



Henry Cort SEN Dept - Interventions

| Task |
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| 1. Identify students |
| 2. Contact parents / carers |
| 3. Carry out formative assessment |
| 4. Set date for intervention programme to begin |
| 5. Contact teachers affected |
| 6. Prepare learning activity planner and log |
| 7. Set date for observation (if applicable) |
| 8. Carry out summative assessment/s |
| 9. Complete evaluation |
| 10. Set date for 3 month follow-up |

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| Name of provision | Accelerad/Acclewrite |
| Key aim of the programme | - To raise the reading ages of Y7/8 students, and in doing so, increase their access to the mainstream curriculum |
| Measurable outcomes of the programme | 1. Reading ages increasing at 2 equivalent month per calendar month or more 2. Noticeable increases in spelling ages as a 'knock on' effect 3. Observable increase in confidence in reading |
| Description of the programme | 20 minutes daily per child for 4 weeks |
| Target group | Students with Reading age of less than 9 Students who have gaps in knowledge and identified FSM |
| Formative assessment | - Graded Word Spelling Test - Suffolk sentence reading test |
| Summative assessment | Feedback forms to staff, parent/s etc. |
| Resources | Accelerad/Acclewrite online program |
| Length / Frequency | Students at 6:11 or below – ongoing Students at 6:12 – 9:00 – estimated one half term and then a review |
| Delivered by | All SEND Support staff |
| Location | Designated 1:1 teaching area |
| Group size | 1-1 |
| Monitoring | By formative assessment using reading and spelling ages. |

Toe By Toe

| Name of provision | TOE-BY-TOE |
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| Key aim of the programme | - To raise the reading ages of Y7/8 students, and in doing so, increase their access to the mainstream curriculum |
| Measurable outcomes of the programme | 1. Reading ages increasing at 2 equivalent month per calendar month or more 2. Noticeable increases in spelling ages as a 'knock on' effect 3. Observable increase in confidence in reading |
| Description of the programme | 20 minutes daily per child for 6 weeks |
| Target group | Identified students (dyslexia) |
| Formative assessment | - Graded Word Spelling Test - Salford Sentence reading test |
| Summative assessment | Feedback forms to staff, parent/s etc. |
| Resources | Toe-by-Toe book, with some adapted recording sheets |
| Length / Frequency | Students at 6:11 or below – ongoing Students at 6:12 – 8:00 – estimated one half term and then a review |
| Delivered by | All SEND support staff |
| Location | Nurture room |
| Group size | 1-1 |
| Monitoring | |

| Name of provision | Stareway to Spelling |
|---|---|
| Key aim of the programme | - To raise the reading ages of Y7/8 students, and in doing so, increase their access to the mainstream curriculum |
| Measurable outcomes of the programme | 1. Reading ages increasing at 2 equivalent month per calendar month or more 2. Noticeable increases in spelling ages as a 'knock on' effect 3. Observable increase in confidence in reading |
| Description of the programme | 20 minutes daily per child for 6 weeks |
| Target group | Students with Reading age of less than 9 Students who have gaps in knowledge and identified FSM Students who have completed the Toe by Toe scheme and still require intervention |
| Formative assessment | - Graded Word Spelling Test - Self-Assessment activity - questionnaire |
| Summative assessment | Feedback forms to staff, parent/s etc. |
| Resources | Stareway to Spelling resource booklet and adapted sheets |
| Length / Frequency | Students at 6:11 or below – ongoing Students at 6:12 – 9:00 – estimated one half term and then a review |
| Delivered by | All SEND support staff |
| Location | Designated 1:1 teaching area |
| Group size | 1-1 |
| Monitoring | SENCO / Assistant SENCO |

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| Name of provision | Nessie |
| Key aim of the programme | - To raise the reading ages of Y7/8 students, and in doing so, increase their access to the mainstream curriculum |
| Measurable outcomes of the programme | 1. Reading ages increasing at 2 equivalent month per calendar month or more 2. Noticeable increases in spelling ages as a 'knock on' effect 3. Observable increase in confidence in reading |
| Description of the programme | Online learning programme |
| Target group | Low literacy levels / vulnerable |
| Formative assessment | - Graded Word Spelling Test - Salford Sentence reading test |
| Summative assessment | Feedback forms to staff, parent/s etc. |
| Resources | Online |
| Length / Frequency | 20 mins per day / 4 weeks |
| Delivered by | TA / Online resource |
| Location | SEN 1 / Intervention room |
| Group size | Small group (4-5max) |
| Monitoring | SENCO / Assistant SENCO (weekly) |

| Name of provision | Word Shark |
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| Key aim of the programme | <p>Wordshark is a computer program to help pupils read and spell. It uses 55 specially designed games to teach and to reinforce reading and spelling using 9,000 pre-recorded words grouped in specially selected word lists. Teachers can also add their own words.</p> <p>Different games include blending sounds into words for reading and also segmenting into sounds and syllables for spelling. All common letter patterns and auditory patterns are covered, also spelling rules, homophones, alphabet and dictionary skills.</p> |
| Measurable outcomes of the programme | <ol style="list-style-type: none"> 1. Reading ages increasing at 2 equivalent month per calendar month or more 2. Noticeable increases in spelling ages as a 'knock on' effect 3. Observable increase in confidence in reading |
| Description of the programme | Online learning group |
| Target group | <ol style="list-style-type: none"> 1. 'Narrowing the gap' students 2. Students with a KS2 level of less than 3 |
| Formative assessment | <ul style="list-style-type: none"> - Graded Word Spelling Test - Salford Sentence reading test |
| Summative assessment | Feedback forms to parents and staff |
| Resources | Online learning resource |
| Length / Frequency | 20 minutes per day for 6 weeks |
| Delivered by | SEND support staff |
| Location | Designated 1:1 area |
| Group size | 1:1 |
| Monitoring | Assistant SENCo (Interventions Co-ordinators) |

| Name of provision | ELSA- Emotional Literacy Support Assistant |
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| Key aim of the programme | To develop emotional language To be able to express feelings in an appropriate way using appropriate language |
| Measurable outcomes of the programme | Observable improvement in confidence in lessons Reported reduction in stress and anxiety |
| Description of the programme | Students are given time to work through their anxieties and are helped in correctly labelling their thoughts, feelings and emotions |
| Target group | Referral |
| Formative assessment | SDQ forms- Strength difficulty Questionnaires and sometimes resiliency scales |
| Summative assessment | Feedback from home, staff and students |
| Resources | Range of identified ELSA materials as recommended by Educational Psychology Services |
| Length / Frequency | 1 Session per week (initially 6 weeks) |
| Delivered by | Trained ELSA |
| Location | Meeting room |
| Group size | 1:1 or occasionally group work |
| Monitoring | SENCO / Assistant SENCO |

| Name of provision | Group 8: year 7 Assessment and learning group |
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| Key aim of the programme | To support a group of vulnerable year 7s with significant learning difficulties and additional SEN with a key focus on improving literacy. |
| Measurable outcomes of the programme | <ol style="list-style-type: none"> 1. Reading and writing ages increasing at 1 equivalent month per calendar month or more 2. Noticeable increases in spelling ages as a 'knock on' effect 3. Observable increase in confidence and self-esteem 4. Observable increase in knowledge of school structure and expectations in lessons. |
| Description of the programme | 25 hours in school timetable: lessons of English, Literacy, Maths, Science, Support Sessions and Humanities in focused learning group with staff who know needs of students. |
| Target group | Low reading and spelling age Statemented or IPA for low ability Below level 3 key stage 2 |
| Formative assessment | <ul style="list-style-type: none"> - Key Stage writing and reading assessments at beginning of year 7. - Lucid testing - Access reading Test |
| Summative assessment | Feedback forms to tutors, SENCO, parents at mentoring. |
| Resources | Targeted schemes of work in S Drive concentrating on emotional literacy. Compiled resources with phonics basis, eg. The Rainbow Fish, Matilda, History Projects. |
| Length / Frequency | 1 year integrated into timetabled lessons. |
| Delivered by | SENCO, TA, teachers with SEN focus |
| Location | Designated classroom |
| Start date | September |
| Group size | 9 |
| Monitoring | Termly assessments. Mark books regularly |

| Name of provision | Nurture group |
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| Key aim of the programme | To develop confidence To encourage resilience |
| Measurable outcomes of the programme | Attendance for group is 95% Average attitude to learning and behaviour for learning is above 2.7 |
| Description of the programme | Programme focuses on development of emotional language support in self development and improvement of key skills |
| Target group | Vulnerable students at transition |
| Formative assessment | SDQ Boxall Profiles |
| Summative assessment | Boxall Profile |
| Resources | Nurture group materials provided by Nurture Group network |
| Length / Frequency | Upto 2 hours per day |
| Delivered by | 1 QTS SEND TA |
| Location | Designated nurture room |
| Group size | Maximum 10 |
| Monitoring | SENCo and House Progress Leaders |

| Name of provision | Number Shark |
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| Key aim of the programme | <p>The program addresses many of the difficulties which lead students to dislike maths. These include poor short term memory, limited attention span and poor sequencing skills.</p> <p>To help those with dyslexia and dyscalculia, many of the games give a visual idea of what is happening when you add, subtract, multiply or divide. Fractions and decimals are also shown visually. Variable speeds and other options meet all grades of skill.</p> |
| Measurable outcomes of the programme | <ol style="list-style-type: none"> 1. Noticeable increases in mathematical skills 2. Observable increase in confidence in mathematics |
| Description of the programme | Online learning group |
| Target group | <ol style="list-style-type: none"> 3. 'Narrowing the gap' students 4. Students with a KS2 level of less than 3 |
| Formative assessment | - MaLT test |
| Summative assessment | Feedback forms to parents and staff |
| Resources | Online learning resource |
| Length / Frequency | 20 minutes per day for 6 weeks |
| Delivered by | SEND support staff |
| Location | Designated 1:1 area |
| Group size | 1:1 |
| Monitoring | Assistant SENCo (Interventions Co-ordinators) |