

All Saints Catholic Primary School

Identifying children with SEND and ensuring progress through targeted Interventions



At All Saints Catholic Primary School, ongoing assessment is used to monitor pupils' progress and identify any areas that they may be struggling with.

When pupils are working below age-related expectations, or are finding a specific aspect of learning or school life difficult, they may access tailored interventions to help them make progress.

This document details some of the examples of interventions provided at All Saints Catholic Primary School for those who require additional support. It details the focus of the intervention and Children's small steps of progress are tracked using B Squared.

Communication and Interaction

All children are assessed in the Early Years Foundation Stage (EYFS) using **Wellcomm**, a speech and language toolkit which helps teachers to identify pupils with potential communication difficulties. The toolkit highlights individual needs and offers a range of customised intervention activities to support children's language development.

Areas of weakness are targeted through specific sessions, which are delivered either to small groups or on an individual basis.

Pupils with more severe needs are referred to **Speech and Language Therapy** promptly.

We also have two teaching assistants who specialise in delivering Speech and Language interventions, such as:

- **Bucket Time** is used to help support children's ability to maintain their attention and focus for increasingly longer periods of time.
- **Barrier Games** are also used to develop language. They provide opportunities to develop both receptive (understanding) and expressive (speaking) communication skills. Children learn to listen carefully to others and ask for clarification when unsure, explain and describe things using precise language, and understand and use particular concepts (e.g. prepositions).
- **Blank's Levels of Questioning** are used to help children understand and respond to questions more effectively.
- **Narrative Therapy** is used to improve vocabulary, sentence structure and listening skills.
- The **Word Aware** approach is adopted in classrooms where children have speech and language difficulties for specific vocabulary development.
- **Personalised programmes** provided by Speech and Language Therapy are also delivered. Parents are often invited to attend sessions in school so that further support can be given at home.

Cognition and Learning

When a pupil appears to be experiencing difficulty with learning, a referral may be made to an **Educational Psychologist** so that teaching can be tailored to suit pupils' individual strengths and weaknesses.

A range of interventions are used to support pupils in this area:

- **Additional reading time** is provided for children who are working below age-related expectations, where they will read with an adult on a one-to-one basis to accelerate their progress.
- **Toe by Toe** is an intervention which supports any child who has difficulty decoding (reading unfamiliar words) or reading fluently. It helps pupils to recognise words by sight more easily and transfer them into their long-term memory.
- **Spelling Shed** is a spelling scheme used across the school, which allows teachers to set custom spellings for children based on their individual needs. All of the games are dyslexia friendly and have three levels of difficulty to support pupils of all abilities with appropriate levels of challenge. The games can also be played at home for further practice.
- **Precision teaching** is used to address specific gaps in pupils' knowledge by repeating teaching over and over again until learning has been consolidated. This is used in a variety of ways, e.g. to develop fluency when reading specific letters and sounds, to overlearn tricky spellings, to develop quicker recall of number facts like times tables or number bonds.
- **Read Write Inc** is an approach to literacy which integrates phonics with comprehension, writing, grammar, spelling and handwriting using engaging partner work and drama. Pupils learn to form letters, spell correctly and compose their ideas step-by-step.

- **Phonics booster groups** are coordinated to provide targeted small group or individual sessions.
- **Rapid Read** is a reading programme which helps to develop children's comprehension, fluency and vocabulary.
- **Reciprocal reading** is a structured method of guided reading where children are gradually taught to take on group roles to explore and find meaning in texts. Reciprocal reading emphasises teamwork and supports independent comprehension skills.
- **Plus 1 & Power of 2** are interventions for Key Stage 1 and Key Stage 2 pupils who are struggling with Maths. The programme helps fill gaps in children's learning by securing the foundations of number and developing skills with mental calculations. Short, structured sessions enable repeated practice, which boosts children's confidence and ability to access the Maths curriculum.
- **Rapid Maths** is a multisensory approach which helps pupils in Key Stage 2 catch up with their peers. It makes Maths fun for learners and gives each child repeated practice and personalised support.
- **Rockstars** is a carefully sequenced programme of daily times tables practice to develop recall speed.
- **Touch-Type Read and Spell** is a multisensory course which helps pupils to develop their reading and spelling, in addition to their typing skills.

Social, Emotional and Mental Health

When a pupil appears to be experiencing social, emotional or mental health issues, they will firstly be referred to the school's learning mentor, who is well-trained in dealing with a wide range of issues.

Children's needs in this area are assessed using the **ELSA Emotional Literacy Assessment Framework** and specific interventions are provided to target any gaps in Social, Emotional and Mental Health. This is delivered by our highly trained Pastoral and Wellbeing Support Assistant.

Pupils with more severe needs may be referred to a private **Art Therapist**, an **Educational Psychologist**, **Child and Adolescent Mental Health Services (CAMHS)** or their **GP**, depending on the type of support that is required.

A range of interventions are used to support pupils in this area:

- **ELSA based Emotional Literacy groups** to support children in developing skills relating to Self-Awareness, Emotional Regulation, Social Skills, Motivation and Empathy.
- **Art Therapy** helps children to tackle social, emotional and mental health issues and express themselves through drawing, painting, collage, modelling or sculpting. It is delivered in school by a qualified Art Therapist.
- **Time to Talk** is a social skills programme for pupils aged 4-6, which teaches and develops oral language and social interaction skills.
- **Socially Speaking** is a social skills programme for pupils aged 7- 11, which is used to increase pupils' self-esteem and improve pupils' listening skills and expressive language abilities.
- **Volcano in my Tummy** supports children to deal effectively with feelings of rage and anger.
- **Friendship Terrace** is a series of social stories that can be used in circle time highlighting "friendship blockers" and "friendship builders". Used specifically to support children in learning how to be a good friend.
- **The Friendship Formula** is a social skills programme for pupils aged 8-13, which helps to develop communication and relationship skills. It focuses on self-awareness and self-esteem, emotional awareness and regulation, conversational skills and friendship and relationship skills.

- **Friendship Group** involves small group sessions to promote social skills, such as sharing and turn taking, and friendship.
- **Personalised social skills groups** provide a social development programme tailored to suit pupils' individual needs. Pupils learn how to listen, wait their turn, follow a set of rules, cope with change, understand/regulate their emotions, share with others and take on specific roles.
- **Cosmic Yoga** is an interactive resource designed especially for children. It involves interactive adventures which build strength, balance and confidence, as well as mindfulness for those with social, emotional and mental health issues.

All pupils take part in short daily **mindful activities**, such as breathing exercises, body scans, mindful colouring in, silent reading, positive affirmations, mile runs and meditation, as part of our whole school approach to positive mental health and wellbeing.

Sensory snack boxes and Sensory Dens are available in every year group for pupil to help them to regulate their emotions and become more engaged in learning.

Pupils have access to '**The Rainbow Room**', a quiet, sensory area designed to help pupils calm down in times of anxiety/anger, self-regulate and avoid conflict.

Pupils also have access to **Forest School** sessions, which provide them with opportunities to develop their social skills and enhance their emotional wellbeing through a variety of outdoor activities.

Sensory and/or Physical

In Reception, pupils are **screened** for height, weight, vision and hearing issues, parents are informed of the results and directed to further support if required. Vision, hearing and all other health concerns are also formally discussed at every parents' evening.

BEAM, a movement screening and development tool, is used to assess the motor skills of pupils who have suspected balance or movement difficulties.

Pupils with more severe needs are referred to **Occupational Therapy** or their **GP**.

A range of interventions are used to support pupils in this area:

- **Clever Fingers** is used to help those who are struggling with fine motor skills. It involves a range of activities, such as threading, picking small objects up with tweezers, cutting out different shapes and making things out of modelling clay. The activities are designed to develop hand strength and improve writing skills.
- **Dough Disco**, an activity which involves moulding dough in time to music and performing different actions, e.g. rolling, flattening, squeezing. This helps strengthen children's fine motor muscles, which benefits pencil grip.
- **Letter Formation** helps children to improve their handwriting by focusing on forming pre-cursive letters correctly before joined handwriting is attempted.
- **Speed Up!** is a kinaesthetic programme designed for children aged 8-13 whose handwriting is slow, illegible or lacking in fluency.
- **Active Kids** is a lunchtime intervention which helps to pupils to build confidence and resiliency in physical activities, and develop their gross-motor skills.

The impact of these interventions is continually monitored through the cyclical Assess, Plan, Do, Review Process. See diagram below.

