



Intervention Programmes at Mersey Park Primary School



| Intervention Programme | Programme Overview |
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| Successful Reading Partnership | Individual reading support. The Successful Reading Partnership aims to accelerate children's progress in reading. This is achieved by pairing a child with a trained reading partner for 10 weeks. The reading partners read 2 or 3 times per week for 30 minutes each session. During the session the child will read 3 books, 1 familiar book that the child is confident reading, a newly introduced book and a new book. The reading partner will support them by observing and introducing reading strategies for the child to become a confident independent reader. |
| Orrets Meadow Literacy support | Small group or individual extra support in literacy delivered by a trained Teaching Assistant. The programme includes similar teaching methods to those used by all Orrets Meadow Teachers i.e. multisensory, structured and cumulative with opportunities for regular revision and over-learning. |
| Additional Reading Intervention | Small group reading (Code X books) additional to class reading. Delivered by a Teaching Assistant every afternoon to pupils in Year 3 who are working below age related expectation in Reading. |
| Digismart | Small group literacy Intervention programme, mostly computer based. Delivered for an hour a week by a Teacher and HLTA to children in Year 5 who are at risk of not reaching age related expectation by the end of Key stage 2. The programme promotes independence and application of skills. |
| Year 6 More Able Literacy | Small group, teacher led daily literacy teaching for children in Year 6 who are working above age related expectation. Work includes spelling skills, higher level reading skills and writing. (4 mornings per week) |
| Year 4 Literacy/Maths support | Teacher led, small group (12) each morning for children working below age related expectation in Literacy and maths. Work covered includes daily phonics/ spelling programme, basic number and writing skills and daily homework is provided. |
| More Able Maths | Teacher led, small group daily maths lessons for children working above age related expectations in maths. These take place in Year 2, 3 and Year 6 with progress being closely monitored. |
| Year 6 Maths support | Teacher led, small group, daily maths support for children in Year 6 who are working below age related expectation. Work is carefully matched to the needs of the children in order to accelerate their progress. |

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| Orrets Meadow Maths Support | Individual extra support in maths delivered by a trained Teaching Assistant and supported by a teacher from Orrets Meadow School. The programme includes a range of teaching methods including multi-sensory strategies, structured and cumulative with opportunities for regular revision and over-learning. Individual targets are written for each child on the intervention. |
| Plus 1/Power of 2 | These interventions are tailored to individual needs. Power of 1 is for KS1 and is used for children who benefit from repeated maths practice. Clear language is used and lots of repetition. It has a highly structured approach with clear explanations. Power of 2 is used with KS2 children. Children work through the intervention either online or in a workbook. Power of 2 requires that each question is answered correctly on three consecutive occasions on different days. Children then move on to the next questions. |
| Wellcomm | Wellcomm is a complete speech and language toolkit, offering screening and intervention tools for children in the early years. It is used as an initial screening tool with an individual assessment for each child. It is suitable for children aged 6 months to 6 years. The toolkit deploys a traffic light system that clearly identifies children requiring immediate intervention, as well as those who show potential language difficulties. It has the additional benefit of banding children by placing them into one of three categories, thus enabling the practitioner to proactively respond to any needs identified. Intervention activities are provided by the programme. |
| Time to Talk | This intervention has been developed to teach and develop oral language and social interaction skills to children aged 4-6. The intervention aims to help teachers to develop the "rules" of interaction with the help of the character Ginger the Bear, who features in all the activities. Skills taught include: eye contact; taking turns; sharing; greetings; awareness of feelings; giving; following instructions; listening; paying attention; and play skills. |
| Socially Speaking | This social skills programme for pupils with mild to moderate learning disabilities, physical and/or medical disabilities and for those with special needs in mainstream education is divided into three units: let's communicate; let's be friends and let's practice. It aims to increase self-esteem and improve listening skills and expressive language abilities. |
| Talk for Writing | Talk for Writing enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. Talk for Writing is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. |

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| <p>EAL reading support</p> | <p>Individual support. Members of the MEAS team come into school to assess all EAL children. If deemed necessary they will provide extra support in school through either their own staff or volunteers. They aim to raise achievement, remove language barriers, provide access to the curriculum, raise self-esteem and encourage social integration.</p> |
| <p>Speech and language support</p> | <p>Individual support. We have a speech therapist who comes into school each half term to work on a 1:1 basis with children and their families. This service provides advice and support for children who have specific speech, language and/or communication needs. These difficulties may be with speech pronunciation, understanding and using language, stammering, social communication, voice, eating and drinking. Advice might be offered through one to one contact, training of others, group work, written advice and programmes, or a combination of these as appropriate to the child's needs.</p> |
| <p>SENAAT recommendations</p> | <p>Individual support. We have a member of SENAAT (Special Educational Needs Advisory Assessment Team), who regularly comes into school. She assesses individual pupils and provides reports and recommendations. Advice is given for each individual on how best to meet their needs in school; this could be SEN advice, teaching methods, materials or organisation, strategic matters.</p> |
| <p>Educational Psychologist</p> | <p>Individual support. Educational Psychologists aim to promote the educational, social, emotional and behavioural well-being of children. An Educational Psychologist provides consultation to schools and staff and discusses the concerns regarding the psychological needs of the pupils. They also make a particular contribution to those children who are undergoing a Statutory Assessment of their special educational needs by the provision of the required psychological advice.</p> |
| <p>Gilbrook Outreach</p> | <p>Individual support. A member of staff from Gilbrook Outreach works with school to support the management of individual children with challenging behaviour. This enables pupils with emotional and behavioural difficulties to be supported within school focusing on preventative work to ensure that needs are identified as quickly as possible and that early action is taken to meet those needs.</p> |