



St Alphege CE Infants School and Sunbeams Nursery

Glossary of terms for provision

Better Reading Partnerships (BRP)

An 8-10 week targeted 1:1 reading programme aimed to accelerate skills and confidence in reading using very regular assessment and specific familiar and non-familiar texts. This programme is led by Mrs Spinks and Mrs Strike, do speak to them for further information.

Numbers Count

A daily 1:1 intervention that supports children with key numerical concepts. It involves a specifically designed programme of support matched to each child's needs. This intervention is led by Ms Strike; do see her for further information.

Clever Fingers

Clever Fingers was created and designed by Occupational Therapists to support schools in having a greater understanding of fine motor skills and to support poor motor development, which can impact on pupils' day-to-day schooling.

Balance Education and Movement (BEAM)

A programme aimed to support children's core muscles, posture and coordination skills.

Fizzy

This programme is a follow on from BEAM and is aimed at the extension of children's core muscle development, posture and coordination skills.

Speech provision

Supports children with speech difficulties, this includes articulation and pronunciation of sounds. Unless children are already under a Speech and Language Therapist, who has recommended specific programmes of support, we use the 'Speechlink' programme to support the identification of children's needs. See Mrs Attwooll or Mrs Spinks for further information.

Language support

This provision supports children with their communication and interaction skills and understanding of language. Mrs Attwooll leads targeted individual support for children with expressive (spoken) or receptive (understanding) language difficulties following recommendations from the Speech and Language Therapy team. The school also uses the Language Link programme to identify areas for development,

These are then delivered in targeted groups or reinforced by all teachers through high quality planning of teaching and learning in the classroom. Teachers are guided by recommendations from Mrs Spinks and Mrs Attwooll.

Listening and Attention Support

A language manual devised by Speech and Language therapists is used to in conjunction with other resources to support children with their listening skills and to help them to follow instructions.

BSL (Sign Supported English)

As a whole school, St Alphege uses Sign Supported English to support the communication of all pupils. British Sign Language is taught in English Speaking order and is mainly taught to the children through song. It is used consistently across the school to support learning within the classrooms.

Positive Play

A play based provision to help and support children who find difficulties with interacting with their peers or need additional support to deal with emotions.

Precision teaching

This is a precise and systematic method of learning based on the learner's personal fluency. The instruction can be by any method or approach. This is a daily provision which focuses on over learning and repetition.

Sensory Circuits

A multi-sensory programme based on alerting, organising and calming activities that help with concentration and self-regulation. This programme is carried out as part of the class routine.

Writedance

Unique Programme to Develop the Fine Motor and Perceptual Skills Necessary for Effective Handwriting through movement to music.

Play Therapy

Led by our trained Play Therapist Gill O'Connell. This is for those children identified as requiring additional support with their emotional well-being for a number of different reasons. This will always be discussed prior to commencing with Mrs Spinks and the child's parents.

LEGO Therapy

LEGO Therapy takes advantage of the inherently rewarding nature of LEGO activities to support the social skills development of identified pupils. The approach uses a clear structure involving rules that the children must follow. The group meets on a regular basis and during that time engages in collaborative LEGO brick building activities and other projects, tailored to the skill level of the children. Each child takes on a role within the group ("director", 'engineer'; 'supplier'; and 'builder'). The team works together to assemble the project with an emphasis on verbal and non-verbal communication, joint attention and task focus, collaborative problem-solving, sharing and turn-taking (switching roles during the task).