

Learning Support

Year 7

The Rationale

Interventions are reviewed annually and are developed as the needs of the students change. These are interventions that we have and/or are running.
The list is not exhaustive

Intervention	Duration	Target Participants and Identification	Aim	How can you help your child engage with the content?	Curriculum Opportunities	Progress
1:1 Reading	Each child approx. one 1hr lesson a week for undetermined time	Pupils with very low standardised scores (approx. below 77). Pupils identified after primary school visits, after Year 7 reading tests and recommendations from staff	To increase reading accuracy and comprehension through individualised programme	Encourage reading in everyday situations, play word games, promote reading	Supports all areas of the curriculum	Difference between start and end data plus Tracking of English levels
Target 7	1 session a week for approximately 10 weeks	Pupils on ASC spectrum, pupils with language difficulties and social difficulties Identified through primary school visits, SAT reports, EHCP reports and KKS staff	To improve skills related to the interactive process of communication	Support with organisation-preparing for the next day, homework etc. Discussions, playing board games etc	Supports all areas of the curriculum	For those with EHCPs progress is measured as part of review process.
IDL Dyslexic programme	Initially for 10 weeks. Resource then available at home	Pupils with a dyslexic profile, low reading age, comprehension and processing difficulties, poor spelling Pupils identified after primary school visits and	To improve reading skills- fluency, comprehension, spelling	The resource can be accessed at home. Ideally complete for 20 minutes 5 times a week	Supports all areas of the curriculum	Improvement from base line assessment at start of intervention Improved reading levels

		recommendations from English Department				
Mentoring	Usually 1 lesson in the 2 week timetable	Pupils with an EHCP	To help the transition from primary to secondary, build links between school and home and work on areas identified in the EHCP	As identified in EHCP and support plans	Supports all areas of the curriculum	Reviewed at EHCP reviews

Year 8

The Rationale

Interventions are reviewed annually and are developed as the needs of the students change. These are interventions that we have and/or are running.
The list is not exhaustive

Intervention	Duration	Target Participants and Identification	Aim	How can you help your child engage with the content?	Curriculum Opportunities	Progress
1;1 Reading	Each child approx. one 1hr lesson a week for undetermined time	Pupils with very low standardised scores (approx. below 77). Pupils identified from recommendations from staff	To increase reading accuracy and comprehension through individualised programme	Encourage reading in everyday situations, play word games, promote reading	Supports all areas of the curriculum	Difference between start and end data Tracking of English levels
IDL Dyslexic programme	Initially for 10 weeks. Resource then available at home	Pupils with a dyslexic profile, low reading age, Comprehension and processing difficulties, poor spelling Pupils identified from recommendations from staff and parental request.	To improve reading skills- fluency, comprehension, spelling	The resource can be accessed at home. Ideally complete for 20 minutes 5 times a week	Supports all areas of the curriculum	Improvement from base line assessment at start of intervention Improved reading levels

		Pupils identified after recommendations from English Department				
Year 8 Study Support Group (none MFL)	All year (replaces MFL)	Those pupils where extra English, social opportunities may be more beneficial than MFL Pupils identified from recommendations from English and MFL	Develop phonic and Reading skills. Improve word recognition and fluency. Develop skills of blending and segmenting letters and sounds. Increase confidence and reading for meaning skills. Plus providing time for extra teaching of Maths and English	Support with organisation, preparing for the day ahead, ensuring homework completed. Encourage and promote reading as a positive pastime.	Supports all areas of the curriculum	Tracking of English levels
Mentoring	Usually 1 lesson in the 2 week timetable	Pupils with an EHCP	Work on areas identified in the EHCP. Provide extra tuition in identified curriculum areas	As identified in EHCP and support plans	Supports all areas of the curriculum	Reviewed at EHCP reviews
Year 9						
The Rationale						

Interventions are reviewed annually and are developed as the needs of the students change. These are interventions that we have and/or are running.
The list is not exhaustive

Intervention	Duration	Target Participants and Identification	Aim	How can you help your child engage with the content?	Curriculum Opportunities	Progress
Year 9 Study Support Group (none MFL)	All year (replaces MFL)	Those pupils where extra English, social opportunities may be more beneficial than MFL Pupils identified from recommendations from English and MFL (plus pupils from yr 8 Study Support)	Includes The John Muir Award and provides time for extra teaching of Maths, English and Science	Support with organisation, preparing for the day ahead, ensuring homework completed.	Supports all areas of the curriculum	Tracking of English and maths levels
Mentoring	Usually 1 lesson in the 2 week timetable	Pupils with an EHCP	Work on areas identified in the EHCP. Provide extra tuition in identified curriculum areas Provide support in transition from K3 to 4.	As identified in EHCP and support plans	Supports all areas of the curriculum	Reviewed at EHCP reviews
