The following table is a real-life example from a school where the specific issues of entry and exit criteria were tackled. You can use these examples to guide your thinking.

We do not advocate any of these particular interventions but are using them as a random sample for your benefit. We do recommend that wherever possible you formulate your own interventions.

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| Intervention | Entry Criteria | Exit Criteria  (After 6 weeks we should see) | Next Steps  (If the intervention didn’t work) |
| Lego Therapy | SENCO decision in consultation with class teacher and parent.  **Social Skills**:   * Lack of verbal engagement in the classroom * Friendship concerns * Specialist recommendation   **Social communication:**   * ASD diagnosis * Below 35th centile receptive language skills * Below 35th centile expressive language skills | 1. Age appropriate then cease 2. Inadequate progress – review with TA/CT/Parent   Then   1. Repeat or revisit following term if merited. (joint decision) | Consider LIFT referral |
| SoundsWrite | * No progress over 2 terms * Consultation with teacher/parent * SoundsWrite assessment | 1. Identified gaps in phonics have improved (assessment) 2. No progress – review with CT/TA/parent then 3. Continue if merited or re-evaluate and refer for either Lexia or Toe by Toe | Specialist service input through LIFT |
| Toe by Toe | Referral from pupil progress meeting, followed by a Dyslexia screener and discussion with SENCO/class teacher. | A term of daily intervention, then review through an assessment (to be devised).   * Continue through book if progress is being made * Cease if no or little progress and consider alternative e.g. A-O Stage 1 as a 1:1 | Alternative intervention then review. Consider LIFT if gap is not narrowing. |
| Emotional Well-Being | Following QFT within the classroom, and parental contact, teacher completes Cause for Concern alongside a completed Leuvens scale. Decision made with SENCO for period of intervention:   * Child centred games and activities * Sharing emotions | A term of weekly intervention followed by a review of pupil’s well-being (consider Boxall Profile) and a repeat Leuvens scale. | Progress made – cease intervention but monitored by class teacher to ensure sustained improvement.  No progress – consider referral to specialist services. |
| Language Link | All children in Reception assessed. Identified areas – intervention through SALT TA in discussion with SENCO. | A 6month period of Intervention focusing on identified areas of weakness. Reviewed by reassessment. | Successful reassessment – pupils removed from intervention.  If inadequate progress made pupils put into Speaking & Listening group. |
| BEAM | Identified in Year R by BEAM programme. Class teacher in consultation with SENCO makes decision on BEAM groups.  Other year groups can be put on to the programme with the same expectations. | Pupils complete 60 sessions of BEAM if necessary but can cease intervention early if trained TA judges progress to have been made. | If progress made – cease.  If no progress after 60 – refer to OT. |
| Clever Fingers | For any year group. Highlighted through handwriting difficulties not ameliorated through QFT classroom practice. Discussion with CT and SENCO. | 6 week intervention with TA. Activities involve fine motor skills. Reviewed and decision made in consultation with CT and SENCO. | After 60 sessions and inadequate progress, referral to OT. |
| Sensory Circuit | Requirement as part of Statement or EHCP.  Recommendation from LIFT, OT or EP. | 60 sessions before reassessment with CT and SENCO.  Pupil’s level of functioning is improved, less stressed and more engaged in learning.  Only ceased through advice from specialists. | May need to refer back to LIFT. |
| Lexia | Identified as 3 stages below expected in reading and writing. | Termly intervention then reassessed. If one stage of progress is made then Lexia continued for another term.  If two or more stages of progress are made, then intervention ceases. | If no progress made, then reassess need.  Early Literacy Test or Diagnostic Reading Analysis (DRA) undertaken by SENCO. Further intervention determined by result. |
| Alpha to Omega | Following Dyslexia Screening by SENCO, pupils undertake A-O assessment. If gaps in knowledge identified then intervention to follow. | Termly review to ascertain levels of knowledge and progress. Reassessment indicates new areas of focus or decision to cease. | If considered appropriate then pupil referred to LIFT for specialist teacher input. |
| EAL | STEPs assessment by EAL TA.  If indicated then a programme of intervention will begin e.g. individual or small group. | Reviewed after 6 weeks with STEPs reassessment. Discussion with SENCO. Will continue with new focus if necessary.  Fully integrated and back in classroom with no noticeable gaps in learning. | Repeat, review and refer to Senco if necessary |
| SALT | Agreed and devised by SALT with SENCO. 1:1 or small group intervention. | As agreed with SALT & SENCO. | Referral onwards should progress not be as expected. |