

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 may be identified because they are not making expected progress. This could mean they are achieving below national expectations. This would show on our school monitoring and tracking system. We also follow a four step cycle;

- ~ Assess
- ~ Plan
- ~ Do
- ~ Review

The class teacher may have identified a specific need which needs supporting. Pupils may, or may not be on the SEND Register. 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, a test is taken to give an accurate reading and maths age which also gives us an on-entry point.

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

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; we always consult the parents before doing 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 positive support, 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.



Early Literacy Support (ELS)

This is a literacy programme aimed at Year 1 pupils who are not making the expected progress in literacy. It is split into 5 different modules. It can run for up to 16 weeks. It is taught 4 times a week for half an hour. It is taught in a small groups usually of up to 5 children.

ELS has a strong focus on reinforcing and applying phonic knowledge and skills. It also involves speaking and listening activities, guided reading and writing.



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 to talk to a teacher or teaching assistant and gives them an opportunity for 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)

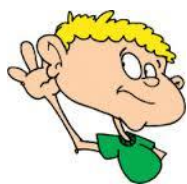


1st Class at Numbers

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 interactions 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.