

A graphic for the BOOST logo featuring a central yellow circle with the word "BOOST" in white, bold, italicized letters. This central circle is connected by thin brown lines to four other circles: a green one at the top left, a purple one at the top right, and a blue one at the bottom left. A fifth circle is partially visible on the right edge.

***BOOST***

A large, solid orange circle that occupies the lower-left and central portion of the page.

YOUR GUIDE TO  
OUR SERVICES



MOUNTS  
BAY

## **Brief Summary:**

Reading intervention for students of all ages who need to improve their reading ability.

## **Specific Details:**

Available to every year group where reading levels need improvement. Also, we will liaise with the student's English teachers.

Students are to read aloud to a staff member. Reading is to be monitored, are assessed and recorded. Colour coded books are used for different levels.

Sessions might be beneficial for students with dyspraxia and dyslexia.

## **Expected Outcomes:**

Accelerated Reader - Each student is Star Reader tested on their iPad at the beginning of the school year, then retested each semester.

Individual progresses is recorded.

Books are colour coded according to reading levels.

Outcomes to be monitored and assessed.

Students to complete book quizzes, and achievements recorded.

Other reading work to be tailored to year groups and ability of each student. Activities, memory cards, awareness of syllables and punctuation are necessary to aid reading and understand words and expressions.

## **Duration:**

This intervention runs over 6 weeks in 30 minute sessions weekly. Accelerated Reader sessions also run during tutor time as a whole class intervention.

## **Assessment:**

Progress recorded on iPads when they have completed book quizzes.

# DYSCALCULIA

## **Brief Summary:**

Dyscalculia is like dyslexia but it is a condition that affects the ability to acquire arithmetical skills.

Dyscalculia learners may have difficulty understanding simple number concepts, an intuitive grasp of numbers and have problems learning number facts and procedures.

## **Specific Details:**

Pupils who have difficulty understanding concepts of numbers and anything related to mathematical skills.

Strategies for teaching a student with math-related learning difficulties.

Avoid memory overload.

Help students to visualise math problems by drawing.

Use visual and auditory examples.

Use real life situations that make problems functional and applicable to every day life.

Practice with age-appropriate games as motivational materials.

## **Expected Outcomes:**

Significant improvement in mathematics and understanding numbers.

Ability of manipulating numbers and mathematical facts.

## **Duration:**

Depends on individual needs of the student.

## **Assessment:**

Maths department and dyscalculia co-ordinator to write a report on students progress and any recommendations after they have completed the intervention.

## **Brief Summary:**

Nessy was developed specifically to support learners with learning difficulties/ dyslexia. It is a computer-based, structured phonics resource for reading and spelling including learning of letter patterns as well as spelling and reading rules. The material includes visual memory aids, games and activity worksheets which are often humorous. Nessy learning begins with an assessment to identify areas of need. The intervention provides digital learning with a focus on foundational reading and spelling, with reinforcement through written worksheets (Beat Dyslexia Books).

## **Specific Details:**

The Nessy Learning Programme will improve reading, spelling and writing. Nessy is a huge resource of strategies, games, worksheets and phonics, covering the very first stages of letter sounds to advanced multi-syllable words. It encourages positive, independent learning. Students are encouraged to mark their own work and take on more responsibility for their own learning by playing games, watching rules and completing interactive worksheets. The game based learning has proved extremely effective in addressing the needs of disaffected students, motivating and building self-esteem.

This intervention is aimed at struggling readers, writers and spellers. Each student will be given their own login details to access the programme. Nessy will give the students access to structured activities which are based on helping them to develop their incremental phonics, language skills, writing skills and vocabulary development.

This is a highly effective multi-sensory learning approach.

20 Computer Games.

25 Animated Rules.

70 Phonic Animations.

5000 Words and Sentences.

Library of Mnemonics.

Over 1000 Printable Worksheets.

Printable Certificates.

Writing Skills.

Group Monitoring & Student Records.

Dyslexia friendly iPad apps will also be discussed with students.

# DYSLEXIA

## **Expected Outcomes:**

Help students to rebuild their self-confidence.  
Help students to rediscover their self-esteem.  
Improve students reading, writing and spelling skills.  
For students to gain a better understanding of phonics and letter patterns.

## **Duration:**

A 30 minute session once a week. This intervention will take place for 6 weeks

## **Assessment:**

Printable and written reports of their progress which will be evidenced in a file.  
Pupil questionnaires. Beat dyslexia booklets are also available to complete as well as the use of iPad apps which support dyslexia.

## **Brief Summary:**

In response to the critical number of older students needing help with reading skills, Lexia Strategies was developed. The activities in the program are specifically designed to accelerate the acquisition of essential reading skills while offering age-appropriate content and interface. The focus of the activities helps students to increase automatic word recognition by reinforcing phonic elements and sound-symbol relationships. As students progress, more advanced phonic, comprehension and vocabulary exercises are introduced.

## **Specific Details:**

Due to its computer-driven nature, Lexia Strategies when used consistently has been proven to close the reading gap. What is more, the embedded reporting system instantly delivers real-time data to inform planning and evidence progression.

Lexia Strategies allows students to work independently, as well as on a one-to-one or small group basis. Students will then receive the appropriate support on a need-to-have basis.

Lexia's embedded assessment and reporting system provides real-time, actionable data without interrupting the flow of instruction to take time-consuming tests. Lexia provides a set of easy-to-interpret, consistent measures to demonstrate progress at individual, class or school level.

Lexia reading software is available via the web. This means systematic and engaging personalised learning can be accessed anytime, anywhere. To ensure usage goals are met, students can seamlessly continue their work at home using a computer, iPad or tablet for Android.

## **Expected Outcomes:**

- To help students to increase their automatic word recognition by reinforcing phonic elements and sound-symbol relationships.
- Accelerate the acquisition of essential reading skills.
- Close the reading gap.

## **Duration:**

One 30-minute session, once a week. This intervention will take place for 6 weeks or more if required.

## **Assessment:**

- Student progress will be tracked through online graphs and printed out.
- Student usage will be tracked through online graphs and printed out.
- Student skills reports will be printed out.
- Individual workbooks can be created and printed - Students can work on these at their own pace.
- Action plans can be devised.
- Each student will have his or her own 'Lexia' intervention folder, containing all of the above information. Miss Wearne will create these folders and keep hold of them in school in order to monitor progress.

## **Brief Summary:**

Fun Fit sessions are run with group of pupils who carry out activities which aim to improve their co-ordination, spatial awareness, gross/fine motor skills and balance, as well as improving their social interaction skills. The sessions are organised with these main areas in mind.

## **Specific Details:**

Before attending the session the pupils complete a piece of writing which they must copy to the best of their ability. They are timed and their writing is kept on record.

At the beginning of the session the pupils complete a warm-up for 5 minutes. After warm-up, pupils will start the main activity for 15 minutes. After completing the activity pupils will cool down for 5 minutes.

## **Expected Outcomes:**

After a term of Fun Fit sessions it is hoped there will be an improvement in their fine motor skills, and when the writing task is repeated, there will be an improvement in neatness, quantity and fine movement when using a pen.

## **Duration:**

Monday, Wednesday, Friday .

From 8:30 - 9:00  
For 6 weeks.

## **Assessment:**

Fun Fit intervention will be assessed at the beginning and end of each course. Students will complete a handwriting test to show improvement in their hand-writing skills. The other test is a motor skills screening involving 10 different physical tests.



## **Brief Summary:**

This intervention has been designed to improve student's basic handwriting skills.

Students with dyslexia and dyspraxia will benefit from this intervention, this will help the student with letter formation, writing speed and writing posture.

## **Specific Details:**

In the first lesson the student will be given a poem to copy in order to assess their writing level. The sessions include; the teaching of the correct letter formation of capital and lower case letters and also showing the student how to end each letter to enable the following letter to sit happily with the previous. Very few students have been taught to join their letters but this method of teaching shows them that it is not always necessary to achieve good handwriting skills. The correct posture is also directed as this encourages good handwriting techniques.

## **Expected Outcomes:**

The improvement of handwriting is beneficial in all subjects and also helps a student to gain more confidence in their learning encouraging better results.

## **Duration:**

Half hour sessions to run throughout the week, available to all years running for 6 weeks.

## **Assessment:**

The student will be asked to write the same original given poem to assess the progress made.

## **Brief Summary:**

The workshop intervention gives one-to-one support to hearing impaired students to help build their vocabulary and help them become more confident in both their written and spoken language.

## **Specific Details:**

The sessions will involve reading aloud a variety of books from various genres to present the student with the challenge of learning new words. The variety of reading material would also include a daily newspaper which would give the student interesting information and improve their general knowledge. The subject matter will be carefully selected to ensure that no inappropriate material is read. The student will also be given the challenge of reading some high literature including the classics and poetry. This will not only be useful within their English Literature lessons but will also be beneficial in creating a greater vocabulary in all subjects.

The student will be asked to explain the meaning of words chosen by the LA to ensure that they have a full understanding. The reason for this being, a student may be able to read a word even if it is unfamiliar, but not recognise the true meaning in the context of the sentence. The word can then be referred to using a dictionary app on the iPad to confirm its definition.

This will also be a good opportunity to search for synonyms to broaden the vocabulary even further and ensure true meaning.

A word bank will be created to build key cross-curricular words which the student will need to recognise and understand. These words will be collected from the relevant subject teachers across the curriculum.

# HEARING SUPPORT

## **Expected Outcomes:**

To improve vocabulary and build confidence in the student's reading, writing and literacy skills

## **Duration:**

75 minutes as recommended by The Teacher Of The Deaf.

## **Assessment:**

The student will be assessed by reading a set vocabulary from the word bank at the start and end of the intervention.

## **Brief Summary:**

These sessions are for students in Year 7 and Year 8 with a reading age of 8 years and below. These students will be extracted once or twice a week from specific lessons (with the teacher's permission) for 40 minute sessions for a duration of 6 weeks.

Read Write Inc. is a literacy programme for students with a reading age below age 8. It is designed to develop reading, writing and spelling through the teaching of phonics in order to create fluent readers, confident speakers and willing writers.

## **Specific Details:**

Students will be taught the link between sounds (phonemes) and letters. They will identify and blend different letter sounds and letter combinations to make a word.

They can also use this knowledge to begin to spell new words they hear. Flash cards, power-points, reading and writing booklets accompany the scheme and will be used in the lessons.

## **Expected Outcomes:**

The reading and writing booklets intend to improve reading, comprehension and writing and they also incorporate skills which are linked to those required by the English curriculum.

## **Duration:**

Once or twice a week for 6 weeks.

## **Assessment:**

At the start and end of the intervention, the students will be given a reading and writing test. Their progress will be monitored throughout the 8 weeks through one-to-one intervention in the classroom. Work will also be evidenced in a file.

## **Brief Description:**

The purpose of writing is to commit an idea to paper, whether through necessity or desire. Correct spelling enables the writer's 'message' to be transmitted with minimum ambiguity to its intended audience.

## **Specific Details:**

This intervention aims to support students working through National Curriculum levels 2-4. This intervention aims to:

- Give children a multi-sensory strategy for learning new spelling
- Cover many common letter patterns
- Help children extrapolate from one known word to another
- Support less able pupils by offering sheets to revise and reinforce basic spellings.

Students will work through Pollens English Basic Spelling Rules. The worksheets can be used for individual, pair or group work. They can be used for introducing new concepts and letter strings or reinforcing areas already covered.

## **Expected Outcomes:**

Students should begin to apply their knowledge of letter patterns or strings to a wider range of words. The students will understand that there is a correct way to spell words. The students will be taking an interest in how words are constructed and generalising from one word to another to develop their wider literary context.

## **Duration:**

30 minute sessions. This course runs for six weeks.

## **Assessment:**

Work will be kept in a file. Students will have a spelling test during week six. Intervention can be repeated if necessary.

## **Brief Summary:**

Phonics are the building blocks of literacy. The Speech and Language Intervention Workshop will be run for students of all ages who, for whatever reason, lack basic phonic decoding skills and therefore struggle with reading, writing and spelling. Specific support areas:

Phonics

Syllables

Segmentation

Phonemes

Blending

Spelling

Word and sentence construction

Basic grammar

## **Specific Details:**

The initial part of the course will provide a groundwork in phonics, phonemes, letter blending, syllables and segmentation. This will then lead onto work on spelling, word construction and vocabulary building alongside basic grammar instruction. Eventually students will move onto sentence construction and English grammar rules.

## **Expected Outcomes:**

To improve students overall literacy proficiency.

## **Duration:**

Session will be for 30 minutes but extended sessions will also be available. The work shop will be run weekly with groups of up to 4 students. This workshop will run for 6 weeks.

## **Assessment:**

In the first session pupils will be asked to complete a Basic Phonics Decoding Ability test to identify their current level of ability. Pupils will be re-assessed regularly to measure progress.

## **Brief Summary:**

Social Skills is a collection of activities and lessons to help students learn to improve their relationships with others. This may include Basic social skills, self improvement, being around others, using Social Skills as well as some basic skills for life.

## **Specific Details:**

The social skills are presented in small, sequential steps. The topics are very specific and relevant. The lessons are designed for intentional, rather than incidental learning.

The activities offered not only help students get along with others, but also help them learn to control a situation by actively participating and contributing to the social outcome.

Areas covered:

- Skills for making a good impression.
- Skills for self improvement
- Skills for being around other people.

## **Expected Outcomes:**

Improved understanding of emotions and the impact these have on our day to day life. Reduced presenting behaviours, improved confidence, improved social interaction and increased independence.

## **Duration:**

Social skills could run as an individual or group intervention. The session would last for 30 minutes though extended sessions would be possible. The intervention would run for 6 weeks.

## **Assessment:**

The students will be assessed through social observation as well as progress checklist.

# STFR - Sound Training

## **Brief Summary:**

Instant impact on literacy using fun, fast paced activities in a group of 4.  
Reading age gains of up to 24 months in just six weeks

## **Specific Details:**

Sound Training uses fast, focused and fun multi-sensory teaching methods to ensure pupils are fully engaged in active learning. It significantly boosts vocabulary development and literacy skills, with dramatic, sustained improvements in reading ages. Sound Training opens up access to the entire curriculum and has impacted on pupil overall attainments in SATs, sub levels and GCSE grades. It also has very positive effects on pupil confidence and self-esteem.

## **Expected Outcomes:**

- Develop decoding skills
- Improve reading age
- Improve spelling
- To build their confidence

## **Duration:**

One session a week for 6 weeks.

## **Assessment:**

The assessment used is the WRAT test.



## **Brief Summary:**

A workshop to help visually impaired students access written information.

## **Specific Details:**

Visual Support Workshops will consist of:

One to one mentoring throughout the term to discuss the student's individual needs and record any problems  
Group work aimed at identifying tools to help aid students during class.  
Increased contrast; enlarged images and worksheets; use of tactile and auditory materials; books on tape; magnifiers; larger print; screen magnifier; screen magnification software, and braille materials.  
Independent living skills and social skills.  
Close links with parents and specialist professionals.  
Resources and overlays session enlarging work, homework etc  
Close links with class teachers to check seating plans are in place.  
Students will be placed to the front of the classroom away from light and near the board allowing social interaction with their peers.  
Create action plans.

## **Expected Outcomes:**

Student's needs met and teachers notified of successful procedures.

## **Duration:**

Dependant on the individual needs of the student.

## **Assessment:**

On-going observations from internal staff.  
School nurse could contact personal GP and family if appropriate. On-going observation. Strategies from visual support team if required.



## Brief Summary:

The WRAT is a norm-referenced test that measures the basic academic skills of word reading, sentence comprehension and spelling. This test is designed to see if individual students are entitled to receive a reader, writer or extra time in exams.

## Specific Details:

The WRAT test includes the following three subtests:

Word Reading - Measures letter and word decoding through letter identification and word recognition.

Sentence Comprehension - Measures an individual's ability to gain meaning from words and to comprehend ideas and information contained in sentences.

Spelling - Measures an individual's ability to encode sounds into written form through the use of a dictated spelling format containing both letters and words.

## Expected Outcomes:

To identify important fundamental academic skills.

To produce formal identification of learning or cognitive disorders.

Identify individual students who need to be evaluated more thoroughly for academic problems.

## Duration:

Administration time for this test varies depending upon the age, skill and behavioural style of the individual being tested. However, administration time is usually between 30 and 45 minutes.

## Assessment:

After completion of the WRAT test, the test will be marked which will allow us to see if the individual is entitled to any extra provision during exam periods (reader, writer and extra time).





# MOUNTS BAY