

Review of intervention strategies for pupils on Special Needs Register

May 2014

Key Stage 2

Year 6

Pupils identified as visual learners have been encouraged to develop own strategies for practice for SATs papers. Intervention programmes have been followed with impact assessed 4 times a year.

Year 5

Identified pupils have been working on developing handwriting speed and legibility. Two have been working with SNAST; assessment identified need to develop comprehension and vocabulary and the pupils are working through appropriate programmes. Additional help with scaffolding of written work has been provided to another pupil. One pupil does not hear all the sounds linked with spelling words so sound linkage programme has been ordered.

In Mathematics underachieving pupils have been working at building confidence by improving ability to explain how answer is reached and developing strategies of applying knowledge known.

Year 4

Two pupils are supported with ARCH intervention for improving reading levels. One pupil has been assessed by Occupational Therapist as having fine/gross motor difficulties and follows programme of daily exercises with TA along with daily handwriting practice. Two pupils are making steady progress in mathematics, focusing on strategies to ensure understanding of task to be undertaken.

Year 3

Two pupils are on autistic spectrum; one follows social stories programme, writing booklet, tackling issues of concern, in half hour sessions; the other who finds difficulty with new concepts has TA support when needed to go through instructions.

Two pupils have behaviour difficulties; one is linked to emotional problems and a counselling course has been applied for to deal with past experiences. Another has been referred to PCams. One pupil is in handwriting support group and another in Maths support group. One pupil has speech and language problems.

Key Stage 1

Year 2

Two pupils on Action+, have O.T. exercises for 10 minutes daily; additional daily handwriting, reading and Maths intervention and 1to 1 support for some elements of literacy.

Year 1

One pupil on autistic spectrum; behaviour management strategies used. Another has speech and language problems

Foundation Stage

None on SEN register.

All SEN children have time with TA to work on IEP targets