

## Interventions policy

### Rationale

National Expectations are as follows

- By the end of the Foundation Stage children are expected to have achieved a 'Good Level of Development' across 12 key areas including Reading, Writing and Maths.
- Children who achieved a 'Good Level of Development' at the end of Reception should have achieved a minimum of National Curriculum Level 2B by the end of KS1
- Children who achieved Level 2B at the end of Year 2 should achieve a minimum of National Curriculum level 4B by the end of KS2

We expect a significant number of children to exceed this level of progress and try to achieve this through the provision of good or outstanding teaching.

### Provision

If children are not making the necessary progress or if the teacher notices that there are gaps in his or her understanding, a child will receive extra support. Provision is staged as follows: -

Stage 1: All children to receive high quality teaching

Stage 2: Children receive targeted support from the class teacher

Stage 3: If children still need support they will receive interventions led by trained members of the support staff. The aim of these sessions is to consolidate and practice what has been taught in class. They are in addition to what is taught in class. Interventions are set, monitored and supported by the class teacher. Interventions focus on a variety of subjects, E.g :-

- Times tables
- number bonds
- handwriting
- phonics
- spelling
- Literacy Tracks support for children with poor phonic awareness.

1. Intervention sessions are timetabled to cause minimum disruption. We do not want children to miss out on other curriculum areas. Where possible they take place before the start of day or during assembly time.
2. Parents will be told if their child is in an intervention group. In addition they will be informed of progress made during the course of the intervention.
3. Children's gaps in Learning and the success of Interventions are fed back by teachers to the Inclusion Manager, Deputy Head and Headteacher at termly Progress meetings. Progress meetings form part of the annual appraisal process
4. Class Teachers and the Inclusion Manager are responsible for entering interventions onto the provision map and tracking system. Subject Coordinators monitor the success of interventions.

Stage 4: Children taught as part of a group by a teacher

Stage 5: Advice is sought from external agencies. This will be led by the Inclusion Manager

It should be noted that

- Children who are making expected levels of progress may nevertheless still be put into intervention groups ( Stage 3) to address a particular gap in their learning
- Extra teaching (Stage 5) may be offered to particularly able children to ensure that they have the opportunity to exceed national expectations of progress. E.g. Children who achieved Level 3 in Year 2 may be offered teaching to Level 6 in Year 6

## Interventions in the Foundation Stage

### Nursery

Baseline assessments in the Nursery are carried out on each child within the first half term of their start date. Intervention activities are planned for children below the expected level of development (below 30-50 emerging) in the specific areas that they need extra support. The interventions are for children who come into the nursery a term after they are 3 years old.

Children who have just turned 3 when they start nursery, may be assessed at below 30-50 emerging but will attend the Nursery for 2 years. Therefore interventions will not be planned for these children until their second year unless they are identified as having SEN, or at an early stage in the acquisition of English

### Reception

Intervention groups start once all baseline assessments have been completed. Baseline assessments take place during a child's first two weeks of school. Children who come into Reception below the expected level of development (below 40-60 emerging) are given extra support, mainly in the areas of writing/fine motor control, number/shape and reading/phonics.

## Interventions in Years 1 - 6

Please follow these links for more information about specific interventions

1. **Key Instant Recall Facts:** Twice weekly 15 minute sessions on number facts such as times tables and number bonds
2. **Handwriting:** Twice weekly for fifteen minutes. Children are aiming for a free flowing cursive script by the time they leave primary school
3. **Literacy Tracks** Literacy Tracks is a highly structured and systematic program that has as its starting point, the pupil who has the greatest difficulty in acquiring literacy skills at any key stage. It "tracks" and supports progress in different sub-skills of Literacy namely- *Reading, Writing and Spelling*. Whilst each track can stand alone, when they operate simultaneously, they are a powerful teaching tool. The aim of the specific teaching in Literacy Tracks is to trigger normal developmental processes.  
For further details please go to [www.tracksliteracy.co.uk](http://www.tracksliteracy.co.uk)
4. **Spelling and Phonics ( Years 1 – 4)** We use the national 'Letters and Sounds' scheme.
  - Year 1 teach phonics in 4 ability groups that are set across the year group.
  - Year 2 teach phonics with the whole class every day for 15 minutes. There is an extra intervention 3 times a week for 15 minutes for those that need it.
  - Year 3 consolidate phase 5 and 6 of 'Letters and Sounds' in the first term. Children working below phase 5 and 6 will have phonics intervention until they have caught up
  - In Year 4 a judgement is made as to whether, phonics, spelling or sentence structure and punctuation work is most suitable
5. **Spelling, Sentence Structure and punctuation (Years 5 and 6)** Children work on improving punctuation, spelling, structuring sentences and the organisation of written work through the development of their use of conjunctions, connective phrases and vocabulary. It is taught twice a week for 20 minute sessions and progress is measured via writing samples. Teachers discuss with TAs a 6 week block of sessions to follow.
6. **1:1 Reading.** Some children are selected by teachers to read to a member of the support staff every day
7. **Setting in Mathematics.** Children may be taught in classes that are divided into sets. This is currently the case for the teaching of Maths in Years 4, 5 and 6. In each Year group the classes are taught in three sets rather than two classes. Extra sets are taught by non class based teaching staff.
8. **Speech and Language Therapy** Some children on the SEN register receive Speech and Language therapy from a qualified therapist
9. **Volunteer Reading in Years 1 – 3.** 3 children from each class are heard by a volunteer reader once a week. Volunteers have been trained by our Literacy Coordinator

10. **Social Skills Groups** Some children seem to be socially adept from birth, while others find things harder. Some children make friends easily; others find it harder. Some children have self-control, others have quick tempers. Some are extrovert, others are withdrawn. Our Learning Mentors work with groups of children to explicitly teach social skills so they can develop positive relationships, do better in school, and in general become more resilient. Social skills are best learned with others in a social environment.
11. **Drawing and Talking therapy** Drawing and Talking therapy is a short-term intervention designed to help children with underlying emotional difficulties that may be affecting their learning and behaviour. The core of the method is encouraging the children to draw alongside a person they feel comfortable with. There are regular weekly sessions. The adult asks non-intrusive questions about the child's drawings. Over time, it is hoped that a symbolic resolution is found to old conflicts, old trauma is healed and the child becomes more able to control their behaviour and better able to access the curriculum. For further details please go to [www.drawingandtalking.com](http://www.drawingandtalking.com)
12. **Restorative Approaches:** Restorative Approaches provides a means of making, maintaining and repairing relationships and of fostering a sense of social responsibility and shared accountability. When harm has been caused by inappropriate, sometimes thoughtless or unkind behaviour then all parties need:
- a chance to tell their side of the story and feel heard
  - to understand better how the situation arose
  - to understand how it can be avoided another time
  - to feel understood by the others involved
  - to find a way to move on and feel better about themselves

Restorative Approaches is used once all other avenues of support have been explored and where problems are consistent and prolonged. Meetings are led by our Inclusion Manager