, designed for pupils on an orange tide who have severe SEND and recent or ongoing adverse childhood experiences (ACEs). These pupils require intensive, highly personalised support to access education effectively. Interventions at this level often include bespoke or phased timetables, off-site learning in therapeutic environments, and close work with experienced mentors, therapists, and counsellors. The aim is to create a safe, structured approach that improves emotional regulation, wellbeing, and engagement, while supporting progress toward reintegration and long-term educational goals.

4.1 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

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

Implementation

- Agree reduced timetable with stakeholders and SLT approval
- Set review periods and success criteria for gradual increase
- Consider behavioural flashpoints, learning priorities, and peer interaction when planning

Impact

- Increased in-school provision over time
- Improved engagement and attendance

4.2 Play Therapy (External)

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

Pupils 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

To help pupils safely process experiences and emotions through creative arts, metaphor, and play, promoting healing and self-awareness.

Implementation

- Weekly 45-minute sessions with a trained therapist
- Confidential, trust-based relationship
- Regular communication with parents/carers and staff (within confidentiality limits)
- Use of play, metaphor, and CBT activities as appropriate

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

4.3 Animal Care/Therapy Dog

Reason/s for Referral

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

Intent

To use animal-assisted interventions to reduce anxiety, improve emotional regulation, and boost confidence. Therapy dogs and the wider animal care provision (alpacas, chickens, guinea pigs, rabbits) provide a calming, non-judgemental environment that promotes wellbeing, responsibility, and positive relationships.

Implementation

- **Therapy Dog Programme:**
 - Delivered by Canine Assisted Learning (CAL) practitioners
 - Bespoke sessions focusing on emotional regulation, literacy support, and confidence-building
 - Activities include reading with dogs, talking therapies, and structured emotional regulation strategies
 - Risk assessments, parental communication, and staff preparation completed prior to sessions
- **Animal Care Provision at Greenfields:**
 - Pupils engage in caring for alpacas, chickens, guinea pigs, and rabbits
 - Activities include feeding, cleaning, and handling animals in a safe, supervised environment
 - Links to vocational learning (ASDAN Animal Care qualification)
 - Promotes empathy, responsibility, and therapeutic interaction

Impact

- Reduced anxiety and stress
- Improved emotional regulation and classroom behaviour
- Increased motivation, attendance, and engagement
- Enhanced literacy skills through non-judgemental reading support
- Development of empathy, responsibility, and life skills
- Positive improvements in confidence and self-esteem

4.4 1:1 Counselling (External)

Reason/s for Referral

- Significant recent or lasting trauma

Intent

To provide a safe, confidential space for pupils to explore feelings and experiences using a person-centred approach.

Implementation

- Weekly sessions agreed with pupil
- Parental consent obtained prior to start
- Focus on emotional understanding and coping strategies

Impact

- Improved emotional wellbeing
- Development of positive coping mechanisms
- Increased ability to manage feelings constructively

4.5 Hydro-pool (off-site)

Reason/s for Referral

- Physical therapy needs
- Sensory regulation support

Intent

To provide therapeutic water-based activities that promote relaxation, physical development, and sensory regulation.

Implementation

- Access to hydro-pool facilities at Newton Bridge site
- Structured sessions led by trained staff

Impact

- Improved physical mobility and relaxation
- Enhanced sensory regulation and wellbeing

4.6 Project Sleep

Reason/s for Referral

- Poor sleep patterns or sleep disorder
- Repeated difficulties maintaining focus

Intent

To educate pupils on the importance of sleep and support healthy sleep habits to improve wellbeing and learning.

Implementation

- Use Project Sleep resources and programmes
- Awareness sessions and personalised strategies

Impact

- Improved sleep hygiene
- Better focus, mood regulation, and academic performance

4.7 PCSO Workshop

Reason for Referral

- Pupils demonstrating or experiencing criminal behaviours

Intent

To help pupils understand the impact of criminal behaviours and reduce future risk.

Implementation

- Weekly sessions with local PCSO team
- Individual or group workshops

Impact

- Increased awareness of consequences
- Reduction in risky behaviours

4.8 AIMs (Attendance & Inclusion Mentoring Support)

Reason/s for Referral

- Poor school attendance
- Inability to safely access in-school provision
- Significant disruptive or violent behaviours

Intent

To support pupils in returning to school through outreach mentoring and curriculum support.

Implementation

- Weekly home or local venue visits
- 1:1 session with intervention team member
- Curriculum work set by teachers and reviewed weekly

Impact

- Increased attendance (initially off-site, then on-site)
- Improved attainment and engagement

4.9 Occupational Therapy (External)

Reason/s for Referral

- Difficulties with fine or gross motor skills
- Poor handwriting or grip
- Challenges with coordination, balance, or posture
- Sensory processing difficulties impacting learning
- Recommendations for OT support within EHCP

Intent

To provide pupils with specialist occupational therapy that addresses physical, sensory, and motor skill challenges, enabling them to access the curriculum and daily activities more effectively.

Implementation

- Referral to an external, qualified occupational therapist
- Individualised assessment and therapy plan tailored to pupil needs
- Sessions may include:
 - Fine motor skill development (e.g., handwriting, grip strength)
 - Gross motor activities for balance and coordination
 - Sensory integration strategies to reduce overload
- Regular communication between therapist, school staff, and parents/carers

<ul style="list-style-type: none"> • Progress monitored and reviewed against EHCP targets <p>Impact</p> <ul style="list-style-type: none"> • Improved fine and gross motor skills • Enhanced ability to participate in classroom tasks • Better sensory regulation and reduced anxiety • Increased confidence and independence in daily activities
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4.10 Alternative Provision

<p>Reason/s for Referral</p> <ul style="list-style-type: none"> • Persistently low engagement in academic learning • Escalating non-compliant or confrontational behaviours creating risk of exclusion • Persistently low attendance • Geographical factors affecting engagement <p>Intent</p> <p>To provide pupils with a personalised, engaging environment that supports educational success and reduces the risk of exclusion.</p> <p>Implementation</p> <ul style="list-style-type: none"> • Referral to approved alternative provision settings • Provision may include vocational courses, therapeutic programmes, or themed learning environments • Safeguarding and compliance checks completed for all external settings • Regular communication between school and provider to monitor progress <p>Impact</p> <ul style="list-style-type: none"> • Increased engagement and attainment • Achievement of academic or vocational qualifications • Secure post-16 opportunities • Improved attendance and reintegration into school • Reduced likelihood of NEET

4.11 Mental Health Support Team

<p>Greenfields Academy are supported by the Mental Health Support Team, the aim of the MHST is to provide extra capacity to deliver evidence-based psychological interventions in education settings and create better links with wider services. The presence of the MHST in education settings is an opportunity to create an environment that encourages young people to be more open to talking about their mental health. It will also help challenge any stigma associated with mental health and provides a positive presence within the education settings to support and inform wellbeing for professionals, children, young people and also their families.</p> <p>Reason for Referral</p> <ul style="list-style-type: none"> • Pupils experiencing mild to moderate mental health issues • Need for whole-school mental health approach • Requirement for timely advice and liaison with external services <p>Intent</p> <p>To provide evidence-based psychological interventions within education settings, improve mental health awareness, and create an environment that encourages pupils to talk openly about their wellbeing. The MHST also aims to reduce stigma and strengthen links with wider services.</p> <p>Implementation</p> <ul style="list-style-type: none"> • Deliver interventions for mild to moderate mental health concerns • Support the senior mental health lead in developing a whole-school approach • Provide timely advice to school staff and liaise with external specialist services • Work collaboratively with pupils, families, and professionals to ensure continuity of care <p>Impact</p> <ul style="list-style-type: none"> • Improved mental health outcomes for pupils • Increased openness and reduced stigma around mental health • Enhanced staff confidence in supporting wellbeing • Better access to specialist services and sustained engagement in education

4.12 Speech and Language Therapy (External)

Reason/s for Referral

- Difficulties with speech clarity or articulation
- Delayed language development
- Challenges with understanding or using language
- Social communication difficulties
- Recommendations for speech and language support within EHCP

Intent

To provide pupils with specialist speech and language therapy that improves communication skills, enabling them to access learning and interact effectively in social and academic settings.

Implementation

- Referral to an external, qualified speech and language therapist
- Individualised assessment and therapy plan tailored to pupil needs
- Sessions may include:
 - Speech sound production and articulation exercises
 - Language development activities (vocabulary, sentence structure)
 - Social communication strategies and role-play
- Regular communication between therapist, school staff, and parents/carers
- Progress monitored and reviewed against EHCP targets

Impact

- Improved speech clarity and language skills
- Enhanced ability to communicate needs and ideas
- Increased confidence in social and classroom interactions
- Better access to the curriculum and improved academic progress

4.13 Facilitating External Support

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



Measuring Well-being

It can be challenging to measure the impact of interventions that address social and emotional need and there will be a myriad of factors that affect social and emotional well-being in addition to the intervention itself.

The measurement of social and emotional well-being does not need to be viewed as an exact science. It can, however, help to focus the minds of all involved to consider what intended outcomes it is hoped will be achieved and how we would know if we had moved closer to realising these outcomes.

One possible measure of well-being is the Strengths and Difficulties Questionnaire (SDQ) which can be accessed from www.sdqinfo.org

This tool can be used to provide pre-intervention and post-intervention measures of well-being. The website above also contains a wealth of research articles on the use of the SDQ.

The Stirling Children's Well-being Scale (SCWBS) is a further tool that can be used to assess the impact of intervention over time and may be accessed at: www.liveitwell.org.uk

In addition to the SDQ and SCWBS, adults in schools may wish to use bespoke measures that focus more closely on the exact need intended to be addressed through intervention. The following questions draw on solution focused principles and may help to form the basis of a tool for measurement.

Solution Focused Measuring of Intervention Impact

The completion of the following questionnaire should be done in partnership with parents/carers and school staff who know the child or young person well. This promotes joint thinking and problem-solving, along with a sense of joint responsibility for following through any action.

The young person should also be directly involved in the completion of such questions, to the extent that this is reasonable. Where it is not possible, efforts should be made to gain the young person's voice and include their voice in the formation of a plan.

What is the area of need that it is hoped can be supported through intervention? (Try to be as specific as possible)

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.....

What is the best hope for change that could occur through intervention? (This is what would result in a score of 10 on the scale below).

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.....

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On a scale of 1-10, how would you describe the current situation? (1 being the worst it could be and 10 being the ideal scenario, as described above)

.....

.....

1 2 3 4 5 6 7 8 9 10

What would be happening for the scaling to be moved up by 1 point on the scale? (This can become the first goal)

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.....

What teaching or other intervention is likely to bring about the changes in the current situation and allow the situation to improve by 1 point.

.....

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.....

What needs to be done to ensure that any new learning from a structured intervention is generalised into the main setting? (This should include sharing the intended outcomes and agreed approaches with all adults who interact with the child or young person)

.....

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.....

It is important that any intervention is employed consistently for an agreed period. This may often be a period of 6 weeks as this will make it possible for new learning to become embedded. Following this intervention period, please use the 1-10 rating scale again to score the situation post-intervention.

0 1 2 3 4 5 6 7 8 9 10

.....

Following the first phase of intervention, the previous questions can be re-visited to consider the next appropriate target and how to intervene to meet need.

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