



Greenfylde C of E First School

Intervention Pathway for Teaching and Learning

School Vision

Our doors are open – everyone is welcome in Greenfylde C of E First School. As a school community we seek through shared service to support children, families and wider community; encouraging high expectation, hope and support for aspirations and an understanding that all deserve to receive and give respect and dignity.

'...life in all its fullness' John 10:10

At Greenfylde we continually strive to provide the best education possible for each individual child. Teachers continually assess the needs of each child through formative (on-going) and summative (at the end of a topic) assessment. Using these assessments teachers will identify children who may need a specific intervention to help them correct any misconceptions/backfill any missed learning/strengthen a specific area of learning. The teacher will then use a procedure called **Assess, Plan, Do, Review (ADPR)** to set up an intervention to meet the needs of the children following the assessment. **(See Appendix 1 – ADPR recording sheet)**. Interventions are led by the class teacher or the class LSA and are reviewed on a regular basis. Ideally the interventions are carried out 2 to 3 times a week.

Teachers in each Key Stage have a range of interventions they use over the course of a school year to support children in different phases of their learning. For example in **Early Years Foundation Stage(EYFS)** they may carry out some of the following interventions following a baseline assessment and information from pre-schools, nurseries and childminders.

Mathematics - Number Activities

- *Counting 1:1*
- *Sequencing*
- *1 more, 1 less*
- *Matching quantities*
- *Number recognition*

Physical - Fine Motor

Physical - Handwriting (Letter formation)

(See Appendix 2)

In **Key Stage One (KS1)** teachers may use some of the following interventions to support children in their learning over the course of the year.

Handwriting- Formation

Handwriting- Joins

Writing- Sentence structure

Writing- Finger spaces

Maths- Basic skills

Maths- Addition Gaps

Phonics- Phase 5

Phonics- Tricky Words

Precision Teaching

In Key Stage Two (KS2) may use some of the following interventions to support children in their learning over the course of the year.

Handwriting- Joins

Writing- Editing

Maths- Problem Solving and reasoning

Maths - Times tables

Reading- Guided Reading Inference

Reading- Problem solving

If following **two cycles** of the Assess, Plan, Do, Review Cycle the teacher feels that the child has not made the expected progress they will then discuss them at the termly Pupil Progress Meetings with either the Head Teacher or Key Stage leads. A plan of action will be agreed on to support the child. This may be a different type of intervention, discussion with parents and/or a referral to the Special Educational Needs Co-ordinator (SENCO) for more formal assessments. **(See Appendix 4 Intervention Flow Chart)**

If referred to the SENCO at Universal level, the SENCO will carry out some cognitive assessments and meet with the teacher/parents to gain further information about the child's needs. A report will then be given to the parents and teacher with assessment information and advice/resources on how to support the child in class and at home. If following another 2 cycles of APDR progress is still not being made a review meeting will be held and the child may go onto the Special Educational Needs Register and receive specific, targeted support. The child may also be referred to outside agencies, with parental permission. For example Speech and Language Therapy, Learning Support Services or English as an Additional Language Support Services via an Early Help Assessment (EHA). This is completed with the class teacher, SENCO and parents.

In line with Somerset Education Authority we are compliant with legislation following the Core Standards which sets out what children and young people should be able to access across the county within education. This is broken down into 3 categories, **Universal – ALL** children and young people, **SEN Support – SOME** children and young people (additional targeted support) and **High Needs – A FEW** children and young people (Support for complex and long term difficulties).

For further information please see <https://choices.somerset.gov.uk/025/education/what-to-expect-from-education/>

Core Standards for Schools

<https://www.somerset.org.uk/iPost/iPost%20Documents/Core%20Standards%20for%20Schools.pdf>

The Core Standards are due to be reviewed 2021

In each of the three areas listed above we have a range of documents that aim to support the child and provide clear evidence of interventions, targets, progress made and next steps. These are reviewed on a regular basis. **(See Appendix 3)**

This document has been made in conjunction with discussions with parents via the SEND coffee mornings and all staff.



Appendix 1

Greenfylde C of E First School

Intervention – Assess /Plan/Do/Review recording

Class:

Date:

Assess

Pupil name	Vulnerable group? PP/EAL/SEND etc	Prior data plus date of assessment (to be used as baseline for intervention)

Plan – What you have planned for this intervention

Do – running record (to be completed by the person completing the intervention)

Date	Task	Assessment (RAG rating)	Comments

Review – what has been the impact? What will you plan next for these pupils?

Appendix 2

Interventions carried out over the academic year at Greenfylde C of E First School

Early Years Foundation Stage (EYFS) Interventions	Key Stage One (KS1) Interventions	Key Stage Two (KS2) Intervention:
Literacy - Sentence Writing	Handwriting- formation	Handwriting- formation
Literacy - Phonics Phase 3	Handwriting- Joins	Handwriting- Joins
Literacy - Phonics Phase 2	Handwriting- Fine motor skills	Writing- Sentence structure
Mathematics - Number Activities	Writing- Sentence structure	Writing- Finger spaces
<ul style="list-style-type: none"> • <i>Counting 1:1</i> 	Writing- Finger spaces	Writing- GD techniques
<ul style="list-style-type: none"> • <i>Sequencing</i> 	Writing- GD techniques	Writing- Editing
<ul style="list-style-type: none"> • <i>1 more, 1 less</i> 	Writing- Editing	Precision Teaching - spellings
<ul style="list-style-type: none"> • <i>Matching quantities</i> 	Maths- Basic skills	Maths- Place Value
<ul style="list-style-type: none"> • <i>Number recognition</i> 	Maths- Addition Gaps	Maths- Addition Gaps
Physical - Fine Motor	Maths- Problem Solving	Maths- Problem Solving and reasoning
Physical - Handwriting (Letter formation)	Reading- Guided Reading Inference	Maths - Calculations
Also speech interventions	Reading- Problem solving	Maths - Number bonds
Literacy - Sentence Writing	Precision Teaching	Maths - Number formation
Literacy - Phonics Phase 3	Phonics- Phase 5	Precision Teaching - times tables
Literacy - Phonics Phase 2	Phonics- Tricky Words	Reading- Guided Reading Inference
	Phonics- Decoding	Reading- Problem solving
	Working memory sessions	Reading - Decoding and blending for new words
		Handwriting- formation
		Phonics- Phase 5
		Phonics- Tricky Words
		Phonics- Decoding

Appendix 3- Current Paperwork for children

Universal/SEN Support/High Needs	Paperwork	Reviewed	By who
Universal	Assess, Plan, Do, Review (ADPR)	3 / 4 weeks	LSA/Class teacher
Universal/SEN Support	ILI	10 weeks	ILI LSA
Universal/SEN Support/High Needs	Precision teaching	3 / 4 weeks	LSA/Class teacher
Universal/SEN Support/High Needs	Positive/ Behaviour support plan	Reviewed Termly or sooner	Class Teacher/1:1/LSA
Universal/SEN Support/High Needs	Pupil Progress Meetings	Termly	Head Teacher/SLT/Key Stage Leads/ Class Teachers
SEN Support/High Needs	Thrive	6/8 weeks by Thrive Practitioner	Thrive practitioner/LSA/Class teacher
SEN Support/High Needs	Children and Young People Therapy Service Plans – Speech and Language therapist, Occupational Therapy, Physiotherapist, Record sheets	Termly by Children and Young People Therapy Service	Class Teacher/SENCO/1:1/LSA/ Speech and Language therapist/Occupational Therapist/ Physiotherapist
SEN Support	Provision Map (PM) (See Appendix 5)	Termly	Class Teacher
SEN Support/High Needs	Daily record sheets	Weekly by class teacher	Class Teacher/SENCO/1:1/LSA
High Needs	Personal Learning Plan (PLP) (See Appendix 6)	Termly	Class Teacher SENCO/1:1/LSA
High Needs	Personal Emergency Evacuation Plan (PEEP)	Yearly or sooner if changes need to be made	Class Teacher/SENCO
High Needs	1:1 Daily Support Plan	Termly	Class Teacher/SENCO/1:1
High Needs/SEN Support	SEND Support Review	Yearly	SENCO/Class Teacher/Parents/LSA/1:1
EHCP	Annual Review	Yearly	SENCO/Class teacher/Parents/LSA/1:1/Outside agencies/SEND Casework Officer

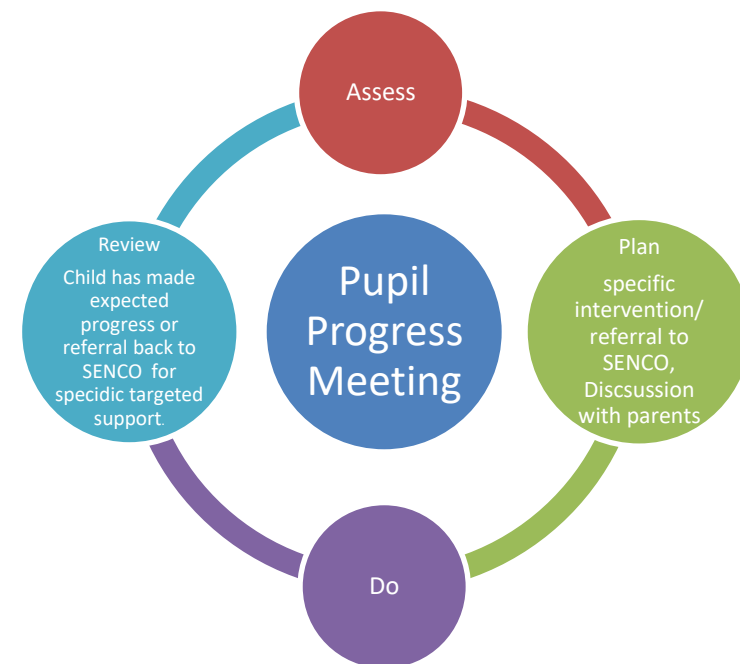
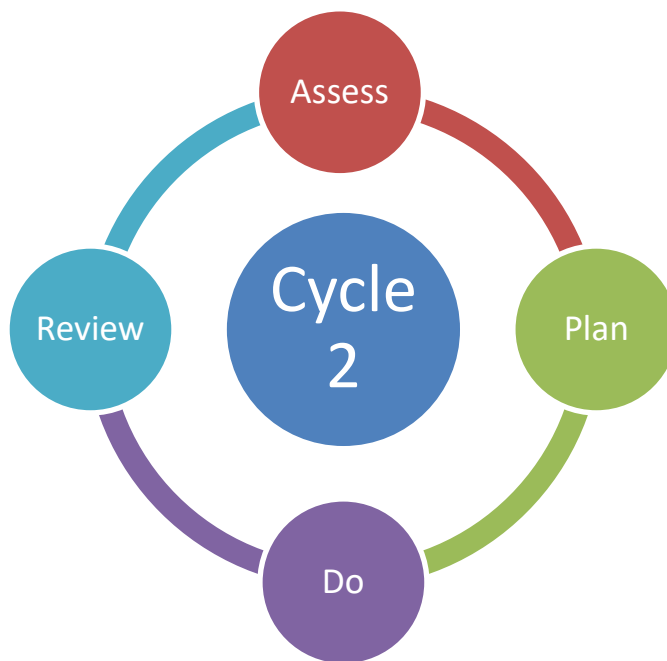
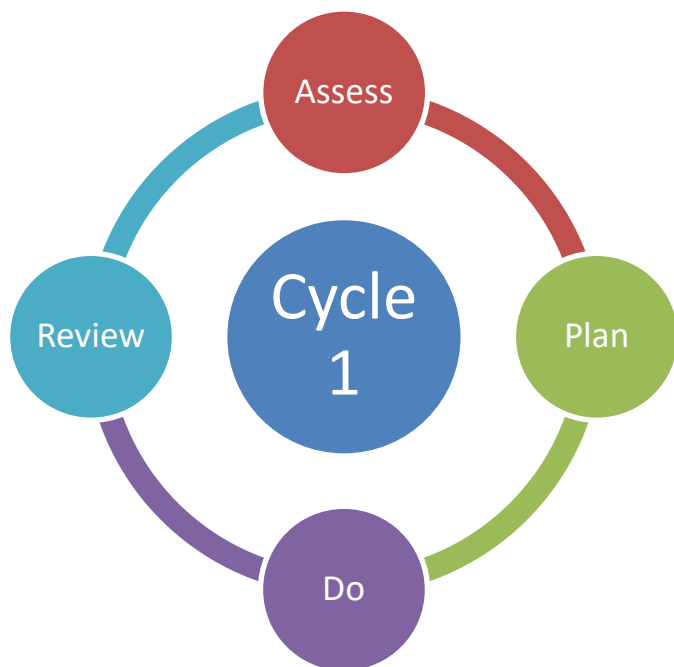
Appendix 4

Intervention Pathway Flow Chart

Class Teacher assesses children via assessment and then sets up an intervention to meet the needs of the child either 1:1 or as a small group. (Delivered by class teacher or LSA.)

Class Teacher assesses children again via assessment and then sets up an intervention to meet the needs of the child either 1:1 or as a small group. (Delivered by class teacher or LSA.)

Following 2 cycles of interventions the class teacher will discuss the child at the termly Pupil Progress Meeting with their Key Stage Lead and a plan of action will be agreed on how best to support the child. This may include a referral to the SENCO for cognitive assessments. (I.e. reading age, spelling age, processing speed, phonological knowledge, working memory.)



Appendix 5

Greenfyld C of E First School Provision Map

Name:	DOB:	Insert Photo	Autumn Term	Start/Review Date:
Area of Need:	Class:		Spring Term	Start/Review Date:
			Summer Term	Start/Review Date:
Things I like:			You can help me by:	
1.			1.	
2.			2.	
2.			3.	

Universal - ALL High Quality Teaching Managed by class teacher		Year group					SEN Support - Some Catch-up or Booster Groups for children not at ARE Managed by class teacher.	Year group					High Needs – a few SEN Individualised	Year group				
		R	1	2	3	4		R	1	2	3	4		R	1	2	3	4
Cognition and learning	Age appropriate differentiated planning and teaching with self-reflection.						Additional/on top of lesson small focus group support – Booster Groups						1:1 Pupil Learning Plan					
	Clear objectives and success criteria.						English						Wave 3 Maths					
	Effective feedback both verbal and written.						Maths						P Scale Log					
							Phonics						Specific Speech and Language Programme – specified by therapist.					

	Access to different teaching styles with appropriate pace. Use of multi-sensory techniques. (VAK)					Reading						Differentiated curriculum for HLN.						
	Collaborative learning in guided, ability or mixed groups.					Spelling						Early years Developmental Journal						
	Seating position.					Handwriting												
	Maths support materials – Numicon, number lines, multiplication squares etc.					1:1 reading support												
	In class group teaching – Maths. Opportunities to problem solve					Specific Speech and Language Programme – specified by therapist												
	In class group teaching - English					Rapid readers												
	Access to English support materials – word banks, working walls, HF words, topic words, days of the week/month, reading and spelling of HF words.					Additional keyboard skills - typing												
	IT support –,l pads, netbooks.					Introduction of P Scales.												
	Letters and Sounds phonic sessions. Differentiated by ability.					Catch-up programme – ELS, ALS												
						Pre and Post teaching												
						Dyslexia Tracking Booklet												
	Precision Teaching					ILI												
	Universal - ALL High Quality Teaching Managed by class teacher	R	1	2	3	4	SEN Support - Some Catch-up or Booster Groups for children not at ARE Managed by class teacher.	R	1	2	3	4	High Needs – a few SEN Individualised	R	1	2	3	4
Lang uage, Com	Structured class routines						Speech and Language Booster Group						1:1 Speech Support					

	Visually supported curriculum					Speech Sounds group					S & L Care Plan				
	Visual timetable					Talking Partners					Symbolised resources				
	Chunked instructions					Talkabout					Individual visual timetable				
	Models and images					Time to Talk					Social Stories				
	Role play activities					Use of ICT e.g. Communicate in Print					Pre-teaching				
	Adult modelling					Small group intervention									
	Talk for Writing					Small group social skills									
	Writing/recording frames					Small group Forest School									
	Visual prompts					Small group vocabulary work									
	Forest School					Small group SEAL									
					Circle of Friends										
Social, Emotional and mental Health	Positive whole school ethos based on Christian values					Access to Nurture Group sessions					Individual behaviour chart - ABBC				
	Circle Time provision					Support with organisational skills					Individual reward system				
	SEAL class/whole assemblies					Support with concentration skills					Home/school behaviour log				
	Whole school sanctions and reward systems					Support with listening skills					Adult mediation				
	Class reward systems					Development of home/school links					Self-esteem tracking				
	School behaviour policy					Small group Social Skills					Anger management training				
	Adult modelling					Small Group Forest School sessions					Calm box				
	Forest School					Small group SEAL sessions					Facilitated play during breaks and lunchtimes.				

	Class PSHE lessons						Behaviour support plan						Lunchtime support plan					
	Play leaders						Group reward system						Behaviour support plan					
	Fiddle toy/item						Support for unstructured times - Lunchtime support plan						Calming tent					
Medical, Sensory and Physical	Fiddle-toy						Learn to Move programme						Individual ICT equipment					
	Handwriting aid						Theraputty						Writing slope					
	Left-handed handwriting pen						Fine skills resources						Seating wedge					
	Low vision aids						Gross skills resources						Wobble cushion					
	Class Sound field System												Low vision aids					
													Specialised equipment e.g. chairs, walkers.					
													Sensory equipment					

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My Targets

Term	Identified targets from CYP plans or Teachers (SALT/OT/PT/VI/HI)	Targets	Review
Autumn		1. 2. 3.	

Spring		1. 2. 3.	
Summer		1. 2. 3.	
Actions for end of year:			

SUMMARY TRACKING SHEET:

Date of Entry to School:

EYFS AREA	Understanding	Speaking	Moving & Handling	Health & Self Care	Self-confidence & self-awareness	Managing Feelings &	Making Relationships	Reading	Writing	Number	Shape, Space & Measure	People & communities	The World	Technology	Media/Mat	Being Imaginative	EYFS Total
Autumn																	
Spring																	
Summer																	

Overall Total for EYFS:

	Reading Autumn	Reading Spring	Reading Summer	Reading Target	Writing Autumn	Writing Spring	Writing Summer	Writing Target	Maths Autumn	Maths Spring	Maths Summer	Maths Target
Year 1												
Year 2												
Year 3												
Year 4												

Sub Level Progress	Reading	Writing	Mathematics
Year 1 to Year 2			
Year 2 to Year 3			
Year 3 to Year 4			

Autumn 2020 Review/Spring 2021/Summer 2021

Child and Parental Voice:

Child's View	 Signed: Date:
Parent's View	 Signed: Date:
Teacher's View	 Signed: Date:

Appendix 6
My Personal Learning Plan



This is my learning plan. It will help you know all about me, how I learn best and what I, my parent/carers and school have put in place to support my learning.

NAME:

INSERT PHOTO

DOB:

SEND area:

Class

R

1

2

3

4

5

Last Review Date:

This Review Date:

What I find easy/like doing:

What I find difficult:

You can help me by:

ASSES DATA Reception Class																			
EYFS AREA	Understanding	Speaking	Moving & Handling	Health & Self Care	Self-confidence & self-	Managing Feelings &	Making Relationships	Reading	Writing	Number	Shape, Space & Measure	People & communities	The World	Technology	Media/Mat	Being Imaginative	EYFS Total		
Autumn																			
Spring																			
Summer																			
Year Class Name					Maths			Reading			Writing			Reading Age Autumn Spring Summer			Spelling Age Autumn Spring Summer		
1																			
2																			
3																			
4																			

Plan/Do		
Interventions I have had/do have		
Intervention	Date	Comments
People who help/have helped me		
Person/Agency	Date	How did/do they help me

Review My Targets			
Year	Target	Term	Target Comments
		Autumn	
		Autumn	
		Autumn	
		Spring	
		Spring	
		Spring	
		Summer	
		Summer	
		Summer	

Personal Learning Plan Review Autumn Term 2020/Spring 2021/Summer 2021	
I think	
Signed:	Date:
My teacher thinks	
Signed:	Date:
My Learning Support Assistant thinks	
Signed:	Date:
My family thinks	
Signed:	Date:

