



Foremarke Hall

Repton Preparatory School

Policy Statement

Early Intervention - Read First/Skills First

This policy is a whole-school policy including EYFS. It is relevant to all academic staff and should be read in conjunction with the following:

- Learning Enhancement – SEND
- EYFS - SEND

Introduction:

The ability to read plays an essential part of the everyday curriculum. However, some pupils may need early support to secure this as a basic skill to future independent learning.

It is Foremarke's policy that every attempt should be made to develop and work towards securing a child's phonological awareness, fluency, accuracy and enjoyment of reading to promote a smooth transition from 'learning to read' to 'reading to learn'. As Foremarke is fortunate in having a number of highly trained specialist teachers, it is appropriate that we identify children who are not secure in these basics as young as possible and that we enable appropriate Read First/Skills First small group intervention to start. These teachers will provide essential reinforcement with the aim of facilitating future independent learning. Research shows that if intervention is put in place early in a child's education the possibility of developing a specific difficulty is reduced.

Aims:

- To work towards pupils having a good phonological awareness, fluency, accuracy and enjoyment of reading.
- To help pupils develop as independent learners.
- To ensure that pupils who are in need of intervention receive appropriate support as early as possible.
- Through early intervention, to minimise the impact of pupils' individual specific difficulties.

Procedure:

- Pupils in Years 1 - 3 will be continually assessed to identify those who are in need of intervention. Consultation with parents will take place regularly.
- Pupils in Years 1 - 3 with standardised assessment scores from whole-school screening programme of 85 and below, should be automatically considered for early intervention. Pupils with standardised assessment scores of 85-95 or where there is a concern from teachers or parents should be considered individually.
- Where the need is evident, Early Intervention – Read First sessions of small groups of pupils in Years 1 - 3 should take place at least twice a week. These sessions will take place during French curriculum time as reading must be made a priority to enable pupils to access the Foremarke curriculum. These pupils will have the benefit of specialist teachers taking the Read First lessons. In the SEND graduated approach Read First is a LE2 level of support and will not incur a charge to parents.
- In Year 4 it may be necessary to move towards a Skills First programme for pupils that still require input to consolidate and enhance their basic numeracy and literacy skills. Attendance at

these sessions is decided in consultation with Form teachers and parents.

- Pupils with an identified specific difficulty who have been recommended individual lessons as a result of an Educational Psychologist's report will have these lessons separately and be charged accordingly.
- Continuing need for intervention will be reviewed annually. In exceptional cases, there may be a case for a child to stop or start intervention at the beginning of a new term. Reviews will be in consultation with class teachers and parents. Pupils are encouraged to return to French at the earliest opportunity.
- Further diagnostic individual screening may be completed for those pupils who require further investigation. This may lead to outside agency referral.

Charging:

- Specialist 1:1 and 1:2/3 lessons recommended by Educational Psychologist Reports/requested by parents should be charged at the rate agreed by the Governing Body.
- Early Intervention – Read First/Skills First group sessions (Years 1, 2, 3 and 4) should be regarded as a reasonable adjustment (LE2) and should not incur a charge if taking place during designated curriculum time.

Review:

The 'Early Intervention – Read First/Skills First' policy is the responsibility of the Academic Team and will be reviewed according to the school's policy review cycle.

Last Revised: Michaelmas 2017

Next Review: Michaelmas 2018