

Supporting
learning
at
Irby Primary
School

Intervention Support

At Irby Primary School we pride ourselves in the range and quality of interventions we deliver to support children throughout our school. Below is a summary of those interventions currently utilised by our skilled team of teaching assistants and teaching staff.

Intervention Programmes are used to assist pupils who need extra support with their learning. The programmes are evidence-based and structured interventions, chosen to deliberately complement and extend class-based teaching and learning.

The sessions are generally brief, regular and sustained, with clear objectives and expectations. Sessions are carefully timetabled to minimise time spent away from main class teaching.

The sessions are led by both teachers and TAs who have been specifically trained to deliver the interventions.

At the start of each intervention, a 'baseline' will be created which demonstrates a child's independent ability in an area of learning on which the intervention will focus. During the time that the intervention is in place, and at the end, the class teacher or SENDCO will monitor the programme and evaluate the impact of the programme on the pupils learning and development. Importantly, once the sessions come to an end, Teachers and TAs both help pupils to make connections between the learning in interventions and the wider curriculum.

Identifying Pupils

Pupils may be identified because they are not making expected progress. This could mean they are achieving below national expectations, or they are working at expectation, but below individual progress targets. This would show on our school monitoring and tracking system. The class teacher may have identified a specific area which needs supporting. Pupils may, or may not, be on the school SEN Register. School staff look carefully at a pupils' difficulties to organise specific, targeted intervention programmes.

At particular times a child may no longer need support, or the child may need further support and move onto another level of intervention. Expert advice from outside agencies may be sought. Parents are always consulted at this level.

At Irby, we firmly believe that early intervention is very important and we work hard to support any child who has a learning difficulty or who needs extra support. Many pupils who take part in our intervention programmes are not on our SEN Register, but are pupils who have a specific area of difficulty. We hope that, by early intervention and positive support, any learning needs can be addressed easily and quickly.

Mathletics

Maths



This intervention supports children who:

- benefit from overlearning;
- need regular repetitive practice to maintain their knowledge;
- have dyscalculic traits;
- are enthusiastic about using a computer to support their learning.

Delivery & Format: 10 minute slots at least 3 times a week, with supervision; support from home

Resources: Mathletics log in details.

Baseline: Arithmetic test

Adults trained to deliver this intervention: N/A

Irby Reading Partners



This intervention supports children who:

- are behind in their reading;
- do not have support at home with their reading;
- would benefit from extra reading to increase fluency, practice phonic skills, etc.

Delivery & Format: As often as possible, 1:1

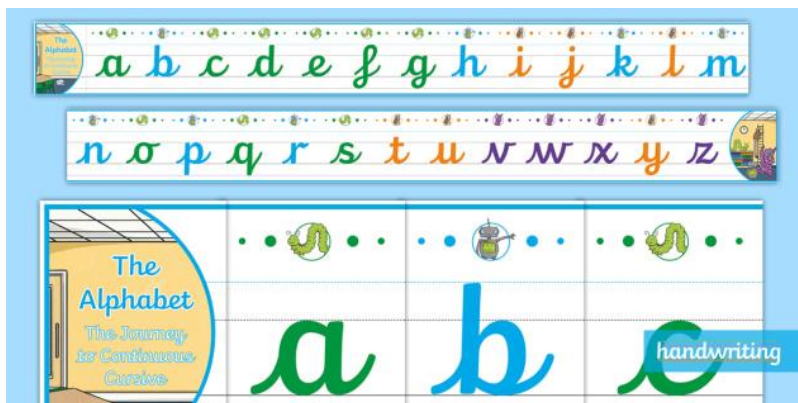
Resources: Reading books, Reading Records

Baseline: Reading Age, Phonic Assessments

Adults trained to deliver this intervention: Teachers, TAs, volunteers.

Handwriting

Writing



This intervention supports children who:

- are in Early Years, KS1 & KS2
- have difficulty forming letters;
- benefit from repeated practice of a skill;
- struggle with attention span.

Delivery & Format: 10 minute slots at least 3 times a week, individually or in small groups; support from home.

Resources: Handwriting scheme & Dysgraphia booklet

Baseline: Handwriting sample

Adults trained to deliver this intervention: All teachers & TAs



This intervention supports children who:

- are in Early Years, KS1 & KS2
- do not consistently use punctuation;
- benefit from repeated practice of a skill;
- need to develop spelling rule knowledge.

Delivery & Format: 15 minute slots at least 3 times a week in small groups.

Resources: Sentence cards, booklets.

Baseline: Writing assessments, spelling ages, Phonic Assessments

Adults trained to deliver this intervention: All teachers & TAs

Lego Therapy



This intervention supports children who:

- demonstrate communication difficulties;
- struggle to focus on a task;
- find it hard to share and turn-take;
- show low resilience and problem-solving abilities;

Delivery & Format: 30 minute slots at least 1 time a week, 1:3

Resources: Lego packs, role cards

Baseline: Initial Lego Master Target sheet

Adults trained to deliver this intervention: TAs



This intervention supports children who:

- have displayed a change in behaviour, possibly related to social and emotional difficulties
- have disengaged from their learning;
- have struggled to process emotions;
- present as unhappy or anxious.
- Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship

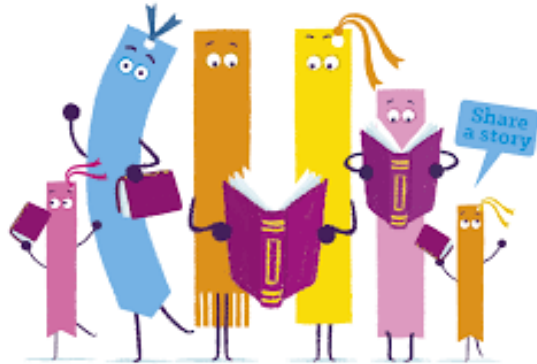
Delivery & Format: Dependent on the nature of each case

Resources: ELSA Resources

Baseline: N/A

Adults trained to deliver this intervention: Mrs Burden - ELSA

Successful Reading Partnership



This intervention supports children who:

- are in Early Years, KS1 & KS2
- lack fluency with their reading;
- need to develop comprehension skills;
- struggle with reading confidence.

Delivery & Format: 15 minute slots at least 3 times a week, individually.

Resources: SRP Paperwork, reading books

Baseline: Reading Age

Adults trained to deliver this intervention: Trained TAs



This intervention supports children who:

- are in Early Years and KS1
- have difficulty with basic maths skills
- have gaps in their maths knowledge
- struggle with the pace of main maths teaching

Delivery & Format: Daily 20 minute sessions for 10 weeks.

Resources: Mission Maths Resource Pack

Baseline: Maths Assessments

Adults trained to deliver this intervention: Trained TAs



This intervention supports children who:

- are in Early Years
- have difficulty with speech and language skills
- benefit from early language intervention
- have identified needs from the screening

Delivery & Format: 10 minute slots at least 3 times a week, individually or in small groups.

Resources: Wellcomm screening and intervention pack

Baseline: Wellcomm Assessment

Adults trained to deliver this intervention: EYFS teachers & TAs

Listening for Sounds

SALT



This intervention supports children who:

- are in Early Years & KS1
- have difficulty with spoken language
- benefit from repeated practice of language skills;
- struggle with hearing sounds in words.

Delivery & Format: 10 minute slots at least 3 times a week, individually or in small groups; support from home.

Resources: Listening for Sounds Programme

Baseline: Wellcomm Assessment

Adults trained to deliver this intervention: All teachers & TAs



This intervention supports children who:

- are in Early Years
- have poor spoken language skills
- benefit from repeated practice of language skills;
- would benefit from targeted early language support.

Delivery & Format: 30 minute slots at least 3 times a week, individuals in small groups & 15 minute 1:1 twice a week.

Resources: NELI resource pack

Baseline: NELI baseline assessment

Adults trained to deliver this intervention: Trained teachers & TAs

Precision Teaching

Multiple

Precision Teaching

This intervention supports children who:

- are in Early Years, KS1 & KS2
- have a specific gap in their knowledge
- benefit from repeated practice of a skill;
- struggle with attention span.

Delivery & Format: 10 minutes daily, 1:1 or in small groups

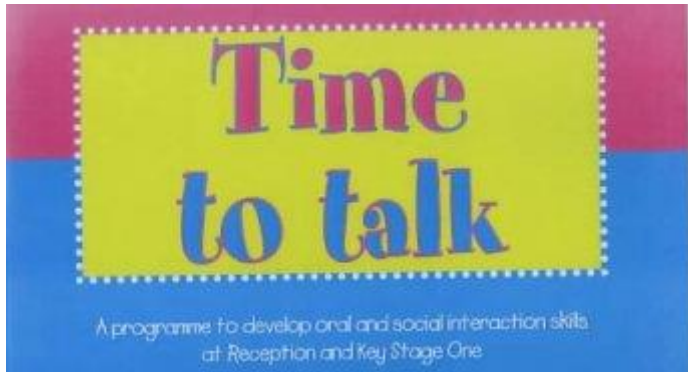
Resources: Precision Teaching grids and resources

Baseline: Various including phonic sound recognition, CEW sight vocabulary, CEW spellings, times tables etc.

Adults trained to deliver this intervention: Trained teachers & TAs

Time to Talk

SEM1



This intervention supports children who:

- are in Early Years & KS1
- have difficulty with social skills
- are having friendship issues;
- struggle with communication skills.

Delivery & Format: 20 minutes weekly in small groups.

Resources: Time to talk intervention guide

Baseline: Class Teacher / TAs observations

Adults trained to deliver this intervention: TAs

Socially Speaking

SEMH



This intervention supports children who:

- are in KS2
- need to increase self esteem
- need to improve listening skills;
- need to develop expressive language abilities.

Delivery & Format: 20 minutes weekly in small groups.

Resources: Socially Speaking intervention guide

Baseline: Class teacher / TAs observation

Adults trained to deliver this intervention: TAs

Letters and Sounds

Phase 1
Phase 2
Phase 3
Phase 4
Phase 5
Phase 6

This intervention supports children who:

- are in Early Years, KS1 & KS2
- have gaps in their phonic knowledge for reading and spelling skills.
- benefit from repeated practice of a skill;

Delivery & Format: 15 minute slots at least 3 times a week, individually or in small groups.

Resources: Letters and Sounds Phase resources

Baseline: Phonic assessments

Adults trained to deliver this intervention: Trained teachers & TAs

Speech & Language Therapy

SALT



This intervention supports children who:

- are in Early Years, KS1 & KS2
- have been assessed by SALT service;
- have been assigned a SALT programme;
- need repeated opportunities to develop SALT skills.

Delivery & Format: Weekly sessions, individually or in small groups.

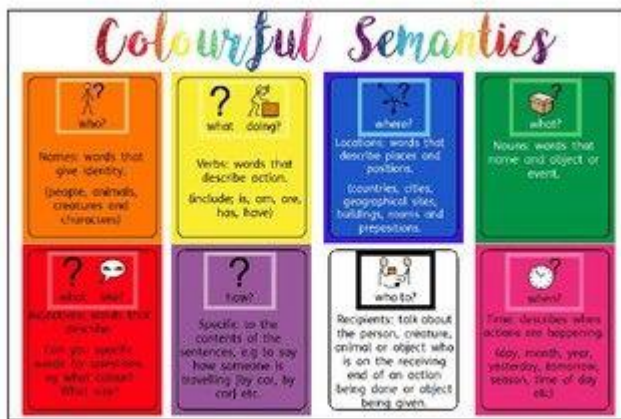
Resources: SALT programmes

Baseline: SALT reports

Adults trained to deliver this intervention: Teachers & TAs

Colourful Semantics

SALT



This intervention supports children who:

- are in Early Years, KS1 & KS2
- have speech, language and communication needs;
- literacy difficulties;
- need to develop vocabulary.

Delivery & Format: Regular sessions individually or in small groups.

Resources: Colourful Semantics resource pack

Baseline: SALT baseline

Adults trained to deliver this intervention: Trained teachers & TAs