



HALES VALLEY TRUST

Policy for Intervention

Policy Tracker – Responsibility for monitoring this policy:			
SENDco & Headteacher			
(Reviewed biannually – date of next review May 2022)			
Date of review	Reviewed By:	Role	Date Approved by the Governing Board/committee
May 2020	Jeanette MacKinney Karen Carver	CEO Assistant Headteacher	June 2020

Rationale

Hales Valley Trust is rooted in values that demonstrate a real commitment to the young people that we serve. We believe in providing a diet for students that is appropriate to their needs; we strive with a passion for excellence as adults and for our pupils.

This policy sets out a clear and consistent framework in which the Hales Valley Trust will:

- Ensure staff members are aware of their roles and responsibilities in supporting children to make the best possible progress
- Adopt a consistent approach to the identification of children at risk of not making expected progress
- Establish clear processes by which intervention will take place and how it will be evaluated/recorded
- Ensure that any intervention is time-limited, and supported by robust and evidence-based data
- Ensure the effective use of resources and staff in any intervention
- Ensure that a pupil's entitlement to a broad and balanced curriculum is maintained

Assessment

The progress of pupils towards these targets will be assessed and recorded for each subject, on a half termly or termly basis, including:

- Standard Assessment Tests.
- National Curriculum Tests.
- Class-based tests.
- A range of criterion reference tests

Identified pupils will receive the appropriate intervention support, on a graduated basis.

Identification

Children may be identified as requiring additional intervention to ensure that they are making the best possible progress. They could be identified by the class teacher, or SLT at pupil progress meetings.

Intervention/ Monitoring and Evaluation

Where additional intervention is required, the Hales Valley Trust has adopted a three wave strategy to ensure that quality, inclusive teaching for all interventions is matched to the specific needs of individual pupils at the earliest possible opportunity.

The intervention programmes have a number of common features, including:

- They operate in the context of, and are additional to, high quality teaching during timetabled lessons.
- They require whole-school support, as they may take place during lunch-time and during non-core subject lessons.
- They are based on assessment of progress against identified targets.
- They follow a structured programme.

The Hales Valley Trust initial response to a need for intervention is to provide wave 1 differentiation within the classroom, with the additional support, where necessary, of a teacher or teaching assistant.

Where a pupil's progress remains slow in relation to their targets, the teacher may use wave 2 interventions in addition to wave 1 interventions.

Wave 2 interventions are for children who are falling behind and include small group booster sessions led by a teaching assistant or teacher.

Where wave 2 interventions are insufficient in bridging the gap in a pupil's progress, teachers should inform the special educational needs coordinator (SENDCo) and move to wave 3 interventions on the graduated response, as outlined in the 0-25 SEN Code of Practice.

The Hales Valley Trust procedure for a wave 3, graduated response, is outlined in the Multi Academy Trust SEND Policy and Information Report.

At wave 3, formal review meetings will be undertaken every term, in consultation with the SENCO and the pupil's parents, who should be in attendance in the form of an Assess, Plan, Do, Review meeting. The impact of these interventions will be monitored by the SENDCo. Interventions will be amended/removed dependent upon the outcome of intervention monitoring and formal review meetings.

If children continue to make less than expected progress over time and after following advice of external agencies, it may be that the school will apply for an education, health and care plan (EHCP) in consultation with parents, as per the 0-25 SEN Code of Practice.

EHCP reviews will be undertaken annually and long term outcomes amended as necessary.

INTERVENTION GUIDANCE

Communication and Interaction

Speech and Language intervention (all schools)

- Speech and Language therapy is concerned with the management of disorders of speech, language, communication and swallowing in children and adults.
- Speech and language therapists (SLTs) are allied health professionals
- They work closely with parents, carers and other professionals, such as teachers, nurses, occupational therapists and doctors.

PECS (all schools)

- The Picture Exchange Communication System (PECS) is a successful approach that uses pictures to develop communication skills.
- It is appropriate for children and adults with learning and communication difficulties including autism.
- PECS begins with teaching students to exchange a picture of a desired item with a teacher, who immediately honours the request. For example, if they want to drink, they will give a picture of a 'drink' to an adult who directly hands them a drink. Verbal prompts are not used, thus encouraging spontaneity and avoiding prompt dependency.
- The system goes on to teach discrimination of symbols and how to construct simple 'sentences.' Ideas for teaching commenting and other language structures such as asking and answering questions are also incorporated.

Wellcomm (Lutley, Woodside, Priory and Hurst Hill)

- A complete speech and language toolkit for all Early Years practitioners
- The toolkit deploys a unique traffic light system that clearly identifies children requiring immediate intervention, as well as those who show potential language difficulties.
- Aids early identification of speech and language difficulties
- Signals when intervention and referral are necessary
- Provides intervention strategies
- Ideal authority-wide screening tool
- Requires minimal training
- Easy to use

Makaton (Priory and Lapal)

- Makaton is a language programme using signs and symbols to help people communicate.
- It is designed to support spoken language and the signs and symbols are used with speech in spoken word order.

Teacch (all schools)

- Division TEACCH is a state wide programme in North Carolina USA catering for individuals with an Autistic Spectrum Disorder (ASD).
- The TEACCH philosophy focuses on individual's strengths to enable the development of independence and support weaknesses to enable maximum access and reduce stress.
- TEACCH 'Workstations', use a system that incorporates structure, routine, visual cues and limits distraction to develop independence, organisational skills, the concepts of working in an ordered manner, the concept of finished and the generalisation of skills.

Colourful Semantics (all schools)

It is aimed at helping children to develop their grammar for speaking and writing. It is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has four key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

- Who – Orange
- What DOING – Yellow
- What – Green
- Where – Blue

The approach helps children to structure verbal and written sentences into key levels. The approach is used in stages and helps children develop language and vocabulary in addition to grammatical structure.

Cognition and Learning

Salley – Reception (Lutley)

- Although programme is used to provide Wave 1 teaching in Nursery, can be used as Wave 2 in Reception.
- Focus on developing phonological awareness and listening skills
- All lesson notes and some resources provided (including puppet). Other resources needed should be easily found in the classroom.

Five Minute Box – KS1 (Lutley and Priory)

- Delivered 1:1
- Teaches basic skills for reading acquisition such as phonics and irregular high frequency words
- Also teaches basic facts such as child's address, birthday
- Daily progress is recorded and shared with the child

Sound Discovery (Snappy Phonics) – KS1 and 2 (Lutley)

- Synthetics phonics programme for teaching reading, spelling and writing
- 'Snappy Lessons' are fast paced and consist of multi-sensory activities
- Children are taught grapheme/phoneme correspondence and the phonic skills of blending and segmenting and how to use the knowledge in reading and writing.

ENABLE Plus – Year 2 – 5 (Hurst Hill and Lutley)

- Programme consists of the following elements
- Direct instruction of phonics/irregular high frequency words
- All skills are taught to mastery level
- Prepared reading of new text
- Re-reading of a familiar text
- Sentence construction
- An important element of Enable is to build self-esteem
- The pace of instruction is influenced by pupil progress

Paired Reading (all schools)

- Paired reading is a research-based fluency strategy used with readers who lack fluency.
- In this strategy, students read aloud to the staff member leading the intervention.
- Paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter.

Toe by Toe (all schools)

- Toe By Toe® is a highly systematic page-by-page and step-by-step series of activities in one book, delivered one-to-one, with instructions for the 'coach' provided for each activity. It deliberately takes learners right back to the beginning of phonics and works up from there, based on the observation that many learners with difficulties seem never to have got the hang of phonics. Unusually, many of the stimuli are non-words, in order to focus learners' attention solely on decoding and avoid guessing based on any other 'cue'. It is intended that learner and coach should work through the entire scheme, however long that takes, and then graduate to simple reading books. It is used daily 1-1 with a TA or teacher for 15 minutes.

<http://www.interventionsforliteracy.org.uk/home/interventions/list-view/toe-by-toe/>

Cued Spelling (all schools)

1. Choose word - Speller (tutee) chooses words, 5+ each day
2. Check - Speller checks right spelling in dictionary then writes word neatly in diary
3. Read - (a) Read word together (b) Reading alone by speller
4. Choose cues - Speller decides how to remember word, by sounds, chunks, mnemonics, other.
5. Say cues - Pair say Cues together
6. Demonstrate - Helper writes word as speller says cues speller then checks word with diary
7. Cued try - Speller writes word as helper says cues
8. Self-cue - Speller writes word while also saying cues
9. Test - Speller writes word as quickly as possible
10. Read - Speller reads word alone

<http://www.ladylumleys.n-yorks.sch.uk/uploads/files/spld/resources/Cued%20Spelling.pdf>

Precision Teaching (all schools)

- Precision Teaching is an intervention of short daily teaching sessions used to help children who may be having difficulty learning a new skill such as phonics, reading and spelling of high frequency words.
- This approach provides an opportunity for small steps of progress to be recognised and valued, helping the pupil's motivation and self-esteem. The aim of the approach is to develop **accuracy** and **fluency** when a child is learning a new skill.
- Sessions are delivered on a 1:1 basis consisting of 10 minutes teaching time and a 1 minute probe in order to consolidate the skill linked to an individual child or young person who is experiencing difficulty with acquiring or maintaining word reading, phonics, colour recognition, shape recognition, number recognition, number bond recall, times table recall which can be transferred to classroom based learning.

<http://www.moray.gov.uk/downloads/file88660.pdf>

Inference Training (Lapal, Lutley, Hurst Hill, Woodside)

- Inference training was highly recommended in Professor Greg Brooks' study *What works for children and young people with literacy difficulties*.
- It is for KS2 pupils who decode adequately **but** experience comprehension difficulties.
- It is a group intervention but training includes whole school strategies to boost comprehension.
- In the group intervention, 4 pupils work with an adult (trained adult) for 40 minutes a session, twice a week for 10 weeks.
- Groups that have two sessions a week for 8-10 weeks, make an average of 12 months progress in comprehension age.

<http://removingbarriers.lls.leicester.gov.uk/Media/Removing%20Barriers/LLS%20web%2003-14%20V2.pdf>

Boosting Reading Potential (Hurst Hill)

Boosting Reading Potential programme supports the acquisition of good reading skills and is specifically designed to improve the way children read, enabling them to be independent problem-solvers who read with understanding and enjoyment.

It is a 10 week intervention programme delivered one-to-one, by a trained adult three times a week. Each session lasts 15 minutes and includes:

- Practising independent reading skills on familiar texts
- Ongoing assessment
- Working on unfamiliar text with support, leading to independence and understanding

Project X Code (Woodside)

- A reading intervention that embeds systematic synthetic phonics with a highly motivational 3D adventure series.
- Project X Code intervention is based on a structured progression of phonics, vocabulary and comprehension skills.
- 14 entry and exit points means that children can start and finish the intervention at a point that is right for them.
- Intervention sessions are completed with a small group and focus on rapid and automatic decoding and application, blending and segmenting skills

1stClass@Writing (Hurst Hill)

- Provides targeted use for Year 3 and 4
- Supports the National Curriculum for English
- Makes children eager to write
- Balances the development of transcription, grammar and composition
- Strengthens teaching assistants' subject knowledge and wider effectiveness
- Provides detailed evidence of progress and impact

Two programmes are available: The Pirate Writing Crew (Y3) and Dragon Hunters (Y4). The intervention comes 'ready-made' with detailed lesson plans and exciting resources. A trained teaching assistant delivers up to 60 stimulating and motivating half-hour lessons to a group of up to 4 children, 4 times a week, in addition to their daily class lessons. The children develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks relating to the adventure stories. They develop their composition and editing skills through a balance of supported 'one-liners' as well as sustained, independent writing.

1stClass@Number (Hurst Hill)

- Supports the National Curriculum for Mathematics
- Raises maths attainment
- Increases enjoyment and engagement in maths
- Develops teaching assistants' subject knowledge and wider effectiveness
- Provides detailed evidence of progress and impact.
- Three programmes are available to schools: 1stClass@Number 1 – for children who need further support at the level of the Year 1 curriculum. 1stClass@Number 2 – for children who need further support at the level of the Year 2 curriculum. Becoming 1stClass@Number – for children who need further support to secure the Early Learning Goal for Number. It focuses on developing number sense and confidence with numbers 0 to 20.

1stClass@Number comes ready-made with detailed session guidance and extensive resources. A trained teaching assistant delivers up to 30 half-hour sessions to a group of up to four children, for 10 -15 weeks. The children continue to take part in their normal class mathematics lessons. The lessons focus on number and calculation, developing children's mathematical understanding, communication and reasoning skills. Stimulating, enjoyable games and activities engage the children and build their confidence. Each topic starts with a simple assessment that helps the teaching assistant to tailor sessions to the children's needs.

Plus 1 Maths (all schools)

Plus 1 is the introductory book of the series allowing anyone to make progress with their maths. The book is essentially a coaching manual which allows anyone to deliver individual support. The book teaches all the building blocks of numbers, and begins to develop skills with mental calculations.

Plus 1 is ideal for anyone who benefits from repeated maths practice. It's designed to appeal to all age ranges and it suitable from 5 years old, up to adult basic skills. The clear language and repetition benefits students with dyslexia and those with English as an additional language. Students with dyscalculia benefit from the highly structured approach with clear explanations.

The book covers basic number work, such as counting forwards and backwards with numbers up to 10, adding and subtracting numbers up to 10, and introducing doubling and halving. It is for anyone who benefits from repeated practice and explanation as the book, Plus 1, stems from the need of some people to have more reinforcement and practice than is often available.

Full instructions and example pages are included in each book, but essentially Plus 1 requires that each question is answered correctly on three consecutive occasions on different days. When a question is answered correctly a tick should be placed on the line, a question answered incorrectly is marked with a dot. On each page of the book there is space for working out solutions, but students should be encouraged to carry out the calculations in this book without using pen and paper. It is not intended that certain pages should be used in isolation. Plus 1 has been found to work best when it is used 4 or 5 times a week, with each session lasting for about 10 to 15 minutes.

Power of 2 (all schools)

Power of 2 enables anyone to make progress with their maths. The book is a coaching manual which allows anyone to deliver individual support. It teaches all the mental maths required by the National Curriculum, and through its use enables pupils to access the full maths curriculum. Power of 2 is essentially about putting in place the building blocks of number and developing skills with mental calculations.

Power of 2 is ideal for anyone who benefits from repeated maths practice. The Power of 2 book has been used with students aged 8 and upwards, up to adult basic skills. The clear language and repetition benefits students with dyslexia and those with English as an additional language. Students with dyscalculia benefit from the highly structured approach with clear explanations.

Power of 2 begins with teaching number bonds to 10, and then moves on to introducing doubling, halving, addition and subtraction, rounding numbers, multiplying and dividing. It then introduces fractions and looks at worded problems and time. It covers all the aspects of mental maths needed for the maths curriculum.

Full instructions and example pages are included in each book, but essentially Power of 2 requires that each question is answered correctly on three consecutive occasions on different days. When a question is answered correctly a tick should be placed on the line, a question answered incorrectly is marked with a dot. On each page of the book there is space for working out solutions, but students should be encouraged to carry out the calculations in this book without using pen and paper. It is not intended that certain pages should be used in isolation. Power of 2 has been found to work best when it is used 4 or 5 times a week, with each session lasting for about 10 to 15 minutes.

Sandwell Numeracy Intervention (Lutley, Woodside, Lapal)

This is an evidence based maths intervention, written by teachers at Inclusion Support in Sandwell. It is aimed at children working at P6 (P scales prior to the National Curriculum) to the end of Year 2 expectations in number.

It can be carried out 1-1 or in a small group of no more than 4 children of similar ability. The programme should be carried out 3 times a week for 30 minutes by a trained teacher or teaching assistant, for between 12 and 20 weeks.

The targets from the National Curriculum and P scales have been broken down into very small steps to form a progressive scheme for this intervention. Teaching ideas are practical and multi-sensory in approach. Application of number skills are built into every session.

3rd Space Learning (Priory)

3rd Space Learning is an online 1-to-1 tuition programme focused on improving a pupils' attainment in Maths. Pupils receive weekly 1-to-1 lessons with their own Maths tutor to revise key concepts, develop problem solving and tackle practice questions.

Parent Volunteers and Beanstalk - Reading (Woodside, Lapal, Lutley, Hurst Hill)

- Trained parent volunteers hear children read for 10 minutes per week.
- Teachers ensure that volunteers are aware of content domains that children need to work on.

Booster Group (all schools)

-
- Targeted children work in small groups once a week.
- Teacher identifies children according to gaps in learning.
- Children work with teacher or teaching assistant on targets.

Phonics Catch-Up – Letters and Sounds (all schools)

- Teacher or TA deliver speaking and listening activities that are matched to children's current work in class.
- Teacher or TA provides extra support to daily phonics lesson to enable groups of children to keep pace with programme and to help them discriminate and produce the sounds of speech that are age related.
- Activities draw upon observations and assessment to plan for progression.

Group support in Literacy (all schools)

-
- Targeted children work in small groups daily in Literacy lessons.
- Children work with a teacher or teaching assistant on tasks.
- Children either remain in class or can be withdrawn to focus on key concepts.

Group Support in Numeracy (all schools)

- Targeted children work in small groups daily in Numeracy lessons.
- Children work with a teacher or teaching assistant on tasks.
- Children either remain in class or can be withdrawn to focus on key concepts.

Dudley DAPA (all schools)

- The Dudley special schools have broken down S scales in small chunks.
- Within each S level for each subject area, there are plenty of opportunities for children to make progress within each level regardless of their learning disability as well as ensuring continuity and progression throughout the curriculum.
- In each subject area, you will find 14 levels – S1 (i) – S14. Each level consists of a number of targets relating to that level. They are not in a hierarchical order, but it is advisable that children complete all the targets, unless some are not appropriate due to a sensory or physical impairment, before proceeding to the next S level.

Social, Emotional and Mental Health

Family Intervention through Early Help (all schools)

- Families can seek support due to a variety of issues including:
 - Poor physical and mental health
 - Domestic violence
 - Substance misuse
 - A lack of basic and life skills
 - Child's behavioural problems
- A designated staff member will work with both parents and children in a variety of ways to support them through identified issues using outside support as appropriate.

SEAL (all schools)

- Staff materials available as booklets included in SEAL pack
- Further online and disk materials
- Can be used in smaller groups
- Designed to be used alongside materials used in class
- About personnel as well as professional development

Circle Time (all schools)

- A whole class activity that provides a forum for discussion
- Activities designed to promote self-awareness, awareness of others, self-esteem, cooperation and listening skills

Anger Management – School Nurse and Tier 2 Child and Adolescent Mental Health Service CAMHS (all schools)

- 'Stop. Think and go bears'
- 'There's a volcano in my tummy'

Nurture Group (Woodside, Priory, Lapal)

- Classes of 8 – 10 pupils who have missed out on the early experiences that promotes good development
- Part of the mainstream primary school, supported by the whole staff group and parents
- They are usually managed by a teacher and teaching assistant

Breakfast and /or Lunch Club (all schools)

- Invite only
- Small group interaction
- Quiet and calm activities promoting mindfulness and social skills.

1-1 with a Learning Mentor (all schools)

- Children are identified by class teacher to work with Learning Mentor
- Children focus on behavioural, emotional and social issues in weekly sessions with mentor

Bears Buddies (Lutley)

- 'Bear's Buddies' is an early intervention programme devised to develop social and emotional skills of children in Foundation Stage and Key Stage One.
- Its aim is to improve children's self-esteem and communication skills, increasing confidence to help them become steadfast and independent learners.

The programme consists of 6 weekly sessions of approximately 45 minutes each in a small adult led group.

Rainbow Group (Lutley, Woodside)

- The Rainbow group is suitable for children in both Key Stage 1 and 2.
- The aims of the group are to help children build relationships, boost self-esteem and develop positive attitudes to learning.
- Children work in a small adult led group following 10 weekly sessions of approximately 45 minutes each. The programme looks at a number of themes, including: giving and receiving praise, celebrating differences, recognising strengths, feelings, dealing with anger working together and thinking of others.

Purr-fect Skills (Lutley)

Carried out once a week with a TA for 45 minutes in a small group

This package is intended to support both the teaching of social skills and development of a vocabulary needed to function both in school and at home. It recognises the influence that social skills have upon learning and has clear links to target-setting and the development of success criteria. The pack is supported by two glove puppets which engage pupils' interest and interaction. It consists of twenty sessions, each focusing on a specific skill with ideas to encourage follow-up work. Each lesson describes a scenario using the puppets and then uses role-play, discussion and a practical activity to draw out and reinforce the key objectives.

This publication from Tin Rae is a social skills programme for Key Stage 1 pupils. It is designed to teach pupils in the primary phase the basic social skills and the emotional vocabulary that they will need in order to function appropriately in both the school and home context.

Using two puppets, supplied in kit form, the stories tell of two young cats; one has just started school and the other is looking forward to it.

The scripts and activities provide a series of lesson plans to teach young people how to interact socially with their peers, something we expect from them but often fail to teach.

Circle of Friends (all schools)

Circle of friends is an approach to enhancing the inclusion, in a mainstream setting, of any young person, who is experiencing difficulties in school because of a disability, personal crisis or because of their challenging behaviour towards others.

The 'circle of friends' approach works by mobilising the young person's peers to provide support and engage in problem solving with the person in difficulty. 'Circle of friends' is not the same as 'circle time' but many of the skills and techniques used by teachers in 'circle time' can be used to support the 'circle of friends' process.

A major advantage of the approach is that it does not involve a major commitment of time from teaching staff. This is because the true work is done by the peers themselves, not the adults. The adult's role is to meet with the circle and the focus child for around 20-30 minutes weekly to facilitate their problem solving in the early stages. Successful circles will often become largely self-sustaining and provide support for the focus child without the need for regular adult input. When there is careful planning and real commitment from the facilitator, results from the process are seen very quickly.

Time to Talk (Lutley and Woodside)

- A programme to develop oral and social interactive skills for Reception and Key Stage One.
- The Time to Talk resource manual contains over 40 sessions which are designed to support children develop; turn taking, sharing, following instructions, listening, paying attention, play skills and awareness of feelings.
- This is all developed with the help of a friendly and approachable character, Ginger the Bear who is a core feature in all of the activities.

Calm Minds (Lapal, Woodside)

- A mindfulness intervention aiming to foster greater attention to and awareness of present moment experience.
- When we become more aware of our surroundings and feelings, we are able to easily recognise and acknowledge *stress and anxiety*. This in turn allows us to tackle these emotions more effectively.
- Practicing mindfulness can have a significant impact upon emotional health and mental-wellbeing. As well as decreasing stress levels, achieving mindfulness can improve performance skills, enhance concentration levels and reduce anxiety.

Physical and Sensory Needs

Write Dance (Hurst Hill)

- Write Dance is a progressive music and movement programme for the development of pre-writing and writing skills in children.
- Write dance is an innovative programme introducing handwriting by using music, movement and exercise.
- Exercises can be done with sand, mud or clay, shaving foam or soap, paint, chalk, crayon, pencils, pens, water, sponges: all kinds of different materials.
- It can be done on a bare table, the floor, on paper, blackboard, the gymnastics room, indoors, outdoors: a wide range of possibilities.

Sensory Circuits (Lutley)

Sensory Circuits can be carried out on 1-1 or small group basis for 10-15 minutes each day.

This is a regular daily programme of specifically designed physical activities which are intended to focus concentration in readiness for the day's learning. These activities are collectively known as a Sensory Circuit and encourage the development of a child's sensory integration. Sensory integration is the ability to take in, sort out, process and make use of information in the world around us. These take place in a child friendly environment that is fun, while promoting social and emotional development.

A sensory circuit is a set of physical activities to help us get ready for the day's learning. We start with alerting activities, then move on to organising activities and then finish with calming activities.

Alerting activities are designed to prepare our brains for learning.

We might do skipping and jumping activities, hopscotch, step-ups, and using space hoppers and trampettes.

Organising activities are designed to help us become more skillful in organising our body, and doing more than one thing at once in a set order. This helps to increase our attention and focus. We might be doing climbing and balancing sequences, obstacle courses, and aiming towards a target.

Calming activities include gentle squeezing and massaging to make sure we return to our classrooms calm and ready to learn.

<https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---sensory-strategy-leaflets---april-2015/0218---sensory-circuits---info-for-teachers.pdf?sfvrsn=2>

Dough Disco (Lutley, Priory and Woodside)

- Dough disco is a daily intervention used mainly in Foundation Stage. It is an exercise for the fingers to improve fine motor control and gross motor skills.
- It helps to develop gross motor skills as the dough is used as a weight, so lots of lifting with straight arms, and round and round with extended arms.
- Fine motor control is developed through pinching, poking, rolling and squeezing.

Get Moving (Lapal, Lutley, Hurst Hill and Woodside)

- A school- based exercise programme devised by occupational therapists and physiotherapists from Dudley Primary Care Trust.
- Get Moving sessions are held daily for 10 minutes and focus on promoting and improving children's motor skills and co-ordination.
- The programme provides children with experiences and the foundation skills required to progress onto more co-ordinated movements such as writing, ball skills and scissor skills.

Write from the Start and Speed-up (Lutley and Woodside)

- A kinaesthetic programme to develop fluent handwriting. It has been developed by a paediatric occupational therapist and is designed specifically for older children struggling with handwriting.
- Speed-up provides a multi-sensory course of help for pupils aged 8-13 whose handwriting is illegible, slow or lacking fluency. It gets to the root of the writing difficulties by developing kinaesthetic awareness through multi-sensory activity and exercise.

