



Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —



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Intervention update

Our department offers the following interventions and clubs:

Precision Teaching

This is an evidence based, Wave 3 intervention designed to help pupils who are struggling with reading and word recognition. Teaching assistants deliver a personalised learning programme targeted to the specific needs of the individual pupil. The ten minute, one to one daily sessions, include enjoyable timed word-recognition games and activities. This helps raise both self-esteem and achievement so that pupils can read more fluently and confidently and improve word recognition for high frequency words. The intensive, daily sessions run for 6 weeks.

Language for Learning

This is an intervention for pupils who have poor receptive vocabulary and is delivered as a Wave 2 group activity. Pupils participate in activities to develop receptive, expressive and semantic language. A qualified and trained teaching assistant leads the activities. They are pen-free and provides the pupils with time and opportunities to develop their language skills. The pupils enjoy playing word games and learn to express themselves more clearly, finding more precise words to express themselves. The intervention runs once a week for between 30 minutes to an hour.

Lightning Squad

This is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics. Pupils work through 65 specially written, engaging and illustrated stories.

Dyslexia Gold

An online support package to help support pupils with their reading, writing and spelling and times tables. Pupils are initially screened in school and then supported to complete the intervention on a daily basis at home. Pupils complete a series of tasks and activities to strengthen vision, improve phonological awareness, phonics, develop spelling patterns and improve times tables.

Reading Buddies

Our 'Reading Buddies' program promote a higher interest and engagement in reading, improvement in social and communication skills. And, most importantly, it's just FUN and PLEASURABLE. The scheme is overseen by two experienced teachers who assess progress half termly. 'Older Buddies' listen to 'Younger Buddies' read on a weekly basis to develop literacy skills. 'Older Buddies' receive training to model reading fluency, phrasing and expression for the younger pupils.



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Adult Reading Mentor Scheme

For an adult to meet once a week to read with a student who has been identified as having reading gaps and who may not have a regular adult to read to at home. Every half term, we assess how these readers' understanding is progressing and monitor their fluency and confidence on a regular basis. Our aim is to improve comprehension through developing inference skills, expanding vocabulary and encouraging children to see themselves as readers.

SEND Mentoring

This is a rewarding activity which enhances the well-being of pupils by improving their ability to cope with life's problems. It also identifies strengths and weaknesses and how to move the learning forward. Typical issues are anxiety, stress, anger and friendship problems. The success of this programme is difficult to quantify but there are several indicators including improved self-esteem, improved behaviour for learning, improved attendance, confidence and engagement in school life which ultimately translate into improved learning outcomes. An indication of success is when pupils no longer seek help. The programme runs in 2-3 weeks blocks of 10-30-minute sessions.

Thrive

Thrive is a specific way of working with children and young people that supports healthy social and emotional development. Sessions can be 1:1 with a trained Thrive Practitioner or can be through small group sessions. The Thrive Approach has consistently shown a positive impact on resilience and wellbeing that can, in turn, lead to improved achievement.

Early Birds Social Intervention

This before school club meets once a week and is designed to develop social and emotional skills. Pupils have a complimentary snack and drink while discussing their week and playing games to promote social interactions. It also helps to improve confidence, self-esteem and making friends. Pupils enjoy these sessions and often find that they make friends that they can interact with at break and lunchtimes. Pupils are taught coping mechanisms, learn about social stories and the sessions can help reduce anxiety.

Homework Club

The teaching assistants supervise a daily homework club (Monday-Friday) where any pupil may use part of their lunch time to complete homework, with assistance where needed. Prefects help to supervise and monitor homework club and can support younger pupils when necessary. Pupils that have difficulties in coping with the demands of homework are invited to attend and their attendance is recorded. Every Friday, there is a homework detention for any pupil who has lost two homework points in one week or who has lost two consecutive homework points for a specific subject. Non-attendance for these pupils will result in a detention which will be recorded in the planner.

Handwriting Club

This is mainly aimed at year 6 and 7 pupils who have issues making their handwriting legible. It aims to improve their handwriting, speed of handwriting, presentation and fine-motor skills.

Relationship Based Play

This nurture intervention takes place from 6-8 weeks and looks to strengthen relationships between pupils,



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staff and parents/carers. Pupils learn communication skills and improve their emotional literacy. This intervention can take place with other pupils or between parents and pupils and is facilitated by a trained teaching assistant.

Birdwatching Club

This weekly club gives pupils an opportunity to make friends, build confidence and conversation skills. It is run in a small and calm environment by a teaching assistant and is aimed at pupils who want to try a different activity.

Craft Club

A weekly club to improve confidence, develop friendships and improve motor-skills for pupils who need support or who enjoy a club that offers a calm, friendly and artistic environment. Pupils work on weekly activities that include drawing, creating puppets, jewellery making, making seasonal gifts and card-making.

Lego Therapy

Lego-based Therapy is an evidence-based intervention for children on the autism spectrum and those with related social communication difficulties and anxiety conditions. The therapy uses Lego® construction to encourage verbal and non-verbal communication, and social development such as joint attention, sharing, turn-taking and following social rules. The approach develops collaborative problem-solving and cooperative building with a group of peers, including some who do not have social skills deficits. Groups meet on a regular basis, and different responsibilities are assigned to group members who work as a team to assemble the project.

Wellbeing Club

The primary goal of Wellbeing Club is to promote wellbeing and to encourage our pupils to connect with peers by showing compassion, empathy and generosity. Through tasks, activities and campaigns, students will be inspired to think beyond themselves and spread goodwill to others!

S Vaughan Assistant Headteacher and SENCO

N.B Most interventions are in line with the principle of the Graduated Approach which is to **ASSESS, PLAN, DO, And REVIEW**. Where appropriate, pupils are tested on entry and exit and outcomes shared with pupil, parents and teachers. Results are used to inform next steps in learning and individual pupil plans and passports. Work carried out in the interventions is continuously communicated with classroom teachers, tutors, year heads and the leadership team so that pupils and staff can make links between the interventions and everyday class learning.