

Interventions Booklet

“Aiming high to achieve
success!”

Abbott Community Primary School



Why might a child need additional support?

Any child may have additional educational needs at some point during his/her school time in school.

At Abbott, all teachers seek to identify pupils making "less than expected progress"

This is monitored half-termly through pupil progress tracking meetings as well as through day-to-day assessment and feedback in-line with the school's Marking and Feedback Policy.

'Less than expected progress' is defined as:

- Progress that is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

To support pupils identified as needing additional support, the school follows the SEND Code of Practice 2014's definition of 'special educational need':

"Education or training provision that is additional to or different from that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or college."

Four categories of need:

- **Communication and interaction**
- **Cognition and learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or physical**

At Abbott, we have a range of interventions that are put in place to support any pupils who need additional support. Using the 'Plan, Do, Assess, Review' model, we identify each child's specific needs and place them on the class Provision Map for the following half term.

Types of Intervention

Communication & Interaction [CI]

Social & Communication Nurture Groups [small group]

Small groups of identified children who work with experienced, trained teaching assistants. Activities involve: team building, talk partners, Kagan structures, partner work, collaborative tasks

Speech & Language [1:1]

Children who have been assessed by a Speech & Language Therapist [externally or internally] receive 1-1 time to develop speech and language skills. Sessions will use materials and resources provided and suggested by the speech and language therapist and are usually delivered by the class teaching assistant.

Early Language Group [small group]

Children in the Early Years Foundation Stage may be identified for Early Language Group. This is a social language group that provides the opportunity for young children to build their language skills and begin to understand social language.

Boxall Profile Nurture Group Activities [1:1/small group]

Children may be assessed using the Boxall Profile. This may identify areas of need that can be addressed through nurture group sessions focusing on communication and interaction with others through collaborative play, games and activities.

Narrative Therapy [small group]

These sessions for Reception are designed to: improve understanding of language; to improve expressive language; to improve attention and listening skills.

Cognition & Learning [CL]

Literacy Interventions

The Hornet Literacy Primer [1:1]

This book focuses on phonics and structure. It is a manual for teaching the basic rules and structures of English reading and spelling. This book is used before The Word Wasp but it starts at a lower and slower level. Auditory discrimination plays a key role in the early exercises.

Word Wasp [1:1]

'Wasp' represents: **W**ord **A**rticulation, **S**pelling and **P**ronunciation. These three elements are manipulated by the Word Wasp to teach students, from the age of seven upwards, the necessary rules, structures and skills to communicate (read, write, spell and speak) the English Language. Children learning English as an additional language may also benefit from this intervention.

Toe-by-Toe [1:1]

Toe By Toe is a small red book designed for anyone who finds reading difficult. Using phonics, children learn the sound of each new phoneme using 'polynons' (nonsense words). They then apply this new knowledge to read more challenging words.

1:1 Phonics – Read, Write, Inc. [1:1]

All children in Early Years and Key Stage 1 receive daily 55 minute Phonics sessions. Children in Year 3 who need to continue the programme do so until Christmas. After this time, if children still need extra support with their phonics to help with reading and writing, they do so through 1:1 sessions with a trained Teaching Assistant.

Five Minute Box [1:1]

The Five Minute Box is a multi-sensory phonics programme which provides extra time for children who need to consolidate basic skills, managed by a Teaching Assistant for a few minutes each day.

Precision Teaching [1:1]

Precision teaching is a teaching method used to accelerate progress particularly in word reading and spelling skills. It can also be used to increase children's proficiency in number facts.

Active Phonics [small group]

Delivered in the Early Years Foundation Stage, 'Active Phonics' allows systematic synthetic phonics to be taught in a fun and engaging way.

cognition & learning continued...

Fischer Family Trust

Fischer Family Trust Wave 3 (FFT Wave 3) is an early intervention for children in Year 1 who require additional support with reading and writing. Children will work one-to-one with an experienced, trained teaching assistant (TA). This will be for 15-20 minutes daily for 10-20 weeks.

Lexia Core 5 Reading [independent time on a laptop]

Lexia Reading Core5 provides personalised learning for primary students of all ages and abilities. It greatly assists the mastering of essential reading skills. Pupils work independently in a structured, sequential manner as the software monitors individual performance and adapts automatically where needed. Feedback is provided to teachers with easy-to-interpret, data-driven action plans tailored to group or individual need. In addition, progress can be evidenced for accountability purposes.

Maths Interventions

Plus 1 [1:1]

This book covers basic number work, such as counting forwards and backwards with numbers up to 10, adding and subtracting numbers up to 10, and introducing doubling and halving.

Power of 2 [1:1]

Power of 2 follows on from Plus 1 and begins with teaching number bonds to 10, and then moves on to introducing doubling, halving, addition and subtraction, rounding numbers, multiplying and dividing. It then introduces fractions and looks at worded problems and time. It covers all the aspects of mental maths needed for the new Mathematics Curriculum.

Number Box [1:1]

The Number Box is a multi-sensory teaching programme and maths resource. It was designed for those children who need extra help with sequential skills, organisation and spatial operations in maths.

Wave 3 Maths [small group]

The Wave 3 intervention is mainly for Key Stage 2 children. The programme provides focused teaching activities which tackle fundamental errors and misconceptions. It focuses on the most common types of mathematical difficulties with number and calculation.

Social, Emotional and Mental Health [SEMH]

Social & Communication Nurture Groups

Small groups of identified children who work with experienced, trained Teaching Assistants. Activities involve: team building, talk partners, Kagan structures, partner work, collaborative tasks.

Boxall Profile Nurture Group Activities

Children may be assessed using the Boxall Profile. This may identify areas of need that can be addressed through nurture group sessions focusing on communication and interaction with others through collaborative play, games and activities.

Emotional Literacy [1:1]

Emotional Literacy involves having self-awareness and recognition of one's own feelings and knowing how to manage them. Children who find it difficult to stay calm when they feel angry or need support identifying what causes them to feel angry or upset can benefit from these 1:1 nurture sessions.

Emotional Therapy [1:1]

Using resources such as those from the SEALs [Social and Emotional Aspects of learning] programme for schools these sessions help children who need support in identifying barriers to learning through developing emotional well-being. Children who show signs of anxiety or social and emotional concerns may be identified for 1:1 nurture time.

Chill Zone [small group]

This intervention takes place at playtimes and lunchtimes. The Chill Zone is a safe, quiet place for children to go to if they are unable to play outside due to their social, emotional or behavioural needs. Activities are planned for each day involving collaborative play, creativity and computing. A member of staff is based in the Chill Zone at playtime and lunchtime to support the children who access this provision.

Sensory and/or Physical

Arousal Levels [1:1]

Children who need support identifying their sensory needs may access an 'Arousal levels' chart where they can indicate how they are feeling to a member of staff before they experience sensory overload.

Brain Breaks [Sensory Circuits]

Children identified as having sensory needs benefit from regular 'brain breaks' to maximise their learning. These may be timetabled on an individual timetable, or identified by support staff working with the identified child.

Positive Behaviour Plans [individual]

Some children respond best when there is a script to follow when their behaviour escalates. All staff working with the identified child will be aware of the vocabulary and strategies to use when a child needs help managing their behaviour.

Questions you may want to ask...



How are the teachers and teaching assistants in school helped to deliver interventions and what training do they have?

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class / school e.g. Autism Awareness, Speech and Language, Behaviour.
- All staff have a secure understanding of SEND and are supported by the SENDCo and Senior Leadership Team. Regular staff training ensures that all teachers are up to date with current reforms and interventions to continue to ensure all children make good progress in all subjects.
- We also have a range of skilled teaching assistants who are trained in supporting children with: Speech and Language difficulties; Autistic Spectrum Disorders; English as an Additional Language; Specific Learning Difficulties and Social, Emotional and Mental Health Difficulties.

- Staff throughout the school are trained in synthetic phonics to develop the teaching of reading and spelling. There are a number of interventions
- We have regular visits from a specialised Specific Learning Difficulties (SPLD) teacher who works with identified children and provides us with strategies to use back in the classroom and as interventions on a 1:1 basis. We also have Outreach Services from children's counsellors and behaviour specialists, who work on a 1:1 basis or with small groups of children.
- CPD training is offered regularly through INSET, Outreach Services, Local Authority Courses and various private companies based on:
 - Safeguarding
 - Quality first teaching; ensuring specific groups are targeted
 - Ongoing assessment
 - New Curriculum
 - Effective use of the TA
 - Intervention programmes
 - ADHD/ASD training
 - Asthma training
 - Epilepsy training
 - Dyslexia/Dyscalculia training
 - Positive behaviour implementation

How will I know if an intervention has been effective?

- All interventions are mapped each half term on class **Provision Maps**.
- Class teachers and the SENDCo review these in half-termly Pupil Progress Review meetings, following pupil assessments, with the Senior Leadership Team [SLT].
- Where interventions have been successful, class teachers will decide whether an intervention needs to continue, whether something else needs to be put in place as a next step, or whether there is no longer a need for an intervention.
- If an intervention has not been successful [this can be for a number of reasons], the class teacher will decide whether the intervention should continue or whether an alternative needs to be arranged.
- The SENDCo will ensure that pupils have time to complete interventions and that they are only absent from afternoon sessions for the relevant amount of time.

- Class teachers will keep parents and carers informed through informal discussions in the mornings/home time or at termly parent meetings.

Useful Information

Head teacher:

[Miss P. Wilson](#)

Deputy Head teacher:

[Miss K. Stokes \[Teaching & Learning\]](#)

SENDCo:

[Mrs A. Pugh](#)

SEND Governor:

[Mrs J. Davies](#)

School email: admin@abbott.manchester.sch.uk

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[Manchester Local Offer](#)