

# MEATH GREEN JUNIOR SCHOOL



## POLICY FOR INTERVENTIONS

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<b>Governor Committee Responsible:</b>	<b>Learning &amp; Standards</b>
<b>Governor Signature</b>	
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<b>Review Period:</b>	<b>Annual</b>
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## Context

One of the aims of the school is to provide an inclusive curriculum and environment. In an educationally inclusive school the achievements, attitudes and well being of every young person matter. This does not mean all children learn in the same way; rather it involves taking account of the child's varied life experiences and needs and providing for them. This may be through specific interventions when more is required than quality first teaching.

## We are registered as a Dyslexia friendly school (updated May 2023)

The award is issued to schools or organisations that can demonstrate they provide high quality education and/or practice for dyslexic individuals. Obtaining the Quality Mark provides a framework for schools to improve their understanding of dyslexia and literacy difficulties and to develop strategies that support the achievement and engagement of dyslexic learners.

Becoming a dyslexia friendly school requires the involvement and engagement of all of those within the school, and a review of the schools' approaches to teaching and learning; monitoring and assessment; differentiation; and high-quality practice across the range of ability and need. This impacts all areas of our Interventions policy. New members of staff will receive dyslexia awareness training as part of the induction program. **Please refer to our Dyslexia Friendly policy for further information.**

## Why is Intervention so Important?

- To minimize and challenge any barriers to learning and participation.
- To ensure every child has an entitlement to develop to their full potential.
- To enhance a child's achievements and recognise their individuality.
- To provide appropriate teaching, which encourages learning and which is challenging and enjoyable.
- To help all children to develop their personalities, skills, abilities and to experience success and achievement.
- To remove any barrier that excludes a child from any opportunity to reach their full potential.

## Practice

To ensure there is a coherent picture of intervention, the needs of the children are assessed taking account of:

- comparative national and school data on attainment and progress, which may highlight particular underachieving groups or needs in specific year groups or curricular areas.
- information from Target Tracker on individual children's attainment, including information from Special Educational Needs and Disabilities (SEND) or English as Additional Language (EAL) assessments.
- individual support requirements specified in outside agency reports.

The "needs assessment" informs the strategy for intervention provision across the school.

## Identification

A range of assessment data is used to identify and target those who with additional support will make the required progress. This data will include National Curriculum assessments and

qualitative information about the children. The children are involved so they understand the purpose and intended outcomes of the intervention.

### **Funding**

A range of funding is used to support the children not making expected progress. Pupil Premium has provided additional funding.

### **Involving Parents**

In some cases permission from the parent is required before the intervention is begun. In all cases parents should be informed of the planned intervention.

### **Intervention Strategies**

A range of intervention strategies are in place to meet the needs of the children at Meath Green Junior School.

An understanding and analysis of individual cohorts enable the school to identify the specific interventions appropriate to the needs of individuals and groups within the cohort.

Interventions support learning in Mathematics, Reading and Writing and also address barriers to learning such as friendship groups and emotional support. These groups may be led by teachers, teaching assistants or outside professionals but in all cases they will have received training in the programme.

The table shows the intervention strategies available:

<b>Name of intervention</b>	<b>Focus</b>	<b>Criteria for inclusion</b>	<b>Time span</b>	<b>Group size</b>
IMPACT (Literacy and Maths)	To fill gaps in knowledge (Literacy and Maths)	Following class assessments (i.e. PiXL), children who have gaps in their knowledge.	Termly	Groups of 6 to 8
Fresh Start - phonic intervention	To improve reading progress – decoding	Children lacking confidence or with a reading age below their chronological age.	Termly but can be ongoing	1 to 1 1 to 2
Rapid Reading	To improve reading progress – phonics, reading fluency and some comprehension skills.	Minimum reading age of 5.6 yrs up to 9 yrs. For children who have made minimal or no progress over 6 months.	10 weeks	1 to 1 1 to 2 1 to 3
First Class @ Writing	To improve writing progress	For children who are working at below age expectations within their year group. From age 7 yrs to 11 yrs.	10 weeks	Maximum 6
Nessy Reading and Spelling Programme	Online reading and spelling programme – memory strategies, phonic rules and motivating games	Nessy has a dyslexia screener – for children assessed at a moderate or high risk of dyslexia.	Termly but can be revisited.	1 to 1
Toe by Toe	Reading and phonic	Children with difficulties in	On-going	1 to 1

	support – decoding, blending and reading fluently.	reading, phonics and spelling.		
Five Minute Box 1	Phonics	Children working at Phonic Phase 4 and below	On-going	1 to 1
Five minute Box 2	Phonics	Following on from Box 1, Phone Phase 5, 6 and up to 300 High Frequency words	On-going	1 to 1
Handwriting	Letter and number formation	For children who find hand writing difficult – need to know correct orientation of letters and learn joining skills.	Termly	10
Emotional Literacy Support – led by the ELSA (Emotional Literacy Support Assistant)	To support children in developing their social and emotional skills.	Specific need identified by class teacher/ELSA and delivered by the ELSA. From 7 to 11 yrs.	According to need	1 to 1 or group – max 6
Pupil Mentor	A solution focussed principle to support children having a range of difficulties	Children having difficulty with change. Children who need to develop a positive sense of themselves.	As required	1 to 1
Learning Support Assistant (One-to-one)	Literacy and/or Numeracy	Children who are significantly behind their peers – they may have, or need, an Education, Health and Care Plan (EHCP).	10 hours	1 to 1
Speech and Language (SALs)	Receptive and expressive language difficulties	Speech and language report from NHS/Virgin Care or need identified by class teacher/SENCo.	On-going	1 to 1 or group – max 6

## Monitoring and Evaluation

Monitoring intervention programmes and evaluating impact requires:

- identifying where the target group is at the start of the programme and what they need to learn
- on-going monitoring throughout the intervention programme
- evaluation of progress made
- monitoring on completion of the intervention to ensure continued progress
- interventions are evaluated for impact by teachers, year group leaders and SENCo to inform future use of interventions