

Identifying SEND & Interventions at All Saints Catholic Primary School



At All Saints Catholic Primary School, ongoing assessment is used to monitor pupils' progress and identify any issues.

When pupils are working behind age-related expectations, or are struggling with a specific aspect of learning or school life, they may access tailored interventions to help them make progress.

Below are examples of some of the interventions provided at All Saints Catholic Primary School for those who require additional support.

Communication and Interaction

All children are assessed in the Early Years Foundation Stage (EYFS) using **Welcomm**, a speech and language toolkit which helps teachers to identify pupils with potential communication difficulties. The toolkit highlights individual needs and offers a range of customised intervention activities to support children's language development. Areas of weakness are targeted through specific sessions, which are delivered either to small groups or on an individual basis.

Pupils with more severe needs are referred to **Speech and Language Therapy** promptly.

A range of other interventions are used to support pupils in this area:

- **Barrier Games** are also used to develop language. They provide opportunities to develop both receptive (understanding) and expressive (speaking) communication skills. Children learn to listen carefully to others and ask for clarification when unsure, explain and describe things using precise language, and understand and use particular concepts (e.g. prepositions).
- **Blank's Levels of Questioning** is used to help children understand and respond to questions more effectively.
- **Narrative Therapy** is used to improve vocabulary, sentence structure and listening skills.
- The **Word Aware** approach is adopted in classrooms where children have speech and language difficulties for specific vocabulary development.
- **Personalised programmes** provided by Speech and Language Therapy are also delivered. Parents are often invited to attend sessions in school so that further support can be given at home.

Cognition and Learning

When a pupil appears to be experiencing difficulty with learning, a referral may be made to an **Educational Psychologist** so that teaching can be tailored to suit pupils' individual strengths and weaknesses.

A range of interventions are used to support pupils in this area:

- **1:1 Readers** – children who are working behind age-related expectations access additional reading time in school where they will read with an adult on a one-to-one basis to accelerate their progress.
- **Toe by Toe** is an intervention which supports any child who has difficulty decoding (reading unfamiliar words) or reading fluently. It helps pupils to recognise words by sight more easily and transfer them into their long-term memory.
- **Spelling Shed** is a spelling scheme used across the school, which allows teachers to set custom spellings for children based on their individual needs. All of the games are dyslexia friendly and have three levels of difficulty to support pupils of all abilities with appropriate levels of challenge. The games can also be played at home for further support.
- **Precision Teaching** is used to address specific gaps in pupils' knowledge by repeating teaching over and over again until learning has been consolidated. Precision Teaching is used at All Saints Catholic Primary School in a variety of ways, e.g. to develop fluency when reading specific letters and sounds, to overlearn tricky spellings and to develop quicker recall of number facts like times tables or number bonds.
- **Read Write Inc.** is an approach to literacy which teaches children to read accurately and fluently with good comprehension.

It integrates phonics with comprehension, writing, grammar, spelling and handwriting using engaging partner work and drama. Pupils learn to form letters, spell correctly and compose their ideas step-by-step.

- **Phonics Booster Groups** are coordinated to provide targeted small group or individual sessions focused on blending.
- **Lifeboat Read and Spell Scheme** provides a highly-structured, multisensory scheme of lessons to help children with dyslexia learn to read, write and spell.
- **Rapid Reading** is a reading programme which helps to develop children's comprehension, fluency and vocabulary.
- **Reciprocal Reading** is a structured method of guided reading where children are gradually taught to take on group roles to explore and find meaning in texts. Reciprocal reading emphasises teamwork and supports independent comprehension skills.
- **Plus 1 & Power of 2** are interventions for Key Stage 1 and Key Stage 2 pupils who are struggling with Maths. The programme helps fill gaps in children's learning by securing the foundations of number and developing skills with mental calculations. Short, structured sessions enable repeated Maths practice, which boosts children's confidence and helps them to access the Maths curriculum with greater success in lessons.
- **Rapid Maths** is a multisensory approach which helps pupils in Key Stage 2 catch up with their peers. It makes Maths fun for learners and gives each child personalised support and repeated practice in the fundamentals of numeracy.
- **Move-On Maths** is a programme which helps children in Key Stage 2 to practise their Maths skills and solve problems pitched according to their level. In small groups, pupils are encouraged to work alongside an adult to highlight areas of Maths they are

struggling with to help them build strategies so that similar problems can be tackled with more independence in future.

- **Times Tables Rockstars** is a carefully sequenced programme of daily times tables practice to develop recall speed. Each week concentrates on a different times table, with a consolidation week for rehearsing the tables which have recently been practised every third week or so.

Social, Emotional and Mental Health

When a pupil appears to be experiencing social, emotional or mental health issues, they will firstly be referred to the school's learning mentor, who is well-trained in dealing with a wide range of issues. Children's needs in this area are assessed using the **GL Emotional Literacy Assessment** or the **Boxall Profile**, and specific interventions are provided.

Pupils with more severe needs are referred to a private **Art Therapist**, an **Educational Psychologist**, **Child and Adolescent Mental Health Services (CAMHS)** or their **GP**, depending on the type of support that is required.

A range of interventions are used to support pupils in this area:

- **Art Therapy** helps children to tackle any social, emotional and mental health issues and express themselves through drawing, painting, collage, modelling or sculpting. It is delivered in school by a qualified Art Therapist.
- **Friendship Group** involves small group sessions to promote social skills, such as sharing and turn taking, and friendship.
- **Lego Therapy** is a social development programme, which is tailored to suit children's individual needs. It helps children to develop social skills, such as following a set of rules, listening, sharing with others and taking on specific roles.
- **Cosmic Yoga** is an interactive resource designed especially for children. It involves interactive adventures which build strength, balance and confidence, as well as mindfulness for those with social, emotional and mental health issues.

Sensory and/or Physical

In Reception, pupils are **screened** for height, weight, vision and hearing issues, parents are informed of the results and directed to further support if required. Vision, hearing and all other health concerns are also formally discussed at every Parents' Evening.

BEAM, a movement screening and development tool, is used to assess pupils' motor skills in the EYFS, and also those higher up in school with suspected balance or movement difficulties. Specific areas of weakness are highlighted and sessions are delivered to help pupils to improve their movement skills.

Pupils with more severe needs are referred to **Occupational Therapy** or their **GP**.

A range of interventions are used to support pupils in this area:

- **Clever Fingers** is used to help those who are struggling with their fine motor skills. It involves a range of activities, such as threading beads onto a piece of string, picking small objects up with tweezers, cutting out different shapes and making things out of modelling clay. The activities are designed to develop hand strength to improve writing skills.
- **Dough Disco**, an activity which involves moulding dough in time to music and performing different actions, such as rolling it into a ball, flattening it, putting each individual finger into it, rolling it into a sausage and squeezing it. This helps strengthen children's fine motor muscles, which benefits pencil grip.
- **Letter Formation** helps children to improve their handwriting by focusing on forming pre-cursive letters correctly before joined handwriting is attempted.