



## **Withy Moor Primary School Intervention Guidance**

### **Daily reading**

- Teachers or TA's to read with children. Plan to reduce the gap in particular areas.
- Reading test carried out at beginning of daily reading intervention and end of intervention.

### **Phonics Keep up Sessions/catch up programme/rapid catch up programme – Little Wandle Phonics Scheme, delivered by Teacher or TA**

- TA provides extra support outside of daily phonics lesson to enable groups of children to keep pace with programme and to help them to discriminate and produce the sounds of speech that are age related
- Little Wandle Catch Up Programme followed

### **Group Support in English Lessons**

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- Children either remain in class or can be withdrawn to focus on key concepts

### **Group Support in Maths Lessons**

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- Children either remain in class or can be withdrawn to focus on key concepts

### **Support for Spelling- Years 2-6**

- For KS2 pupils that have not reached the expectation of being secure at phase 5 letter and sounds by the end of year 2.
- Five short starter sessions planned to be delivered over a two-week period. (approximately 15 minutes)
- During each half-term, ten sessions should be used for teaching the specific spelling objective and five sessions should be used for the direct teaching of spelling strategies, proofreading, high-frequency words, specific cross-curricular words and personal spelling targets.
- Delivered by a TA with a small group of pupils

### **Circle Time**

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

### **Fine motor/gross motor booster groups**

- Small group work with teacher or TA working on fine motor or gross motor skills usually targets recommended by Occupational Therapist

### **Attention and listening Support**

- Ideal for reception and KS1 pupils with attention and listening difficulties
- TA works with a small group of children
- Activities taken from the book 'Teaching Children To Listen'

### **ENABLE – reading programme Year 2/3**

- 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

### **Speech & Language Intervention**

- 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
- A clear programme is set for individual and delivered by trained a teaching assistant

### **Get Moving**

- It is delivered by TAs, using the sort of equipment and apparatus found in most schools.
- The structure is flexible, with sessions lasting about 20 minutes and being held daily in the morning
- The skills addressed include gross motor skills such as ball skills; balance; jumping; hopping; galloping; skipping; and fine motor skills such as holding and manipulating small objects; eye-hand coordination; using both hands together

### **Precision teaching**

- An intervention specifically focussed on an individual pupil's needs. - Aims to develop a pupil's accuracy and fluency to help them master a skill. It is delivered daily.
- Enables pupils to be involved in the monitoring of their progress.
- Takes place 1:1 for 10 minutes with a Teacher or TA.

### **Fischer Family Trust Reading Programme**

- An intervention specifically focussed on an individual pupil's needs – year 1 non readers in particular
- Designed for TAs working **one-to-one** with a Year 1 child
- Targets children who do not have the skills to access group programmes
- 15-20 minutes **daily** for 10-20 weeks
- A 2-day rolling programme (reading one day, writing the next)
- Delivered by an **experienced** Teaching Assistant who has attended the 3-day training

### **Social Stories**

- Social Stories are a concept devised by Carol Gray in 1991 to improve the social skills of people with autism spectrum disorders (ASD).
- Social stories are used to educate and as praise.
- Social stories model appropriate social interaction by describing a situation with relevant social cues, other's perspectives, and a suggested appropriate response.
- About one half of the time, the stories are used to acknowledge and praise successful completion of an accomplishment.

### **Nurture Facility (The Nest)**

- Nurture groups provide a flexible and preventative resource, which is responsive to the particular needs of the children attending our school.
- Nurture groups provide ongoing assessment and support for children showing signs of emotional, stress and behavioural difficulties with the aim of enabling the child to access the curriculum and participate fully in school life.
- Nurture groups provide a secure and reliable environment where children can learn by re-experiencing nurture from key adults who actively work towards their successful integration into their registered class.
- Nurture groups help children to learn to make correct choices, use their curiosity constructively, improve their self-esteem and develop confidence through close and trusting relationships with key adults.
- Nurture groups work in partnership with class teachers and parents to enable consistency of approach, both at home and at school.

### **Talk Boost**

- Talk Boost *is* a targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes.
- The programme provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten-week intervention.

### **ELSA (Emotional Literacy Support Assistant)**

- An Elsa is an emotional literacy support assistant who works with pupils in school.

- An Elsa helps children recognise, understand and manage emotions to increase success
- An Elsa plans and delivers individual (and small group) support programmes and receives training and supervision from educational psychologists
- Most ELSA programmes will last for 6- 12 weeks, helping the pupil to learn some specific skills or coping strategies.

### **External Services and contact names**

**Learning Support Service-** Specialist Teacher for our school is Alicia Simpson

**Speech and Language Therapy Service-** Contact Service for support- no named therapist

**Physical and Medical Inclusion service-** no named specialist teacher

**Dudley Educational Psychology Service-** Nina Male

**School Health Advisor-** accessed via school health service

**Occupational Therapy-** can be referred via school health advisor

**Physiotherapy Service-** can be referred via school health advisor

**Autism Outreach Service-** Amy Fellows

**Inclusive Pathways-** Lynne Evans/Katie Parkes

**Phase Trust Mentoring-** Peter Barks/Vicky Welch