

Dunkirk Primary School

Intervention Overview and Menu

We design and deliver a range of interventions to support children achieving and exceeding age-related expectations in reading, writing and maths, as well as supporting their attitudes to learning, personal and social development and behaviour. Interventions are delivered across both campuses and by a range of trained staff. All interventions involve assessments to identify the starting point and on-going progress. Interventions are monitored in terms of their intended outcomes and staff review impact.

There is regular dialogue between teachers and teaching assistants to measure progress towards the target identified for the intervention and all staff build in opportunities to apply learning across the curriculum.

We use an electronic intervention tracking system so that we can judge the effectiveness of the intervention and track children's progress as they move through school.

If you have any questions about our interventions please talk to your child's class teacher or teaching assistant or see the SENCO Mrs Mitchell or Mrs Hollis.

Year R

Interactive music

Interactive music an intervention group that can be used to support children with a variety of learning needs for example, English as an additional language, PSHE support and developing confidence. Through careful observation Teachers and TAs set targets using Development Matters. For example, if a child has English as an additional language we will set targets based on communication and language. The child then engages in daily 20 minute sessions which have been tailored to the needs of the group. At the end of 6 weeks we assess the child against the targets that were set initially to see what progress has been made and if necessary set new targets until they are achieving results for their expected age range.

Fine motor skills

Through observation of the children we identify those who need to develop fine motor skills. It is necessary to develop these skills to ensure that their physical ability to write matches their cognitive ability to write. We identify the area of need the child may have for example, specifically when using scissors or holding a pencil or a more global fine motor skill deficiency. The child then takes part in daily session of 20 minutes, on tasks that are tailored to improve fine motor skills. At the end of 6 weeks we assess through observation, to determine if the child has reached the targets set or if they require another set of support.

Reading

We carry out weekly assessment of the children's reading. If we note that any child is not reading at home, is not making the required progress or is struggling in daily phonics lessons then we offer daily 1:1 or small group guided reading sessions. We regularly assess the children on Bear Words and in guided reading sessions to see what progress they are making. If after 6 weeks they have failed to make progress then we will begin to look at alternative causes and strategies to support this. Once the child has progressed to the expected level of their age range then intervention support will stop.

Positive relations / Happy talk

For children who are specifically struggling to cope socially during school time – low level disruption or unable to resolve conflict calmly and appropriately. Children engage in a weekly programme to develop their social skills,

This intervention targets children that need extra support/additional time to complete tasks, or who have a specific barrier to learning because of gaps in their understanding. Sometimes children need a more practical approach or working in a smaller group to explore their understanding. Staff model mathematical language and talk for learning

