



Intervention Information

At Penn Fields, students undertake a range of interventions to support their cognitive, sensory, social, physical, communication or emotional development.

Interventions are designed to support individual or groups of students and are monitored by the class teacher, subject lead or member of staff leading the programme. Impact and progress data is completed and added to the end of year assessment report.

Interventions offered include:

Number Sense & Becoming First Class At Number

Some students in the Primary Phase and KS3 or 4 have extra support in accessing and developing their basic number skills. A small group of identified students have two lessons per week to practice and extend the use of counting and number recognition. A designated member of staff delivers the programme and keeps individual records for impact and progress.

Accelerated Reader

Similar to the Maths programme, KS3 and 4 students can access the reading and comprehension questions at an individual level. It has also helped to promote the enjoyment of reading across the school, with every class having daily morning reading sessions. The English lead completes a yearly impact and progress report.

RWI

Alongside the Primary Phase, Nurture and 4E have daily phonics lessons to access the RWI programme, KS3, KS4 and 6th Form have bespoke interventions to support identified students. Progress and assessment are completed termly and monitored by class staff and the English Lead. RWI success and impact reports and completed at the end of the year.



Sensory Integration & Regulation

These interventions are designed specifically to support any student with self-regulation and sensory integration by following and participating in a series of exercises to support their individual needs. A new sensory integration room and sensory room has been designed and built to ensure students can access these facilities. Alongside this, all classes implement sensory breaks and snacks between lessons to support all students in regulating their sensory needs, as well as using the sensory garden and outdoor learning spaces. Some students also access haptic massage and deep pressure massage.

Speech & Language (SALT)

School has a dedicated team that support a range of individual and group work at Penn Fields. Students follow specifically designed programmes and targets are shared with class staff. Some programmes include social communication. The SALT team monitor progress and set new targets as appropriate, sharing these with parents and carers too. They also contribute to annual reviews.

Specialist Services

Penn Fields has a range of specialist staff that visit half termly and support individual students offering advice to staff and parents/carers. These include OT, VI, HI, Physiotherapy and Medical Team and Dyslexia Pathways. These professionals also contribute to annual reviews and EHCPs. Educational Psychologists also support where appropriate.

School is also supported through Inspire, Base 25, MPower CAMHS where necessary.

Fine Motor

Identified students in the Primary Phase take part in a six week programme to improve basic fine motor skills for mark making, cutting and threading. These skills are monitored by the member of staff delivering the programme.



Swimming

Swimming is provided weekly for all students in the Primary Phase and as an intervention for some KS3 & 4 students. These students are identified through their specific areas of need using their EHCP targets and any advice from other professionals, including OT and physiotherapy. Some identified students access an early morning sensory swim.

NELI

Some younger students in Penn Fields take part in the NELI programme, which has been adapted to meet the needs of students in the class group. The programme success is monitored and delivered by the class teacher and shared with SLT. It supports early language development.

Therapeutic Interventions

Some students access interventions such as Drawing & Talking, Lego Therapy and Friendship Street to support their social and emotional needs.