

INTERVENTIONS AT ST. PETER'S PRIMARY SCHOOL 2017 - 18

INTERVENTION	ENTRY CRITERIA	FREQUENCY AND DURATION	MONITORING ARRANGEMENTS	EXIT CRITERIA/IMPACT MEASURES
ELSA	Specific need identified by member of staff, parent, social worker or TAF meeting and agreed with Senior Leadership Team (SLT)/ELSA that it is an appropriate referral. Parents notified.	6 week programme once per week ½ hr Extended if needed.	Scrutiny of ELSA's progress assessments by Inclusion Manager and/or Deputy Head Teachers. Termly monitoring visit by SLT	Assessment scores have increased and initial issues significantly improved or resolved as evidenced by parental comments or classroom teacher feedback.
DRAWING and TALKING	Specific need identified by member of staff, parent, social worker, TAF meeting and agreed with SLT/ELSA as an appropriate referral. Parents notified.	12 week programme ½ hr sessions	Scrutiny of ELSA's progress assessments by Inclusion Manager and/or Deputy Head Teachers. Termly monitoring visit by SLT	Assessment scores increased and initial issues significantly improved or resolved as evidenced by parental comments or classroom teacher feedback.
COUNSELLING	Specific need identified by member of staff, parent, social worker, TAF meeting and agreed with SLT/counsellor as appropriate for counselling. Signed permission gained from parent/guardian.	½ hr session once per week. Duration dependent on need (decided by counsellor)	SDQ information completed half termly by counsellor and returned to Inclusion Manager/Deputy Head Teachers for scrutiny.	Significantly improved SDQ scores indicating initial issues significantly improved or resolved. Counsellor discusses with significant adults and decision to stop counselling is agreed.

READ, WRITE, INC	Progress by end of Yr 2 is insufficient and the Key Stage 1 phonics programme has not been completed.	Daily 40 min sessions	Day to day monitoring by TAs running programme and class teacher. Monitored by Miss E. Coombes and Mrs F. Simpson (SENCo) and literacy co-ordinator.	End of programme has been reached (if Yrs 3 – 4) or, child moved to 'Fresh Start' (if Yrs 5 – 6)
FRESH START	1. Dyslexia screener indicates need. 2. Lower than expected reading progress despite previous Read, Write, Inc intervention.	Daily 30 min sessions	Day to day monitoring by TAs running programme. Half termly monitoring by Mrs F. Simpson (SENCo) and literacy co-ordinator.	Fresh Start assessment data scores indicate programme is completed.
LEXIA	Any of following: 1. Yr 3 Dyslexia Screening indicates need. 2. Not at expected level following Read, Write, Inc intervention. 3. Failed phonic screener at Yr 2. 4. Lower than expected reading attainment.	Minimum of 3 times per week for minimum of 15 – 20 mins.	Day to day monitoring by TAs running programme and class teacher. Half termly monitoring by Mrs F. Simpson (SENCo) and literacy co-ordinator.	End of programme has been reached. Writing attainment has improved/gap in attainment reduced.
ACCELEREAD/WRITE	Reading and/or writing attainment is significantly below expected.	Five times per week 20 min sessions either 1:1 or 1:2	Day to day monitoring by TA running intervention with class teacher. Half termly monitoring by Mrs F. Simpson (SENCo)	End of programme has been reached. Phonic score improved. Writing attainment has improved/gap in attainment reduced

CATCH UP MATHS	Yr 4/5 children scoring less than 100 on the NFER test (but higher than 70) and below expected attainment. Yr 3 children at band 1 attainment end of previous summer term/below expected attainment.	Two times per week 20 min sessions.	Day to day monitoring by TA running intervention with class teacher. Half termly monitoring by Mrs F. Simpson (SENCo) and maths co-ordinators.	End of programme has been reached. Before and after assessment shows progress and attainment gap has reduced or closed.
SPEECH AND LANGUAGE	Specific need identified by school's attached speech and language therapist (SLT) – targets written on child's individual SLT care plan.	Twice per week 15 – 20 minutes until target met.	Scrutiny of progress assessments (kept by Speech and Language Teaching Assistant) by Inclusion Manager/Deputy Head Teachers half termly during passport review/progress meeting cycle. Termly monitoring visit to a speech and language session.	Targets set by speech and language therapist are met – tested by speech and language therapist at review.
TALKING PARTNERS/PRE-TEACH VOCABULARY	Either poor vocabulary acquisition identified in literacy lessons by class teacher or advised by SLT (either as part of care plan or as follow on for a child removed from SLT case-load).	Twice per week 20 minutes until targets set are met.	Scrutiny of progress assessments (kept by Speech and Language Teaching Assistant) by Inclusion Manager/Deputy Head Teachers termly during passport review/progress meeting cycle. Termly monitoring visit to a speech and language session.	Targets set at start of intervention are met. Evidence of target words in books.

<p>SOCIAL COMMUNICATION GROUP</p>	<p>Staff observation of a child or ABC chart identifies lack of understanding of a specific social situation</p>	<p>Twice per week 20 minutes until targets set are met.</p>	<p>Scrutiny of progress assessments kept by Speech and Language Teaching Assistant (by Inclusion Manager/Deputy Head Teachers termly during passport review/progress meeting cycle). Termly monitoring visit to a speech and language session.</p>	<p>Targets set at start of intervention are met. Original issues significantly improved or resolved as evidenced by parental comments or classroom teacher feedback.</p>
<p>FIDDLE FINGERS</p>	<p>Specific need identified on Occupational Therapy Report. Specific need identified by class teacher.</p>	<p>1 – 2 times per week 20 minutes until targets set are met.</p>	<p>Scrutiny of progress assessments kept by S&L TA (by Inclusion Manager/Deputy Head Teachers termly during passport review/progress meeting cycle). Termly monitoring visit to a speech and language session.</p>	<p>Targets set by Occupational Therapist are met. Targets set by class teacher/speech and language TA at start of intervention are met.</p>
<p>PRECISION TEACHING (new provision under trial)</p>	<p>Child making limited progress with learning and retaining key facts such as high frequency words, times tables etc</p>	<p>3 to 5 days per week 15 mins</p>	<p>Scrutiny of progress and application of these key facts at progress meetings held with Deputy Head Teachers</p>	<p>Key facts targeted by provision are mastered and used in day to day work.</p>