Intervention Programmes at Meadowcroft School

An explanation of the
Intervention Programmes
used in our school to support your
child's learning and progress

Identifying pupils

Pupils will be identified because they are not making expected progress. This means they are achieving below national expectations. This would show on our school monitoring during pupil progress meetings and through our data tracking system. We follow a four step cycle of;

~ Assess
~ Plan
~ Do
~ Review

The class teacher may have identified a specific need which needs supporting. Our parents are always kept informed and up to date on their child's progress and will be told if we think their child will benefit from an intervention. If appropriate, an assessment is taken to give an accurate reading and maths age which also gives us an on-entry point.

These assessments are diagnostic and enable the SENCO and class teacher to look carefully at pupils' difficulties and to then organise specific intervention programmes to support the child. The assessments are then repeated at the end of the programme and these results will show the impact of the programme on the pupils learning and the exit point will show how much progress that child has made.

At particular times the 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; but parents are always consulted before we do so.

At Meadowcroft School 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. We hope that, by early intervention and any learning needs can be addressed easily and quickly and the right support can be given to the child.

Pupils with significant needs may require a more structured and intensive programme that is tailored to their specific difficulties. This will be discussed with parents before any plans are made to support that child.

Reading for All

This is a literacy programme aimed at Year 1/2 pupils who are not making the expected progress in reading. It is split into different modules. It can run for up to 16 weeks. It is taught 5 times a week. Reading for All has a strong focus on reinforcing and applying phonic knowledge and skills. It also involves learning to reading books that are not on a reading scheme.

Social Skills Group

This programme focuses on learning about different social situations in different contexts and how to make sense of them. It focuses on emotions and how to cope with difficult feelings, as well as understanding the feelings and perspectives of other people. It also focuses on taking turns, sharing, being a good friend, listening to others and how to behave in different social situations.

It offers a time for the child/ren to talk to a teacher or teaching assistant and gives them an opportunity to discuss things they feel they are struggling with. It is a flexible child-driven programme and usually takes place once or twice a week for 20 minutes.

Fischer Family Trust Wave 3 (FFT Wave 3)

This is an early intervention for children in Year 1 who have difficulties learning to read and write.

The aim with FFT Wave 3 is to accelerate learning so that each child makes enough progress in reading and writing in order to continue to progress through whole class /group teaching. The programme contributes to a layered approach to interventions.

- Designed for TAs working **one-to-one** with a Year 1 child
- 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

Each child's programme is based on the initial assessment. It addresses skills and knowledge at word, sentence and text level. Letter and Word work is always immediately applied to reading or writing continuous text. The aim is for the child to develop a range of independent reading and writing strategies.

Day 1 Reading Day-The child:

1. Re-reads a familiar book (4-5 mins)
2. Carries out 3 fast letter/word work activities (3 mins)
3. Reads a new book following a book introduction (6-8 mins)
4. Reconstructs a cut-up sentence taken from the book (2 mins)
5. Learns a new word from the book (2 mins)

Day 2 Writing Day

The child:

1. Re-reads yesterday's book (4-5 mins) - weekly running record
2. Revises word(s) learnt in the previous sessions (2 mins)
3. Composes and writes a sentence based on a picture or stimulus from the book (8-9 mins)
4. Learns a spelling from the writing (2 mins)
5. Reconstructs a cut-up sentence from the writing (2 mins)

1ˢᵗ Class at Numbers

1ˢᵗClass@Number is an innovative, highly effective mathematics intervention. It is delivered by trained teaching assistants and the SENCO to small groups of children who have fallen behind at mathematics. It helps them to get back on track and catch up with their peers.

Every child has three 30-minute **1ˢᵗClass@Number** lessons per week for 12-15 weeks in a small group, while continuing to take part in their normal class mathematics lessons.

Teaching assistants work from detailed lesson plans, adapting them according to information gained from structured assessments. They help children to think and talk about their mathematics. 1ˢᵗClass@Number has a Post Office theme: children use letters, parcels, postcards and house numbers to support their mathematics and write postcards to tell their class teachers about their achievements.

Listening Skills

Listening is the gateway to understanding and communicating and, therefore, is absolutely critical for language learners of all skills. If children struggle to listen carefully, they will miss out on important instructions both inside and outside of the classroom.

This intervention aims to engage children into fun listening activities that will motivate them to practice more listening and take advantage of all opportunities around them.

Circle of Friends

The 'circle of friends' approach works by providing support and engage in problem solving with the child who has difficulty difficulties in school because of a disability, personal crisis or because of their challenging behaviour towards others. 'Circle of friends' is not the same as 'circle time' but many of the skills and techniques used by teachers in 'circle time' can be used to support the 'circle of friends' process.

The work is done by the peers themselves, not the adults. The adult's role is to meet with the circle and the focus child for around 20-30 minutes weekly to facilitate their problem solving in the early stages. Successful circles will often become largely self-sustaining and provide support for the focus child without the need for regular adult input. The child learns more appropriate social behaviour, which will enables them to get on better with their peers. Obviously this in turn helps them to rebuild a peer group relationship and to continue to work on problems that will lead to more acceptance and inclusion.

Zones of Regulation

The Zones of Regulation is an internationally-renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

We are launching the Zones of Regulation throughout the whole school. We want to teach **all** of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit'.)

Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, and being out of control.

We will be introducing the Zones through discrete teaching lessons and through our PSHE curriculum. We will also be using the Zones language as part of daily school life so all staff will be referring to them, not just their class teacher.

Lego Therapy

Lego therapy is a social development program for autistic children and other children with social communication difficulties. It uses children's love of Lego play, as well as their strengths and interests, to develop communication and social skills.

Playing with LEGO in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the children to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.