

Supporting learning at Five Islands Academy



Intervention Support

Specific 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 (less than 30 minutes), regular and sustained, with clear objectives and expectations. Sessions are carefully timetabled to minimise time spent away from general class teaching.

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 SENCO will monitor the programme and evaluate its impact.

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.

The class teacher may have identified a specific need which needs supporting. Pupils may, or may not, be on the school SEN Register.

If appropriate, a test is taken to give an accurate reading, maths and spelling age. These tests are diagnostic and enable school staff to look carefully at pupils' difficulties and to organise specific intervention programmes. The tests are repeated at the end of the programme and the results help to show the impact of the programme on the pupils learning and development.

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 Five Islands Academy, 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.

Cognition and Learning: Literacy:

Units of Sound:

Units of Sound is a versatile, online literacy tool which helps you support an individual or groups of students very easily

This intervention supports children who:

- Have been identified as at risk of dyslexia
- Are behind in their reading
- Have difficulty with spelling

Delivery and format:

This will depend on the individual student's needs, year group and timetabling.

Primary: 20-minute sessions a few times a week. To work with a group of five or six students.

Secondary: 30-minute sessions a few times a week, Group sizes may depend on the level and needs of the students.

Resources:

Units of Sound Log In

Baseline:

Literacy levels or DST screening

Adults:

Clare Robson

Reading Partners:

This is a scheme where volunteers come and read with children on a 1:1 basis during the afternoons in Primary

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:

30-minute slots at least 1 time a week, 1:1

Resources:

Reading books, file with marking sheets

Baseline:

Teacher identification

Adults:

Parent/Carer volunteers

Read Write Inc Phonics:

Read Write Inc Phonics is a complete literacy programme, for 4 to 7-year-olds learning to read and write and for 7 and 8 year-olds needing to catch up quickly.

This intervention supports children who:

- struggle with basic literacy;
- benefit from repeated practice of a skill;
- benefit from skills being directly modelled to them;
- have gaps in their phonic knowledge.

Delivery & Format:

30-minute daily slots, in small groups or individually.

Resources:

Story books
Red and Green sound cards
Workbooks

Baseline:

Phonics Assessment

Adults:

Claire Sandford, Anna Ward, Sam Grossett, Jo Hathway,

Read Write Inc Freshstart:

Read Write Inc. Fresh Start rescues older readers aged 9 and above who are below expected standards in reading and writing.

This intervention supports children who:

- struggle with basic literacy;
- benefit from repeated practice of a skill;
- benefit from skills being directly modelled to them;
- have gaps in their phonic knowledge.

Delivery & Format:

30-minute slots, in small groups or individually.

Resources:

Story books
Red and Green sound cards
Workbooks

Baseline:

Phonics Assessment

Adults:

Claire Sandford, Anna Ward, Sara Symons, Clare Robson

Accelerated reader

A reading scheme that supports and assesses students reading using the Zone of Proximal Development to ensure the books that the child reads and quizzes is at the appropriate level.

This intervention supports children who:

- struggles with poor reading skills;
- benefit from repeated practice of a skill;
- benefit from developing comprehension skills

Delivery & Format:

15-minute slots three times a week

Resources:

Reading books
Quizzes

Baseline:

STAR reading test

Adults:

Clare Robson, Rachel Lewin, all primary teachers and TA's and base leaders

Handwriting intervention:

A programme to improve students handwriting skills

This intervention supports children who:

- have difficulties with special organisation;
- may produce erratically sized letters;
- experience some spelling difficulties;
- demonstrate dyspraxic tendencies.

Delivery & Format:

15 minute slots at least 3 times a week, small groups or individually

Resources:

Activity books

Baseline:

Handwriting sample

Adults:

Class Teachers and support staff

Numeracy:

Numicon:

Is a Maths intervention programme that supports building confidence and understanding towards mathematical problems.

This intervention supports children who:

- would benefit from discussing their mathematical thinking;
- benefit from seeing maths concretely;
- have a low concept of number, place value, etc;
- have significant basic knowledge gaps, e.g. counting forwards and backwards.

Delivery & Format:

10-minute slots at least 3 times a week, individually or small groups;

Resources:

Numicon tiles.

Baseline:

Teacher assessment

Adults:

Teachers and support staff

Hegarty Maths:

Is a maths app which is tailored by the class teacher to reinforce mathematical methods and workings for secondary students.

This intervention supports children who:

- would benefit from discussing their mathematical thinking;
- benefit from seeing maths methods of workings and trailing questions
- have basic knowledge gaps.

Delivery & Format:

10-minute slots at least 3 times a week, individually or small groups;

Resources:

Log in to app

Baseline:

Set by teacher

Adults:

Secondary Maths teachers and support staff

Plus 1 / Power of 2:

Plus 1 is the introductory book of the series allowing anyone to make progress with their maths. The book is a coaching manual which teaches all the building blocks of numbers, and begins to develop skills with mental calculations.

Power of 2 enables anyone to make progress with their maths. The book is a coaching manual which teaches all the mental maths required by the new Mathematics Curriculum.

This intervention supports children who:

- are making low progress in maths due to difficulty recalling basic facts;
- are struggling to learn new concepts because of more fundamental misunderstandings or lack of knowledge;
- benefit from repeated rehearsal of number facts;
- have dyscalculic or dyslexic traits.

Delivery & Format:

10-15-minute slots at least three times a week, 1:1;

Resources: One book for each child

Baseline:

Arithmetic test

Adults:

Teachers and support staff

Primary Maths Computer Programme:

Is a maths app which is tailored by the class teacher to reinforce mathematical methods and workings for Primary students.

This intervention supports children who:

- would benefit from discussing their mathematical thinking;
- benefit from seeing maths methods of workings and trailing questions
- have basic knowledge gaps.

Delivery & Format:

10-minute slots at least 3 times a week, individually or small groups;

Resources:

Log in to app

Baseline:

Set by teacher

Adults:

Primary Maths teachers and support staff

Communication and Interaction:

Speech and Language Therapist Exercises:

This is a programme that has been put together by the Speech and Language therapist for specific students.

This intervention supports children who:

- have Speech and Language needs
- Struggles with comprehension of vocabulary
- Have gaps in the speech and language development

Delivery & Format:

As recommended by the professional

Resources:

Resources recommended by professional

Baseline:

Set by SALT

Adults:

Teachers and Support staff

Communication support:

A person to support the communication needs of students who struggle to express their views and feelings.

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;
- May have a diagnosis of ASD

Delivery & Format:

Dependent on the nature of each case

Resources:

Compiled by need

Baseline:

Referral from staff members or students themselves

Adults:

Rosie Tocknell

Physical and Sensory:

Occupational Therapist Exercises:

This is a programme that has been put together by the Occupational therapist for specific students.

This intervention supports children who:

- Has sensory processing difficulties
- Struggles to self-regulate themselves
- Has difficulty concentrating in class

Delivery & Format:

As recommended by the professional

Resources:

Resources recommended by professional

Baseline:

Set by the OT

Adults:

Teachers and Support staff

Fun Fit:

This is a programme to support students co-ordination skills.

This intervention supports children who:

- Has sensory processing difficulties
- Struggles to self-regulate themselves
- Has difficulty concentrating in class
- Has poor co-ordination skills
- Has poor gross motor skills
- Has poor fine motor skills

Delivery & Format:

15 minutes in the morning on set days

Resources:

PE gym equipment

Baseline:

Teacher recommendation

Adults:

Adam May and Sarah Jenkins

Social, Emotional Mental Health:

Thrive:

The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip you to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.

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.

Delivery & Format:

Dependent on the nature of each case

Resources:

Thrive set resources

Baseline:

Thrive assessment

Adults:

Sarah Shave and Rudi Plummer

Family Support Worker:

A central person employed by the school to support the emotional needs of the students at Five Islands

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.

Delivery & Format:

Dependent on the nature of each case

Resources:

Compiled by need

Baseline:

Thrive assessment, referral from staff members or students themselves

Adults:

Rudi Plummer