**Devonshire Park Primary School Interventions**

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| **Intervention** | **Overview** |
| **Catch Up Numeracy** | Catch Up® Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners. Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy: Counting verbally   * Counting objects * Reading and writing * Hundreds, tens and units * Estimation * Word problems * Translation * Remembered facts * Derived facts * Ordinal numbers   It is suitable for all struggling learners whose Number Age is significantly below their Chronological Age and is designed for use with struggling learners aged 6-14, rather than beginner learners. |
| **Catch Up Literacy** | Catch Up® Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers.  Catch Up® Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.  It is suitable for all struggling readers whose Reading Age is significantly below their Chronological Age and is designed for use with struggling readers aged 6-14, rather than beginner readers. |
| **Orretts Meadow Outreach** | This intervention supports pupils who have scored code Cor D when screened for Dyslexia.  Strategies will include; multi-sensory activities, structured phonic teaching, games, lots of revision and over-learning as well as reinforcement work for home study |
| **Orretts Meadow Outreach - Dyscalculia** | The teaching methods are similar to those used by all Orrets Meadow teachers i.e. multisensory, structured and cumulative with opportunities for regular revision and over-learning.  Outreach Teachers aim to provide homework activities for their pupils and develop good links with parents/carers and school colleagues |
| **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. |
| **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. |
| **Speech & Language Support** | 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. |
| **SENNAT recomendations** | 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 meets their needs in school; this could be SEN advice, teaching methods, materials or organisation, strategic matters. |
| **Educational Psychologist** | 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. |
| **Gilbrook Outreach** | 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. |