

## White Bridge Primary School - Assessment and Intervention Pyramid - KS2

	Intervention WAVE 3	Referral to EWMHS Referral to SEMH Team.	Toe by Toe 1-1 Phonological awareness 1-1 Phonics support 1-1 Referral to Specialist Teacher team	WASP - 1-1 spelling programme Referral to Specialist Teacher team
	Trigger	SDQ highlights that intervention has not improved emotional wellbeing and mental health.	Dyslexic tendencies likely Weak phonological skills	
	Assessment	Strengths and difficulties questionnaire carried out to review progress.	LUCID Rapid / LASS carried out. Phonological awareness test	Independent writing - discussed at pupil progress meetings. <b>What is the child's barrier to learning?</b>
	Intervention WAVE 2	Mentoring with Open Door, Butterfly Club, Play Therapy, Music Therapy, counselling from ADAS, counselling with Kids Inspire.	Phonics support, Phonological Awareness, Catch up Literacy, Beat Dyslexia, Precision Monitoring - high frequency words, Teaching children inference skills.	Beat Dyslexia, Phonics
	Trigger	Behaviour not improved	Reading age is more than 1 year below chronological age. Standardised score of <85.	High risk of dyslexia, less than 50 HFW spelt correctly,
	Assessment	Continued monitoring from SENCO, class teacher and school staff. Strengths and Difficulties Questionnaire / emotional literacy questionnaire carried out.	YARC assessment carried out, High frequency word reading test, dialogue between teacher and SENCo, monitoring of reading diary.	LUCID Rapid / LASS carried out Spelling test of HFW.
	Intervention - WAVE 1	Smart thinking, self-esteem group, art therapy group, social communication group.	Group reading increased, individual reading slot given, parents informed, daily reading of high frequency word lists - peer or adult.	Grammar group, punctuation group, support in literacy lessons, Letters and Sounds spelling group, handwriting group, narrative therapy, support from Teacher / TA in a group.
	Trigger	Observations and monitoring from school staff, below average on the emotional literacy checklists.	Reading age 6 months below chronological age. Less than 50 High frequency words known.	No progress over a term.
	Assessment	MID Day reporting - play ground difficulties, Class teacher dialogue with SLT, parental concerns	YARC assessment completed at the beginning of year 3. High frequency word reading test.	Independent writing discussed at Pupil Progress Meetings
	Universal Offer	PSHE, assemblies, class rules / expectations, classroom rewards, house points, circle time,	Quality First Teaching - Individual reading, weekly comprehension activities, group reading, guided reading, reading with Parent helpers	Quality first teaching, differentiated activities, regular hand writing, weekly spelling tests, grammar lessons.
	<b>Focus Area</b>	<b>Social Emotional and Mental Health</b>	<b>Reading</b>	<b>Writing</b>