Hobbayne Primary School
Intervention Policy

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1 STATEMENT OF INTENT

All children, irrespective of disability, race, gender, religion, culture or economic disadvantage, have an entitlement to effective learning experiences, which will enable them to achieve their maximum potential.

Our aims are:
- For Quality First teaching to ensure that children's needs are met in class in the majority of cases.
- To work towards every child fulfilling their intellectual, social and emotional potential, within a positive and caring environment, in order to promote each child's self image and sense of worth.
- To raise the attainment and achievement of all pupils and establish a climate of high expectation.
- To provide a curriculum that accommodates and enhances each child's potential for learning.
- To support and encourage children by providing, as far as possible, educational programmes suited to their individual needs and abilities.
- Providing a stimulating classroom environment where pupils will be motivated to learn.
- Formally assessing and monitoring pupils' progress so that difficulties at an early stage and plans for intervention can be put in place.

2 IDENTIFICATION OF NEEDS

The whole school approach to the identification of children who need to follow an intervention can be summarised as follows:

- When parents/carers or class teachers feel that there is concern about an individual child, Hobbayne's initial response is to provide differentiation within the classroom. The child's progress is then monitored regularly by the class teacher. The class teacher may use teaching assistants ("TAs") and/or parents/carers to assist in class. All children receive Quality First teaching.
- If progress is slow in relation to the child's ability and age-related expectations, class teachers may then use Wave 2 interventions (i.e. ELS, FLS, ALS, Springboard and One-to-One) to assist the child's learning. Should it be considered that the child is not making sufficient progress, the school moves to Wave 3 interventions on the graduated response as set out in the SEN Code of Practice. The SENCO is informed and the child's name is placed on the Special Needs register.
- Staff meet together in phase teams or year groups to hold half-termly Pupil Progress Reviews to monitor and moderate progress. Staff discuss possible interventions and communicate the results of the discussions to The Head, Deputy and SENCO.
- The Head, Deputy and SENCO then hold Red Flag Meetings to discuss how best to support children further.
- The Individual progress of pupils with SEN is also monitored through termly IEP meetings for children following Wave 3 interventions.

Strategies for identification include:
- standardised tests (reading tests, spelling tests, optional SATs, termly Numeracy assessments);
- observation within the classroom;
- expectations of behaviour;
- parental concerns;
- teacher assessment using the Kirklees Criterion Scale
- Pupil Progress Reviews
- Target Setting Reviews
- Red Flag Meetings.
- SENPlan meetings
3 INTERVENTIONS

3.1 1 to 1
The criteria for selection of pupils for 1:1 is:
   - Children who entered the key stage (2) below age-related expectations, that is at L2C or L1.
   - Pupils who are falling behind as identified on our database i.e. one or more sub-levels in Literacy and/or Mathematics in Years 3, 4, 5 or 6.
   - Looked After Children

Those who might benefit:
   - Pupils who have been taught a skill but failed to secure it
   - Pupils who have difficulty grasping a concept and transferring it into practice
   - Pupils whose learning has been hampered by a previous misconception
   - Pupils with a lack of experience
   - Those new to English, those with a limited vocabulary or who have not had much opportunity to participate in sustained talk or reading.

In discussion with the SENCO and class teachers with the school database, a list of the most appropriate children is drawn up. Should more pupils be identified than the number of places available, priority will be given to children to Children in Care and those having Free School Meals.

Assessment and Monitoring of 1 to 1
   - Children are identified through the Target-Setting process and Pupil Progress Review process. These provide the level they are working at in Reading and Writing. At the end of the programme the children will do a piece of writing that is levelled using the Kirklees Criterion Scale, which will then be used to assess progress made.
   - Pupil, parent and tutor surveys are used to provide qualitative feedback on the programme.
   - Scrutiny of pupils’ work will also provide evidence of progress made.
   - 1 to 1 Tutors are observed for quality assurance purposes.

3.2 Wave 3 Interventions

3.2.i Time to Talk Programme (Reception)
   - At the end of the Summer Term pupils at Hobbayne Nursery who are giving cause for concern are assessed using the Time To Talk Programme Assessment in order to identify pupils who would benefit from the intervention. Pupils new to the school are assessed after they have settled in to Reception if there are concerns about speaking and listening and/or social skills.
   - The assessment is repeated at the end of the intervention to monitor progress and the effectiveness of the intervention.

3.2.ii 5-Minute Box (from Y1)
   - At the end of Reception pupils are assessed on phoneme-grapheme correspondence. This information combined with information form the EYFS document determines whether a child follows the 5-minute box intervention.
   - This takes place daily for 4 days and lasts for 5 minutes per day. A sound check is repeated before the programme is started and again at intervals to monitor progress. The pupils are also assessed on reading and spelling the words form the NLS Reception Word List. Pupils from higher up the school are identified through strategies listed above.

3.2.iii Read Write Inc/ Ruth Miskin
   - This intervention is used as a fresh start for children for whom the Jolly Phonics in Reception/Y1 and 5-minute box have not proved successful in Years 1/2.
   - Children who are struggling with sound blending are identified through IEP Progress reviews.
   - Assessment is done through teacher assessment of NC levels, sound checks, reading test, spelling tests and progress through the scheme.

3.2.iv Catch Up
Pupils on the SEN list in Year 2 and above are identified with reading ages of 6 months or more below their chronological age through reading tests. The *Catch Up* assessment, including a skills analysis, is completed to determine level of entry to the programme.

- If the child is not ready for the programme they will do the 5 minute box work to teach necessary skills and word recognition to prepare them for the programme in future.
- Assessment and Monitoring of the *Catch Up* assessment is completed along with a reading test at the end of the year. The HLTA keeps a record of assessment results and progress made.

### 3.2.v  Rapid Writing
- Children are identified through the target setting process. Those working 2 sub-levels below age expected levels are put into a writing focus group to follow the Programme.
- Assessment and Monitoring of children’s progress and attainment is achieved by work being levelled against the Kirklees criterion scale. A termly record is kept of progress in the target-setting document.

### 3.2.vi  S&L Therapy Programmes
- Children with speech difficulties can be identified by class teachers, parents, The Educational Psychologist or medical professionals. They can be referred for an assessment by the SENCo, GP, Health visitor or the child’s parent can attend a drop in centre.
- Assessment and Monitoring is done through LSAs keeping a record of work done and progress towards the targets set. Progress is reviewed by the speech therapist.

### 3.2.vii  Occupational Therapy Programmes
- Children with motor difficulties can be identified by class teachers, parents, the Educational Psychologist or medical professionals.
- Referrals to the Occupational Therapy service are made by the GP or through the Child Development Team. The Occupational Therapist devises the individualised programme which is implemented by LSAs and parents.
- Assessment and Monitoring of progress is reviewed by the Occupational Therapist

### 3.2.viii  Handwriting Programmes
- Children are identified by class teachers when they mark class work and observe children writing.
- Children are considered who do any of the following: form letters incorrectly, write more slowly than their peers, mix up lower and upper case letters, struggle to place their letters on the line with clear ascenders and/or descenders, fail to leave gaps between words or struggle to join their writing.

### 3.2.ix  Dance Write
- This is a motor skills intervention designed to support early writing. Children are identified either by the Occupational Therapist or the class teacher for inclusion on the intervention.
- Children demonstrate difficulties with fine and or gross motor skills in FS2 or KS1.
- Assessment and monitoring is achieved through OT review or improvement in letter formation as observed by class teacher.

### 3.2.x  Spelling Made Easy
- The class teacher marks literacy work and spelling tests. If the children are identified with spelling difficulties they may be included in a spelling group.
- Children are assessed at the beginning of the programme to ascertain the correct entry point to the scheme.
- Assessment and monitoring can be achieved through formal spelling tests before IEP review, on spelling patterns covered in previous lessons before moving on to the next level of the programme, and on completing the intervention.

### 3.2.xi  Social Skills/Anger Management Groups
- Inclusion in a social skills group can be recommended by the Educational Psychologist, Primary Behaviour Team, or agreed between class teacher and Head or Deputy or Inclusion Manager and parent. They will decide based on behaviours observed in school and recorded either in the action book, the behaviour file or the vulnerable children’s incident file.
- Assessment and monitoring is achieved through reduction in number of incidents kept on file and by playground/classroom observation.

### 3.2.xii  Wave 3 Numeracy Years 2-6
Children noted as not achieving the expected level for their age in numeracy are put forward for Wave 3. They are tested to see where the gaps are in their learning, and then placed on the wave 3 programme.

Children can also be added to the lists as decided in IEP review meetings.

The Numeracy Coordinator keeps a spreadsheet monitoring the children’s progress using both interventions across the three terms with a colour coding system.

3.3  Wave 2 Interventions

3.3.i  Springboard Numeracy Year 5

- Children are discussed with class teachers at Pupil Progress Review meetings to identify those who are slightly lacking confidence and slightly below age related expectations. They are then put forward for Springboard.
- As there are limited spaces, teachers are expected to make a professional decision regarding which children would gain the most from the experience.
- The Numeracy Coordinator keeps a spreadsheet monitoring children’s progress across the three terms with a colour coding system.

3.3.ii  Further Literacy Support (FLS)

- Pupils in Year 5 are selected for FLS according to their current writing level as assessed by the class teacher.
- At the end of the academic year, Year 5 pupils should generally be writing at a level 3a or 4c. The FLS intervention is targeted at those pupils who are underachieving by the end of Autumn 2, and is designed to bring these children up to their expected target level for this time of year to give them the best possible chance of attaining the 3a / 4c by the end of the year. Thus, children writing at a 3c at this stage will need the additional support FLS provides.
- Children writing at a 2a at this stage may be included in the intervention at the teacher’s discretion, but would normally be considered for other interventions if considered to have special educational needs (SEN).
- Normally, and due to financial and human resource factors, six pupils from each of the year 5 classes are selected for FLS.

3.3.iii  Additional Literacy Support (ALS)

- Pupils in Years 3 and 4 are selected for ALS based on a reading and spelling screen drawn up from the ALS intervention. There are three stages to the screening. If a child can read and spell the target words at stage 1 then they have no need of ALS. Those not able to do this will try the stage 2 selection, and if they can read and spell most of these words they will begin ALS at Module 2. Those not able to read and spell most of the words at stage 2 will try the stage 3 selection, and if they can read and spell most of these words then they will begin ALS at Module 1.
- Any children not able to read and spell the stage 3 selection would normally be considered for another intervention programme.

3.3.iv  Early Literacy Support (ELS)

- Pupils in Year 1 are selected for ELS according to their current reading and writing level as assessed by the class teacher.
- As with FLS above, these would not normally be children with SEN but will be underachieving, thus requiring the boost that ELS will give them. Hence, teacher assessment is used to select children performing at the P8 level to put them on this programme.
- Normally, and due to financial and human resource factors, six pupils from each of the Year 1 classes are selected for ELS.

3.3.v  Every Child A Reader (ECAr)

- This programme has been adopted by Hobbayne to begin in the academic year starting in September 2010. It is targeted at pupils in Year 1 whose current progress would lead to them not reaching the age-related expectation in Reading by the end of KS1 (ie L2B). It consists of a ten-week structured programme of one-hour on-to-one interventions. Between 12-15 pupils per year will benefit. The programme will be run by a dedicated ECAr tutor appointed by the school, who will receive training in the first year enabling
them to offer expertise and advice across the school in relation to early reading development in subsequent years.

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