

St. Albans Primary School

INTERVENTION POLICY

PURPOSE

While the regular classroom program is appropriate for most students, there are some students who require additional assistance to become proficient in Reading, Writing, Speaking & Listening and Numeracy. A one-one or small group tutoring program may offer these students an extra level of support during their language and numeracy acquisition journey. These programs, as well as improving the reading, writing and numeracy skills of students, also build on student's strengths, improve self-esteem, develop independence and provide the opportunity to experience success.

SCOPE

The scope of this policy is all students that attend St Albans Primary School and have additional learning needs.

POLICY

AIMS

- To provide opportunities for students at risk to become successful in Reading, Writing, Speaking & Listening and Numeracy
- To cater for students on the Program for Students with Disabilities (PSD) and those with additional needs to meet their individual learning goals
- For students to reach a satisfactory standard in English and Mathematics so they can function independently and successfully in the classroom
- To provide the foundational skills necessary for a life of learning.

IMPLEMENTATION

- Literacy and Numeracy Leaders and Assistant Principal to oversee the Literacy and Numeracy intervention programs and monitor student progress
- Once identified students to be placed in the appropriate program according to grade level and needs
- Intervention programs DO NOT replace classroom Literacy and Numeracy programs
- All students involved in intervention programs are also to participate in classroom Literacy and Numeracy whole class and small group activities
- All students involved in programs to have Individual Education Plans
- Programs are inclusive and based on individual needs
- As part of each program, each student is to be pre-tested and post-tested to measure their progress and to determine future needs.
- All programs to be recorded on the literacy and numeracy databases for accountability purposes
- All students at risk, despite a diagnosis, are eligible for intervention programs
- All programs to be monitored and assessed for their effectiveness on an ongoing basis.

PROGRAMS

- **Levelled Literacy Intervention:**

- To improve the reading behaviours and comprehension of students not experiencing success with literacy in grades P-6. It is a direct instruction program that teaches the foundation skills of reading including the alphabetic principle, sounds and blending. As the difficulty level increases, more advanced skills are taught with the emphasis on reading accuracy and fluency.

Skills such as following directions, making inferences, drawing conclusions, analytical skills, using analogies, and vocabulary extension are worked upon over the series of lessons.

- **Bridges Literacy intervention Programs:**

- Daily one to one program delivered by trained ES staff to grade P-6 students not experiencing success in literacy. Emphasis on reading development and word discovery. The main components of the program are: vocabulary development, independent reading, shared reading, literature, oral language, comprehension, shared writing and language games.

- **MultiLit:**

- Program for students with poor decoding and spelling skills
- Four half hour sessions a week
- 1:1 program with trained aide
- 3 components – phonological awareness, sight words & reading aloud

- **Language Support:**

- The main goal of the Language Support program is to students with delays in speech and language development
- The program aims to improve receptive, expressive and pragmatic language skills for all students involved
- The program has three levels of support:
 1. Language therapy groups working with school speech pathologist once a week for 40 minute sessions
 2. Articulation programs run by trained Educational Support (ES) staff under the supervision of a speech pathologist
 3. Individual language programs developed and monitored by the speech pathologist and implemented in the classroom on a daily basis by Education ES staff trained by the school speech pathologist

- **Phonological Awareness Program:**

- The program offers direct, intensive practise linking letters to sounds
- The focus is on the ability to listen specifically for, identify and manipulate sounds and sound chunks
- Lessons are specifically designed to incorporate auditory, visual and kinaesthetic modes of learning
- Consists of 3 – 4 half hour sessions a week

- **Bridges Numeracy Intervention:**

- Daily one to one program delivered by trained ES staff to grade 1-6 students not experiencing success in Numeracy. The emphasis is on Number development to build mental computation skills and number sense. The main components of the program are counting, place value, addition & subtraction, and multiplication & division.

FACTORS IN IDENTIFYING STUDENTS

- Students working below the expected standard in the classroom
- Students not reaching school based benchmarks based on results from Literacy and Numeracy assessments
- Students not reaching state benchmarks using results from NAPLAN & Victorian Curriculum report marks
- Students referred by the Speech Pathologist and/or Psychologist
- PSD students and those with additional needs who require 1:1 intervention to meet their individual learning goals

ELIGIBILITY FOR PROGRAMS

- The Assistant Principal, Literacy and Numeracy Instructional Leaders, and EAL Coordinator are to consult at the end of term 4 to determine how best to address student needs for the following year taking into account budget, human resources, needs and program suitability/availability.
- The Assistant Principal, Literacy and Numeracy Instructional Leaders, and EAL Coordinator to consult at the end of each term to determine any students who are ready to exit the program and those students who are eligible to commence
- Placement of students onto particular programs is dependent upon the number of eligible students and the availability of human resources
 - Students not experiencing success on programs are to be referred on to the Speech Therapist, SSSO services, and/or Assessments Australia for further assessment to determine future needs
 - All programs are to be reviewed by the Data Team at the end of the year using school based data, effect size data and available resources to determine the level of success and future needs

PLACEMENT OF STUDENTS ONTO PROGRAMS

- The Assistant Principal, Literacy and Numeracy Instructional Leaders, are to inform parents of their child's eligibility to participate in a program. This is an opportunity for parents to discuss the merits of the program and be provided with further information as to how best to assist in their child's learning at home
- For some students, especially those students in the middle years, a more negotiated approach to program participation may be appropriate

PROFESSIONAL LEARNING

- Provision and facilitation of school based Professional Learning by the Literacy and Numeracy Leaders to program facilitators
- All ES staff involved in Intervention Programs are to meet with Literacy and Numeracy Leaders on a regular basis to provide feedback of student progress and discuss the program
- Professional Learning for all ES staff involved in Literacy and Numeracy Intervention programs are an ongoing focus
- Peer observations, learning walks, Instructional Leader observations and related feedback are ongoing

FURTHER INFORMATION AND RESOURCES

- [Additional Needs Policy](#)
- [Inclusion and Diversity Policy](#)
- [Teaching and Learning Handbook - 2019](#)

REVIEW CYCLE

This policy will be reviewed as part of the school's four year review cycle.

DOCUMENT STATUS

Reviewed	School Council Ratification	Next Review
School Council Meeting	June, 2019	June, 2023