



**Old Oak Primary School**  
**Mellitus Street**  
**London W12 0AS**

## TYPES OF INTERVENTION - HOW WE SUPPORT CHILDREN.

### Strategies to support/develop literacy (including reading)

- Children will have access to small group and individual support with additional guided reading or phonics.
- Additional guided reading/comprehension practice is available to those children who need it.
- Booster classes are provided where appropriate, for children who are on the cusp of the next Curriculum level, to enhance progress in this area.
- Literacy ‘ Catch Up’
- For a small number of pupils who meet the criteria we will ask for the support of outside agencies such as Queensmill Outreach, Educational Psychology, CAMHS and Cheyne.
- Repetitive overlearning strategies to practice certain targeted skills for individuals.
- Access to word mats, visual vocabulary prompts, pre-teaching of vocabulary.

### Strategies/programmes to support Speech and Language development

- We will deliver programmes provided by Speech and Language therapists, in conjunction with support provided by the child’s parents at home in a 1-to-1, or individual setting (as suggested by the therapist).
- We deliver a whole school programme called ‘Language for Thinking’ to support language development and comprehension skills in a small group setting.
- Old Oak is a ‘Communication Friendly Classroom’ school and ensures that the learning environment supports language development.
- Old Oak primary School is currently receiving training to become a Communication Champion accredited school.
- All classes have the opportunity to enjoy supported ‘Show and tell’ activities to promote communication and confidence.
- In class strategies such as talking partners are used to promote good language development.
- Children have access to word mats, visual vocabulary prompts, and pre-teaching of vocabulary.

### Strategies to support/develop Numeracy

- Small group/individual support for example with additional practice for number bonds or tables.

- For a small number of pupils who meet the criteria we will ask for the support of outside agencies such as Queensmill outreach, Educational Psychology. SLIt team.
- Use of Numicon intervention (Wave 2 and 3) for children who meet the criteria.
- Booster classes where appropriate in Yr 6, for children who are on the cusp of the next National Curriculum level, to enhance progress to this level.
- Maths Catch-Up intervention for children who meet the criteria. TA led small group work for children that meet the criteria.

#### Social Skills Programmes/support including strategies to promote self-esteem

- Nurture groups - Pupils are supported in short, small group sessions or 1-to-1 situations depending on their need to discuss strategies to develop self-esteem.
- Our Teaching and Learning policy identifies that marking indicates where a pupil has experienced success and supports how work could be even better, in order to promote confidence and self-esteem.
- There are weekly assemblies to reward effort, achievement, attitude, behaviour, sportsmanship, citizenship.
- Each class has a representative on the School Council.
- The school has a play therapist from the Catholic Children's Society who works with children who may need extra support.
- We have 'Play Ground Leaders' at lunch time who are older, trained pupils who will play games with less confident children.
- Where appropriate children are supported with Social Stories to support their social skills development.

#### Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- We can provide 'meet and greet' for anxious pupils
- We can access and work alongside a range of services such as our Play therapist, Localities worker, CAMHS, Primary Intervention Development service and outreach advisory teachers.
- We have an open door policy for anxious parents or parents of anxious pupils.
- We collaborate with our school nurse to support pupils with emotional needs.
- We support transition work at school for the transfer to secondary school.
- Extra visits may be arranged to the new secondary school for targeted children.
- We support all pupils with SEND to move year groups with a move-up session with their new teacher.
- We provide photo books of the new teacher/classroom etc. for certain pupils who need a visual prompts

#### Strategies to Support and modify emotional health

- We have access to the Primary Inclusion Development team to support good behaviour choices and improve self-esteem for a small number of pupils who may have difficulties with behaviour and self-esteem.
- We have access to a Play therapist who may support children who have difficulties with behaviour and self-esteem.

### Provision to facilitate/support access to the curriculum

- Access to small apparatus such as Numicon, number squares, number lines.
- Access to enlarged materials where required.
- Personalised activities as appropriate.
- Strategies/support to develop independent learning
- Vocabulary displayed in classrooms
- Word mats available
- Seating arrangements to allow a working buddy.
- Personalised activities such as the pre-teaching of vocabulary as appropriate.
- Support/supervision at unstructured times of the day including personal care
- ‘Play Ground Leader’ available to organise play with younger children at lunch time , under the Supervision of a Mid-Day Meal Supoerisors and Teaching assistant
- All children are given reminders to use the toilet at break and lunch.
- Certain pupils with recorded medical needs are allowed quick access to the toilet at any time.
- Pupils are reminded to drink frequently and are encouraged to have a water bottle in school.
- All children receive a school lunch and staff monitor that pupils are eating their lunch.

### Planning and Assessment

- Teachers plan daily lessons to meet the needs of all pupils in their classes so as to promote learning for all; they may be supported in doing so by outreach advisors such as Queensmill.
- Teachers, with the support of the SENCo, may also plan additional provision for small groups (Wave 2) and individuals (Wave 3) to support their learning needs.
- Teachers write Individual Education Plans for children who have a Statement, Education and Health care plan or any other outside support.
- The teachers and SENCo maintain a provision map to record any interventions a child may receive.
- Teachers assess pupils daily to see how they are accessing their learning. For pupils with SEND they will apply the criteria for access arrangements for pupils taking externally marked or moderated tests.

### Liaison/Communication with Professionals/Parents,

- Attendance at meetings and preparation of reports.
- All parents receive a full report each year in the Spring term.
- If parents require a separate copy (for example with divorced or separated parents) this can be arranged via the school office.
- In addition there will be a summary report in the Summer term.
- There are termly opportunities for all parents to review their child's progress at Parent's Consultation Meetings.
- There is an open door policy and parents may speak to staff members at the end of the school day or make an appointment to discuss more lengthy or private matters.
- For pupils with Individual Education Plans the class teacher will contact parents termly to review progress and discuss new targets.
- For pupils working with outside agencies such as Speech and Language Therapy, Educational Psychology etc. parents will be invited into school to meet with these outside professional to understand the nature of the work taking place.
- We contact parents termly to express our concerns and offer support to those whose children have poor attendance.
- Where there is multi-agency working we will have frequent Team Around the Child, or Team Around the Family meetings for some families.
- We liaise with a variety of agencies, such as Localities, who can support families in need.