Intervention Policy for the Development of English Skills

All Saints Catholic Primary School has a commitment to supporting children with particular learning needs. The following document outlines our Intervention Strategy which is part of our overall Literacy Policy and embedded in our Three Year Plan. The aim of our Intervention Strategy is to support children to be the best learners they can be and to achieve success by making progress from what they can do confidently to the next step in their learning.

Differentiation

Differentiation means that adjustments are made across the curriculum to enable children to access the learning for their year level. These include explicit instruction, more intensive instruction, extra time, different expectations for task completion or presentation, scaffolding to support the learning, flexible entry and exit points, using graphic organisers to help organise thinking and breaking down tasks into smaller steps.

Staff Training

All Saints Catholic Primary School is a CESA certified Dyslexia Friendly School which means the staff has completed a professional development course called Understanding Dyslexia and Significant Difficulties in Reading. The staff is involved in continuing professional development to equip and skill them to support children with various learning needs. Recommendations by Allied Health professionals, such as Speech Therapists and Occupational Therapists, are incorporated into children’s learning where applicable.

Monitoring of children

Children are closely monitored through assessment, collection of data and analysis of that data to inform teaching and learning. Data is recorded on an R-7 data management system in order to track progress and trends in children’s learning. Standardised testing includes NAPLAN, PAT M, PAT R, PAT G/C, EYA and carefully selected assessments which give useful and ongoing information about children’s learning.

Individual Education Plans (IEP)

Children with particular learning needs will have an Individual Education Plan. Teachers identify next steps in their learning and set achievable goals, in a specific time frame, along with the strategies that will be used to help them achieve the goals. The IEP is discussed with parents and signed. The plan is assessed and revised when the goals have been met. Achieving personal learning goals does not necessarily mean achieving year level expectations. It does however mean steps towards achieving them.
**Intervention happens in the classroom**

Intervention occurs in the classroom through group work and using the strategies, programmes and resources named in this document. ESO support is apportioned throughout the school according to needs. Teachers and Leadership decide and facilitate how this support is used. Every class has children who need these strategies, resources and support to assist their learning.

**Early Years Intervention**

Research informs us of the importance of early intervention in a child’s learning to prevent ongoing difficulties by actively putting in place strategies to support learning. All Saints Catholic Primary School has a team of specialist staff focussing on these crucial years. These include Leadership, Key Literacy Teacher, support from CEO consultants and input from allied professionals.

**Resourcing and Programming**

To support our Literacy Intervention Strategy, All Saints Catholic Primary School has purchased a large range of resources to assist children with specific learning needs. These include:

**The Levelled Literacy Intervention (LLI)**

The Levelled Literacy Intervention is a daily reading and writing programme which explicitly teaches reading and writing skills and strategies to children who need extra support. Children work as closely as possible to their Instructional level. This intervention is implemented in the context of the classroom programme.

**Words Their Way (WTW)**

Words Their Way is a Phonics and Spelling resource which assesses and places learners into their developmental spelling stage, enabling each child to progress at their optimal level. Children work in their groups on daily spelling tasks. This is a Reception to Year 7 resource which tracks children each year, ensuring consistency and effectiveness.