

APPENDIX 1 – Interventions

Area of Need	UNIVERSAL- QFT supported by Inclusion (Wave 1)	Catch-Up TARGETED Small group (Wave 2)	SEND Personalised/ SPECIALIST (Wave 3)	Outcome
<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome. QFT • Increased visual aids/modelling • Use of writing frames • Access to at least 2 TAs in each year group • Access to at least 1 GACs in core subjects • In class IT access/support • Dyslexia friendly whiteboards • LIT (Literacy Intervention Toolkit) 3 groups in year 7 • Reciprocal teaching strategies applied cross curriculum • Small group teaching – Nurture, Progress and Engagement • Vocational pathway – alternative curriculum – Foundation learning y10 and y11 • Drop Everything and Read • Differentiated assessments • Teacher –TA Support agreements • Show my homework platform to access work off site 	<ul style="list-style-type: none"> • TA support for Literacy and Numeracy • Targeted group support from additional teacher. • English Catch-up group • Maths Catch up group • Accelerate Read-Write-Inc year 7 and 8 • Precision Teaching- Nurture • My maths and Maths watch platforms • Guided reading year 7 and year 8 • Library reps –lunch time and form time • Homework clubs • Lunch clubs • Prep time year 9 • After school revision classes • Saturday classes • Half term classes • 6th form students mentoring • EAL support • Access Arrangements 	<ul style="list-style-type: none"> • 1:1 Tuition for Literacy and Numeracy • SEND hw club • Highly adapted curriculum for Nurture group • Visual Impairment Special Teacher • Hearing Impairment Special Teacher • Access arrangements • Withdrawal • Educational Psychologist • Social Stories • Toe by Toe • Stairway to Spelling • Write From the Start (Fine motor skills) • Numicon Intervention Programme • Lexia • SNIP (Spelling National Intervention Programme) • PECS (Picture Exchange Communication System) • Buddy • LSA in class 	<ul style="list-style-type: none"> • Reading age improvement. • Whole school annual testing. (GLS NGRT group reading test), enabling comparison of SEN students with their peers. Progress is measured in years and months. • Reading Recovery Programme • This gives students practice on focused areas of literacy. LEXIA provides a personalised learning package and moves students on to more advanced literacy skills as they progress through interactive work. Individual tracking of each student is personalised and detailed. Along with SNIP and LIT has had a very positive effect on students learning and can be incorporated in to lesson planning • Renaissance Reading Programme Acelleread • This has shown a great deal of success with the Year 7 and 8 groups and reading age improvement across the year groups. • Guided Reading and DEAR – This has proved very successful and improved reading for pleasure • Small group teaching and targeted interventions The impact of this has been progress shown in terms of reading ages and numeracy assessment (predicted grades.) Teacher assessment includes detailed progress reports and future guidance. Monitoring includes teacher assessments, record of work covered, six month reviews and testing. • Use of Outside Agencies for identification, guidance and assessment. The Educational Psychology Service has excellent involvement within school. Support has focused mainly on assessment of needs and guidance but more proactive cognitive therapy and parental meetings have had a significant impact. • Use of other services such as EAL and Hearing and Visual Impairment Services have also impacted on SEND student learning. • Alternative Curriculum group-The impact is measured in final grade at end of year 11 • Withdrawal , small group and 1:1 impact statements written twice a year; shared with parents and they show progress in from students initial starting point

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<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome. E.g. simplified language • Increased visual aids/modelling E.g.: vocabulary mats and science • Communicating Print symbols for specific topic based vocabulary. • Structured school and class routines. • Opportunities for talk (partnered/group work) • Teacher –TA Support agreements • Year 7 transition group Summer school Learning to Listen – in year 7 • Curriculum pathways 	<ul style="list-style-type: none"> • ICT- (As appropriate) • Attention and Listening Group • Speech and Language Communication Group- . Speech and Language Therapist – Social skills-Come dine with me, Lego club and Jewellery club • Life Skills curriculum for EHCP students 	<ul style="list-style-type: none"> • Speech and Language support (Monday, 1:1 & Small group) • children. • EP input • Student communication passport • Withdrawal SALT 1:1 and training a TA to run the intervention • Social stories 	<ul style="list-style-type: none"> • Most students on the caseload have appropriate interventions set up by SLTs to meet their communication needs Staff supported to run whole class Attention and Listening groups that also include children who are not on the SLT caseload Whole Class Work in Science focusing on vocabulary, comprehension and question types Specialist work – students with a stammer receiving 1:1 input, student with speech disorder receiving 1:1 input and programme carried out by TA Transition group for all caseload students in year 7 • Feedback from teachers involved in Learning to Listen report reduced number of behaviour points for classes accessing the programme SLT advice/1:1 work with student with ASD demonstrating socially inappropriate behaviour; reports this has reduced • SLTs ran a successful training session for SEN staff on SLCN and classroom strategies. • Improving language and communication skills is known to be a likely factor to increase the self-esteem and confidence of children and young people. • Specific work around self-esteem and confidence is currently in place for specific children. • Feedback from student and TA regarding improved self-esteem and confidence for student accessing 1:1 speech programme • Student in social skills pair reports more confident at speaking to new people • Students accessing group run by student SLTs report increased confidence to use self-help strategies in the classroom • Effective joint planning and reviewing with manageable outcomes • Positive liaison and interrelations with outside agencies

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<p>Social Emotional Mental Health</p>	<ul style="list-style-type: none"> • Whole school behaviour policy based on Positive Discipline and Restorative approach. • Whole school/class rules. • Class/School reward systems • Good Pastor Programme • Circle Time • Shadow timetable • Certificate assemblies • Reward trips , postcards 	<ul style="list-style-type: none"> • Individual reward system. • Home/School record (daily) • 'Social Skills groups • Learning mentoring • BEHAVIOUR PROFILE • Pastoral Support Plan • Progress group • Offsite alternative provision 	<ul style="list-style-type: none"> • Behaviour Specialist Teacher • Social worker surgery (as appropriate) • Young Hackney • CAMHS liaison • Mentoring (as appropriate) • Aspace counselling • Traveller Community Liaison Teacher • Individual Behavioural Plan • Restorative learning Centre 	<ul style="list-style-type: none"> • TAs and LSAs given strategies to support attention and listening and behaviour management in nurture groups (e.g. visual timetables, motivating activities, positive reinforcement) • MAP and Inclusion meeting enabled joint planning to address and meet students particular BESD needs. • Good communication system and liaison with parents, school, professionals • Clear picture of starting point and ways to intervene • Improved social emotional mental health • Increased number of achievement points / decreased number of behaviour points • Aims of GPP programme and circle time met • Celebrating achievement and positive , restorative approach reduce anxiety and improved engagement, understanding of needs and cooperation between all • Reduced number of PSP and students on report cards • Effective joint planning and reviewing with manageable outcomes • Positive liaison and interrelations with outside agencies
<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements. • Easy access around school/classroom. • Support in practical subjects • IT access • Handwriting pens • Writing implements provided. • Teacher –TA Support agreements • Lift access 	<ul style="list-style-type: none"> • Training - Supporting SEND students in PE • Individual students' routines • Special consideration arrangements • Early dismissal • Special consideration for break and lunch 	<ul style="list-style-type: none"> • Physiotherapy programme • Occupational therapy programme • Individual support in class during PE • School Doctor • School Nurse • Care plans • Individual support for toileting (as appropriate) • PEEP 	<ul style="list-style-type: none"> • Shared, inclusive approach • Reduced levels of anxiety and improved engagement, understanding and enabling cooperation between all • Good sharing of information • Better understanding and provision of needs • Joint planning and reviews show improved outcomes • Positive liaison and interrelations with outside agencies • Fire evacuation procedures in place