



Intervention Groups

Cyfri Ceredigion

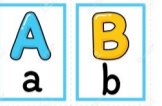
Children work in small groups of 3-4 children, 2-3 times a week for up to 30 minutes to improve their numeracy skills. This intervention develops their thinking skills, their understanding of counting principles, their auditory and visual memory and develops their confidence through playing fun, multi-sensory games.



Spring Board

Spring Board supports children during their maths sessions and through additional intervention. The children work within small groups for 40-50 minutes. This intervention aims to help improve children's confidence and concentrates on specific weaknesses and misconceptions the children have in mathematics. The children have the chance to play exciting games and to go over specific vocabulary and resources to support them.

TRANDEP / SATPIN



This is an intervention to help children build sounds. Children work in small groups of 2-6 children for 30 minutes, 2-3 times a week. The sessions focus on developing children's auditory and visual skills through playing games and practical activities.

Reading group

These are group reading sessions where the children have the opportunity to read a variety of texts together and discuss and answer questions based on the text. The main focus of the sessions are to ensure children's understanding and to develop confidence and enjoyment in reading.



Sensory Circuits

This multi-sensory intervention focuses on developing confidence and a sense of success within structured sessions. The children participate in small groups of 3-6 children for 20-30 minutes 3-5 times a week. The session has 3 distinct parts:

- Firing; e.g. skipping, bouncing on a trampette, sitting on a fitness ball, jogging, jumping from high to lower.
- Organising; e.g. upright, balance adventure course, gymnastics ribbon exercises, rocking board, 'Simon says' activities.
- Calming; e.g. push / pull trolley with heavy objects around a course of cones, the plank, crawl through a tunnel.



Lego Group

This is a multi-sensory intervention for developing problem-solving skills and working together to improve children's motivation. The children work in groups of 3 and each has a specific role; engineer, part finder and builder. The children need to listen to each other and take turns. They go over the rules and at the end have the opportunity to evaluate the model and discuss the process as a Group.



ELSA

This is an emotional intervention that supports children at a 1:1 level once a week for 30 minutes. These sessions vary a lot depending on the needs of the child but focus on recognising and expressing emotions. This intervention provides children with opportunities to talk, develop confidence and develop strategies for coping in different situations.

