Maximising the Impact of Interventions Through CPD: A focus on children's language skills

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This Action Research case study was completed as part of the Department for Education (DfE, UK) nasen Universal SEND programme.

Abstract

Context: The study focuses on enhancing language skills among children with special educational needs and disabilities (SEND) through an Action Research approach. It highlights an innovative Language Supervision and Consultancy Model that combines dynamic assessment, practitioner supervision, and reflective continuing professional development (CPD). The purpose is to boost practitioners' confidence in addressing learners' speech, language, and communication needs, ultimately improving intervention outcomes in a secondary school setting.

Aims: The primary aim of the research is to evaluate the effectiveness of the Language Supervision and Consultancy Model in fostering practitioner skill development. A secondary aim is to assess how this model can lead to improved outcomes for students facing language challenges, ensuring that SEND needs are met through targeted interventions and effective pedagogical practices.

Methods: The research involved two cycles of Action Research, incorporating systematic planning, action, review, and refinement steps. A variety of assessment tools were examined, including the Lucid Exact Screener, Wide Range Achievement Test (WRAT5), Access Reading Test (ART), and Language Progression Tool, among others. Participants included practitioners and students with speech and language needs, who engaged with targeted interventions based on their assessment results.

Findings: The findings reveal that the implementation of the Language Supervision and Consultancy Model significantly boosts practitioners' confidence and insights into the communication needs of learners. This increased understanding correlates with improved intervention outcomes, as reflected in post-intervention assessment scores. A diverse range of assessments facilitated a holistic view of student progress in literacy and language skills.

Implications: Other educators may draw valuable insights from this study by recognising the importance of continuous professional development in addressing the specific needs of students with SEND. The integration of comprehensive assessment tools and reflective practices can enhance teaching strategies, leading to more tailored interventions that meet student needs effectively. Additionally, the collaborative model of supervision may serve as an example for schools aiming to improve outcomes in similar educational contexts.

Keywords

Inclusion, special educational needs and disabilities; language skills; continuing professional development (CPD); assessment tools; intervention strategies; teaching assistants.

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Action Research for Inclusion and Special Educational Needs and Disability (ISEND): Case Study

Maximising the Impact of Interventions Through CPD: A focus on children's language skills

A Language Supervision and Consultancy Model which embeds dynamic assessment, practitioner supervision, and reflective CPD was found to be effective in developing practitioner confidence and insight into learners' speech, language, and communication needs, leading to improved intervention outcomes.

Contents

BACKGROUND INFORMATION

Type of setting	Mainstream Secondary Schools in a Multi-Academy Trust (MAT)
Age range of pupils	Years 7-11 (students aged 11-16)
Roles of the Research Team	- Specialist Speech and Language Therapist (SALT) and Director of TalkAutism - Secondary SEN (Special Educational Needs) Consultant for a Multi-Academy trust (MAT) - School Practitioners
Context	The Language Supervision and Consultancy Model has been designed as a consultative model to enable education practitioners and Speech and Language Therapists (SALTs) to work effectively together to implement and create personalised programmes for students.

	Using Ricketts et al.'s (2022) adapted "Decision Tree,[1]" schools align reading needs with in-school support, guiding a rigorous identification and assessment process to understand students' literacy and language profiles. Personalised data, including test results and intervention outcomes, is provided to SALTs, who may conduct further assessments in collaboration with SENDCOs (Special Educational Needs & Disabilities Coordinators). Initial interventions often precede full language assessments. For some students, the Hackney LIT Reading Comprehension Programme[2] is used with monitored progress. SALT programmes for ELKLAN[3]-trained SEN practitioners target: - Vocabulary - Reading comprehension via inference activities - Expressive language and sentence construction linked to writing Intervention techniques include: - Visualisation: Improves comprehension and retention - Vocabulary Connections: Develops decoding and interest in new words - Inference: Enhances reasoning and understanding beyond explicit information Therapeutic activities address developmental gaps, enabling students to form meaningful linguistic connections. Interventions are student-paced, focusing on both visual and verbal skills to strengthen memory, sentence formation, and conceptual understanding. Students with language disorders receive tailored instruction within supervised programmes. SEN practitioners, trained through CPD (Continuing Professional Development) and biweekly SALT oversight, reflect on practices, implement research-informed methods, and support skill transfer to classrooms. Programmes are reviewed half-yearly with personalised outcomes and tests like the Access Reading Test or Language Progression Tool guiding future planning. Language interventions typically range from 15–20 hours for delayed profiles to 90–120 hours for complex cases. Schools evaluate progress biannually, with SALTs providing annual reports to inform programme updates. Eight academies within the Multi-Academy Trust currently adopt this model.

[1] Ricketts, J., & Jones, K., & O'Neill, P., & Oxley, E. (2022). *Using an assessment decision tree to align students' reading needs to support in school.* https://doi.org/10.31219/osf.io/tm5cg

[2] Hackney Services for Schools. (2025). https://www.hackneyservicesforschools.co.uk/

[3] Elklan. (n.d). https://www.elklan.co.uk/

ACTION RESEARCH CYCLES Appendix 1 illustrates the Action Research Cycles

Ethical consent has been sought to publish this data anonymously.

SUMMARY

Research focus	Speech and Language, dynamic assessment, reflective practice, supervision, professional ways of being/'skilful practice'
Research question	The Efficacy of the Language Supervision and Consultancy Model: The Value and Benefit for a Range of Professionals
Overview/Key information	**Case Study Summary** This action research project explores the **Language Supervision and Consultancy Model** implemented across eight secondary academies. The model supports learners with speech, language, and communication needs (SLCN) through personalised interventions, practitioner supervision, and continuous professional development (CPD). The research investigates two key areas: 1. **Understanding student needs** through dynamic assessment and practitioner enquiry. 2. **Developing 'professional ways of being'**, focusing on practitioner growth towards skilful, reflective practice. **Findings** - **Experienced practitioners** demonstrated adaptability, confidence, and deeper insight into student needs, often leading interventions independently. - **New practitioners** required more scaffolding and guidance but showed progress in reflective practice and strategy use. - **Student feedback** was generally positive, especially regarding interactive and visual activities. - **Barriers** included staffing challenges, timetabling issues, and misconceptions about intervention tools. **Impact** - Students made measurable progress in receptive and expressive language. - Practitioners increasingly linked intervention strategies to classroom learning. - The model fostered a culture of reflective practice and collaborative problem-solving. **Next Steps** - Enhance supervision and reflective case note use. - Cascade successful practices across schools. - Continue embedding CPD learning and explore practitioner-student interaction quality.

Evidence-informed theory	A Language Supervision and Consultancy Model which embeds dynamic assessment, practitioner supervision, and reflective CPD was found to be effective in developing practitioner confidence and insight into learners' speech, language, and communication needs, leading to improved intervention outcomes.

RESEARCH TIMELINE

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Action Research Cycle 1 Step 1: Establish the research focus	**Action Research Cycle 1** Step 2: Study Steps 3-5: Plan 1			Step 6: Do 1 Steps 7-8: Review 1 **Action Research Cycle 2** Step 9: Study 2 Steps 10-12: Plan 2 Step 13: Do 2 Step 14-15: Review 2			Share and disseminate the research (anonymised) with other interested parties.	

ACTION RESEARCH CYCLE 1

RESEARCH FOCUS: Step 1

Initial research interest, aim/question (Step 1)	The Efficacy of the Language Consultancy Model: The Value and Benefit for a Range of Professionals

KEY LITERATURE SHAPING THE RESEARCH (STUDY 1): Step 2

Reference	Norwich, B. (2014) Lesson Study for Assessment – Introduction and Guidelines. University of Exeter. https://www.lessonstudysend.co.uk/
Key point(s) of note	The Lesson Study for Assessment approach shifts focus from 'assessment of learning' to 'assessment for understanding of student needs', using teaching improvements to enhance assessment methods. This repositioning fosters changes in teaching practices that deepen understanding of student needs and learning processes. The assessment for understanding of student needs model promotes student progress through interactive enquiry, reflective practice with professionals, and active participation from students and practitioners. It provides frameworks for: - Student voice: Enabling students to reflect on their experiences, share what works or doesn't, and understand their learning. - Practitioner voice: Supporting practitioners in self-reflection, identifying effective practices, and making informed teaching adjustments.

	The model emphasises practitioner engagement with speech and language pedagogy, prioritising understanding of students' needs in teaching. Key assessment questions include: 1. What is the pupil's starting point (baseline)? 2. What are the pupils' learning approaches? 3. Which methods/conditions help or hinder progress toward targets? This framework combines dynamic systemic assessment with interventions to gain deeper insights into student needs, moving beyond psychometric testing. It informs teaching and creates tailored pathways for student success.

PLAN 1: Step 3

As part of the process of planning Action Research Cycle 1 and having completed the 'study' phase, the research question can evolve and become further refined.

Revised research question	The Efficacy of the Language Consultancy Model: The Value and Benefit for a Range of Professionals: Language Supervision and Consultancy Model as an enquiry and dynamic assessment-based approach to enable a deeper understanding of student need.

PLAN 1 and DO 1: Steps 4 and 6

Methods of data collection

Supervision notes

Weekly interventions, lasting 40–60 minutes, were delivered by practitioners following programmes prepared by the therapist. Supervision was provided virtually, with session notes documenting student progress shared regularly, especially for newer practitioners. **Observations** and **feedback** by the therapist supported the refinement of interventions.

Intervention plans for Year 8 and above were developed using existing language progress (see *Appendix 2 – Overview of Assessment and* **Identification**) data, while Year 7 programmes, classified into receptive language, vocabulary, and listening skills, were more games-based to initiate support and assess student needs quickly. For schools lacking complete SEN assessment models, these programmes allowed data collection alongside student support.

SALT observations AND Notes from CPD days

SEN Practitioners, consisting of Higher-Level Teaching Assistants (HLTAs) and qualified teachers from eight secondary schools, participated in an intervention model led by a Speech and Language Therapist. They attended face-to-face sessions in September 2024, November 2024, and January 2025, focusing on subject knowledge and reflective practice to deepen understanding of student needs.

Feedback from these sessions was obtained verbally and through notes made by the therapist delivering the training days.

Pupil Voice
From November 2024, practitioners gathered **student voice feedback** through three questions at the end of each session to inform intervention reports for parents in February 2025. Two academies introduced new practitioners to the programme in September 2024.

PLAN 2: Step 5
Ethical consent was sought from each practitioner to publish this data anonymously.

REVIEW 1: Step 7-8

Data Analysis: process

The Speech and Language Therapist looked through and analysed records and used verbal feedback from supervision sessions with the practitioners to inform the content of the training day programme for the November session.

Notes from supervision sessions (which include perusal and discussion of practitioner reflective notes), observations of intervention delivered by practitioners, and notes made during the training days delivered in September and November were analysed to explore trends and themes across SEN Practitioners' practice for the purposes of this action research project.

Within training sessions, the Speech and Language Therapist requested practitioners to share with their colleagues the feedback from student review questions at the end of each intervention session. Notes were made on the engagement of SEN Practitioners with this request, and patterns were looked for within the notes.

These notes and observations from all sources of data available were discussed between the Speech and Language Therapist and SEN Consultant to plan Action Research Cycle 2.

Summary of Findings

Research Question
The Efficacy of the Language Consultancy Model: The Value and Benefit for a Range of Professionals:

Language Supervision and Consultancy Model as an enquiry and dynamic assessment-based approach to enable a deeper understanding of students' needs.

Key Findings

Supervision Notes
Some SEN practitioners were slow to utilise supervision sessions with SALTs. Experienced practitioners started Year 8+ interventions promptly but delayed Year 7 programmes to implement SEN assessment models. Supervision and training generally improved intervention methodologies and practitioner confidence.

- Staff recruitment challenges delayed interventions in some schools, prompting interim measures by SENDCOs.

- New practitioners benefited from practical supervision on techniques like word learning, reading comprehension, and shape coding, supported by virtual training.

SALT Observations

SALT observed interventions in three academies, mostly involving new practitioners. Practitioners generally followed intervention structures, but some faced challenges eliciting student feedback and using visual supports effectively. Misconceptions about the rationale for using visual tools in a secondary school environment hindered optimal use.

CPD Days

CPD (Continuing Professional Development) sessions fostered reflective practice with practitioners exchanging tips and strategies. Activities encouraged bridging CPD learning with interventions through APDR (Assess, Plan, Do, Review) in real time.

- September CPD focused on foundational intervention techniques, while November CPD emphasised case studies, visual tools, and reflective practices. New practitioners found training valuable, particularly guidelines on the practical implementation of the intervention.

Student Voice Feedback

- Students requested more of the activities in their feedback at the end of the intervention.
- Some feedback was quite general, such as "*I liked the game".*
- Most feedback from students had been positive about playing games, brain-breaking, and being allowed to move (fidget) in their sessions.'
- Students did not like missing creative lessons to attend and 'having to do reading'.

Analysis and next steps leading into Action Research Cycle 2

Analysis

The model offers flexibility to address logistical delays in intervention cycles, supported by creative solutions. However, practitioners are not always fully utilising programme support mechanisms, especially supervision and reflective case notes.

Key Observations

- **Practitioners value collaborative CPD** sessions but tend to rely on the SALT as the primary problem-solver instead of engaging as contributors. Line managers' or visitors' presence shifts leadership expectations to the SALT.
- **Repetition of techniques** to be used as part of the intervention helps practitioners gain confidence, but explicit links between strategies and their underlying purpose must be highlighted.
- **Training days** should balance confidence-building for immediate impact with planned opportunities for risk-taking, reflection, and learning from mistakes.
- **Challenges** include friendship dynamics in all-girls' schools affecting interventions, and timetabling issues for students from opposite year strands.

Experienced Practitioners

- At least three practitioners demonstrate strong understanding and **adaptability in addressing student needs and refining programmes**. They can make adjustments to the intervention themselves and are less reliant on SALT input.
- One SENDCO developed a whole-school practice using Norwich's (2014) **Lesson Study for Assessment**. This cascaded and enhanced knowledge of Speech, Language and Communication Needs (SLCN) in all classrooms.
- **Barriers** like staff shortages, alternative task assignments, and logistical issues have delayed some interventions and reduced practitioner engagement.

- **Revisiting subject knowledge** and Language Progression Tool (see
- *Appendix 2 – Overview of Assessment and* **Identification**) data enhances confidence, enabling practitioners to trust their interpretations and tailor strategies.

New Practitioners

- New practitioners **focus on mastering programme administration and applying strategies**, but often need clear guidance and struggle with reflective practices. Their approach aligns with the 'Novice' stage in the RCSLT Apprenticeship Model.
- They require high **SALT scaffolding to build knowledge**, problem-solve, and manage intervention processes. Early supervision sessions are approached administratively, rather than as reflective exploration.

Next Steps

For Action Research Cycle 2:

1. Balance **skill development with a deeper understanding of student needs** through enquiry-based approaches.
2. Expand experienced practitioners' roles in **dynamic assessments**.
3. Incorporate **problem-solving activities** in CPD, reducing scaffolding over time.

For Long-Term Model Improvements:

1. Explore **supervision's purpose** and potential during CPD sessions.
2. Train practitioners on completing **reflective case notes** for deeper student insights.
3. Focus on reflective case notes in supervision.
4. **Cascade the Norwich Brahm Lesson Study** approach to enhance classroom understanding of SLCN and reflective practices.

ACTION RESEARCH CYCLE 2

KEY LITERATURE SHAPING THE RESEARCH (STUDY 2): Step 9

Reference	Dall'Alba, G. (2009). Learning professional ways of being: Ambiguities of becoming. *Educational philosophy and theory*, *41*(1): 34-45.
Key point(s) of note	**Professional education is a process of becoming**, encompassing not just knowledge and skill acquisition but the evolution of practitioners into skilful professionals. This involves an integrative model where knowledge, action, and being interact dynamically, evolving over time in a non-linear, open-ended way. Martin Heidegger's concept of 'average everydayness' (Being and Time, 1962/1927) highlights completing tasks while exploring possibilities. He advocates for reframing education through full engagement and challenging assumptions, turning away from and then re-examining familiar routines to gain new perspectives. The process of becoming often faces resistance, both internal (personal inhibitions) and external (hierarchical structures). Reflecting on and stepping outside established routines and professional norms are essential yet challenging steps in fostering openness and skilful practice.

PLAN 2: Step 10

Revised research question	The Efficacy of the Language Supervision and Consultancy Model: The Value and Benefit for a Range of Professionals: The development of 'professional ways of being'/'skilful practice'

PLAN 2 and DO 2: Steps 11 and 13

Methods of data collection

- **Supervision and supervision notes**, including practitioner reflections on planning sheets
- **SALT observations, reflections and notes** from the CPD day in January 2025

Description of research sample, timing and location

A January 2025 CPD day was held for practitioners and managers, with notes on engagement taken by the therapist. Practitioners were required to submit reflective session notes documenting student interaction and progress, which were reviewed during supervision sessions.

Intervention Review Process

- All schools in the model, along with some within the Trust, conduct **mid-year reviews** in **February**.
- **Quantitative data** (e.g., Language Progression Tool scores and Access Reading Test measures – see
- *Appendix 2 – Overview of Assessment and* **Identification**) is submitted and compiled into the Language Intervention ADPR spreadsheet for intervention planning.
- **Qualitative data** is provided via personalised outcome ratings on planning sheets and the spreadsheet.
- **Video calls** (60–90 minutes) involving SEN Practitioners, SENDCOs, and SALTs review intervention progress using both quantitative and qualitative data alongside baseline measures, practitioner observations, and reflective session notes. SENDCO feedback is incorporated to plan next steps.

Report and Supervision

Practitioners draft **parent reports** summarising student voice, progress, advice, and next steps. Reports are checked by SALTs in supervision, with more guidance provided to newer practitioners.

PLAN 2: Step 12

Ethical consent was sought from each practitioner to publish this data anonymously.

REVIEW 2: Steps 14-15

Data Analysis: process

Notes and records from supervision and training sessions were reviewed for patterns and themes. Following intervention monitoring, a virtual meeting was held between the SALT, SENDCO, and SEN Practitioner to assess student progress using qualitative and quantitative data, including:

- Language Progression Tool scores (see
- *Appendix 2 – Overview of Assessment and* **Identification**)
- Access Reading Test results (if applicable) (see
- *Appendix 2 – Overview of Assessment and* **Identification**)
- RAG ratings of outcomes for each student
- Intervention records and other feedback

Data was discussed collaboratively to determine next steps for student interventions. The SALT and SEN Consultant planned two case studies comparing progress data for Key Stage 3 (age 11-14) students across three schools, focusing on differences between experienced and new practitioners implementing the model.

Summary of Findings

Action Research Cycle 2 Research Question
The Efficacy of the Language Consultancy Model: The Value and Benefit for a Range of Professionals: The development of 'professional ways of being'/'skilful practice'

Key Findings

Supervision Notes
Practitioners showed greater confidence in leading supervision sessions, sharing session details, and proposing changes, though they sought confirmation from the SALT before implementation. Practitioners who did not attend supervision emailed queries, receiving prompt feedback.

Themes from Supervision
Observation Feedback
Practitioners **reflected on strengths**, **student successes**, and **areas for improvement**. Experienced practitioners quickly highlighted positives, while newer practitioners focused on mistakes and student experiences. Some queried the balance between following session plans and flexibly responding to student interest in the moment.

Linking Practice to Theory
Practitioners integrated concepts like the **Communication Chain** into interventions, with one student independently identifying communication challenges during a Barrier Game. Another practitioner linked classroom interventions to **Language Progression Tool outcomes** (see *Appendix 2 – Overview of Assessment and* **Identification**), seeking approval to adapt previous strategies for new students.

Intervention Records
Practitioners used **colour-coded notes** to **track student progress**, enabling deeper, more evaluative insights during supervision. This suggests growing observational and analytical skills.

SALT Observations and January 2025 CPD Reflections
Practitioners confidently **shared updates**, **reporting** increased student engagement, **progress**, and their own confidence in intervention delivery and **report writing**. They emphasised motivation, fun, and realistic goal-setting.

Practitioner Feedback
"It's good to do it again but I still find this really hard to get my head around"

"I struggle myself to remember the parts of speech and work it out, so I totally get it when the students say the same thing"

"I preferred this when we made the game"

"I like it better when we use the wall to do this, and the students seem to prefer it that way too"

"I'm definitely still developing my skill with this and so I'm only going to focus on verbs with the students for now"

Key Insights

- **Checklists** helped practitioners reconnect with training content and plan observations, though time constraints posed challenges. Some proposed using checklists during games or focusing on specific aspects across sessions for review reports.
- Practitioners understood the **importance of observations for curiosity** about students rather than assumptions, with five practitioners planning to include checklist notes in reviews.
- **Practitioners increasingly led evaluations**, linked new materials to their practice, and relied less on the SALT for direct guidance.

Case Study of an Experienced Practitioner

Overview

Data from 13 Key Stage 3 students in one academy was analysed (see *Appendix 8 - Data Relating to Case Study 1 (Experienced* **Practitioner)**, led by an experienced practitioner engaged with the model for two years. Six Year 7 students were included following the Adapted Decision Tree assessment (see *Appendix 2 – Overview of* **Assessment and Identification**). Of the group, 12 were on the SEN register, 5 had Education, Health and Care Plans (EHCPs), and one joined through an alternative referral for social and emotional needs.

Progress Review

- All students made at least 'good' progress toward their outcomes.
- **73%** of outcomes were partially achieved; **37%** were fully achieved by the midpoint review.
- Receptive language showed greater progress (63% achieved) compared to expressive language (11% achieved).

The practitioner effectively led review meetings, critically reflecting on student progress and suggesting session adjustments. Discussions highlighted caseload management, the need to balance intervention with classroom time, and the importance of whole-school approaches to communication and language development.

Focus Areas

- Intervention outcomes reflected **progress in verbal reasoning**, inference, and instructions (receptive language).
- **Expressive language needs**, particularly vocabulary and narrative skills, were identified as core challenges. A developmental approach focused on foundational skills in Year 7 (listening and comprehension), advancing to higher-level skills in Year 9 (sentence structure, narrative, and writing).

Student views

- The practitioner has effectively incorporated student reflection into intervention sessions, as encouraged during the November training.
- Students are articulating their experiences and recognising links between session activities and classroom learning.

Student views captured in Parental Reports

- L enjoys categorisation and description games but finds identifying parts of speech within sentence structure challenging.

- S finds the sessions enjoyable, particularly colour coding sentences, and recognises how they support her vocabulary development in the classroom.

Case Study of a New Practitioner

Reflective Case Notes
The practitioner's notes evolved from **descriptive to reflective**, focusing on deeper analysis of student responses. Later notes included RAG ratings of students' progress against lesson outcomes.

Progress Review for KS3 Students
- **13 KS3 students** received language interventions (69% on SEN Register, 31% with EHCPs).
- **Year 7–8**: Focused on Blanks Level 3 questions, complex instructions, and clarification strategies.
- **Year 9**: Worked on listening, processing paragraphs, comprehension strategies, word definitions, and summarising text with evidence.

Progress
- 15% of outcomes achieved
- 77% partially achieved
- Two students exited the programme, one moved to the Hackney LIT Programme (see
- *Appendix 2 – Overview of Assessment and* **Identification**), and one transferred to 1:1 support due to behavioural challenges.

Receptive language needs were dominant, with self-help outcomes (33%) progressing better than receptive (13%) and expressive (18%) language outcomes. Verbal reasoning and vocabulary skills showed equal improvement on the Language Progression Tool (see *Appendix 2 – Overview of Assessment and* **Identification**). Challenges include integrating language-focused outcomes with social-emotional support due to complex needs.

Standardised Scores
Scores ranged from below 70 to above 129, with no clear link between language competency and reading comprehension. Students improving reading comprehension saw average gains of eight standardised points; see *Appendix 9 – Progression Tool and Outcome RAG Review for SLCN Intervention Model)*.

Parental Reports
Reports offered progress judgments and support recommendations, though less reflective than practitioner notes. Practitioners are expected to include concrete examples for clarity.

Student Views
Students were reported to give positive feedback on games and visual activities, but one expressed reluctance to attend the intervention. While the practitioner documented enjoyment, the November CPD reflection questions were not used, which could have provided richer insights. Reports were rated as good for the practitioner's development stage; see *Appendix 9 – Progression Tool and Outcome RAG Review for SLCN Intervention Model)*.

Analysis and next steps

Practitioner Development Overview

- Practitioners are **increasingly confident and reflective**, leading supervision sessions and proactively sharing ideas. They are making real-time decisions during sessions without needing prior approval, reflecting improved "in-the-moment" thinking.
- **Confidence in** Speech, Language and Communication Needs **(SLCN) methodologies is growing**, with some practitioners engaging students in reflective questioning. This fosters stronger student engagement, with learners using tools like the Communication Chain and linking intervention to classroom activities.
- **Less experienced practitioners** are building their knowledge, recognising areas for improvement, and progressing towards skilful practice.
- Reflective notes are shifting from descriptive to evaluative, demonstrating a deeper understanding of student needs and learning.

Focus on Strategies and Integration

- Practitioners are focusing **less on subject content and more on strategies and student experiences**, mirroring the progression toward skilful practice.
- Many are exploring ways to **connect interventions with classroom learning**, enabling skill transfer and collaborative support for students through teacher strategies. This shift is now practitioner-led rather than model-driven.

Embedding CPD Learning

- Techniques and expectations from CPD training are more integrated into sessions compared to earlier terms. This is evident in improved student feedback reflected in parental reports.
- The growing readiness of practitioners to experiment with new strategies aligns with their development and effective use of the model's scaffolding tools.

Next Steps

Continue to focus on the implications of Dall'Alba's (2009)[4] four ambiguities of becoming professional:

- ***Continuity with change**: Becoming a professional involves maintaining aspects of one's identity while undergoing transformation through learning and experience.*
- ***Possibilities with constraints**: Learners pursue future possibilities within the limits imposed by traditions, social structures, and institutional norms.*
- ***Openness with resistance**: Professional growth requires openness to new ways of being, yet is often met with internal and external resistance.*
- ***Individuals with others**: The process of becoming a professional is shaped through continual interaction with others, highlighting the interdependence of personal and collective development.*

[4] Dall'Alba, G. (2009). Learning Professional Ways of Being: Ambiguities of becoming. *Educational Philosophy and Theory*, *41*(1), 34–45. https://doi.org/10.1111/j.1469-5812.2008.00475.x

CONCLUSION

Research aim/question

The Efficacy of the Language Supervision and Consultancy Model: The Value and Benefit for a Range of Professionals:

Language Supervision and Consultancy Model as an enquiry and dynamic assessment-based approach to enable a deeper understanding of students' needs

The development of 'professional ways of being'/'skilful practice'

Conclusion(s)

Language Supervision and Consultancy Model Overview

Established four years ago, the **Language Supervision and Consultancy Model** bridges gaps in speech and language provision for secondary schools by delivering personalised programmes alongside continuous CPD and supervision. Reflective practices and enquiry-based approaches enable deeper understanding of students' needs, embodying Heidegger's 'Professional Ways of Being'.

This research project has focussed in on what's working well, and the development of skilful practitioners.

Practitioner Development

With line manager support to remove logistical barriers, practitioners evolve into reflective and skilful practitioners through targeted CPD and scaffolding. They balance SLCN-specific strategies with reflective observation, embracing APDR (Assess Plan Do Review) in real-time to enable meaningful interactions with students. Supervision plays a critical role in this growth.

Impact on Student Outcomes

The model demonstrates clinical impact in SLCN intervention:

- Students progress from foundational listening and comprehension in Year 7 to complex language skills, like essay writing, in Year 9.
- Schools with consistent practitioners report standardised scores within average ranges by the end of KS3, along with established study skills interventions.
- Practitioners extend the model's frameworks and strategies beyond interventions to influence classroom settings.

Key Ingredients of the Model

1. **Assessment Process**: Rigorous, guided by the Adapted Decision Tree Model (see
2. *Appendix 2 – Overview of Assessment and* **Identification**).
3. **Language Programmes**: Detailed yet adaptable, crafted by specialist SALTs.
4. **Practitioner Foundations**: ELKLAN Level 3 Speech and Language certification.
5. **Ethos of Reflective Practice**: Built on APDR principles.
6. **CPD Days**: Half-termly sessions integrate subject knowledge, methodologies, and reflective approaches.
7. **Journal Club**: Keeps practitioners informed of SLCN advancements.
8. **Supervision**: Personalised pathways and relevance to student needs.
9. **Observation Feedback**: Regular reviews enhance practice.
10. **Systems and Templates**: Tools for tracking, planning, and reporting.
11. **Flexibility**: Strategic approaches that adapt to logistical challenges.

Next Steps
- Explore with practitioners the purpose and nature of supervision so it is used to its full potential in a CPD session - Explore with practitioners in more depth in a CPD session the purpose and 'how to' complete reflective case notes to inform a deeper exploration and understanding of student need and how they learn. Have a precise focus on reflective case notes during supervision sessions - Explore the quality of practitioner/student interaction within the framework of Martin Buber's 'I-thou' relationship - Work with SENDCOs/line managers to cascade the approach adopted by one school of using the Norwich Brahm Lesson Study for Assessment approach as a means of further developing understanding of SLCN and learning within the classroom, alongside enhancing whole-school reflective practice - Case study feedback to practitioners - Meeting/CPD session in Summer 2 with line managers facilitated by the SALT and SEN Consultant to provide feedback on the case study and to work together on completing intervention annual reports for each academy.

Appendix 1 – Action Research Cycles

Action Research Cycle 1	**Establish the research focus**	**Step 1:** Identify the ISEND area for development which requires research.
	Study 1	**Step 2:** Review the research literature.
	Plan 1	**First Plan**
		Step 3: Start the process of refining the research.
		Step 4: Decide what kind of direction you are going to take (direct or enquiry).
		Step 5: Consider research ethics (engage with the ethics checklist).
	Do 1	**Step 6:** Implement the first plan (either direct action or enquiry as action).
	Review 1	**Step 7:** Review and Reflect.
		Step 8: Analyse the meaning of the data gathered.
Action Research Cycle 2	**Study 2**	**Step 9:** Review further literature if required.
	Plan 2	**Second Plan**
		Step 10: Based on the 'reflect' phase, refine the research (this may involve revising or developing the research questions) and plan the next actions.
		Step 11: Decide what kind of action you are going to take (direct or enquiry).
		Step 12: Seek any further ethical permissions if needed (engage with ethics checklist).
	Do 2	**Step 13:** Implement the second plan – (either direct action or enquiry as action).
	Review 2	**Step 14:** Review and reflect.
		Step 15: Analyse the meaning of the data gathered.

Appendix 2 – Overview of Assessment and Identification

Lucid Exact Screener

All students complete the Lucid Exact Screener upon their transfer to secondary school. This tool assesses a broad range of literacy skills, including word recognition, reading comprehension, reading speed, and spelling.

Lucid Exact Screener is a computer-based assessment tool from GL Assessment that screens students aged 11–24 for potential literacy difficulties and is specifically used to provide evidence for **exam access arrangements**.

It evaluates skills like word recognition, reading speed and accuracy, spelling, and dictation speed, with results identifying students who may need extra support, such as extra time or a reader, in exams. The screening can identify students who require further, more in-depth assessment by a specialist.

The SEN Department analyses Lucid data **alongside primary school information** to identify potential literacy or language needs and possible access arrangements. Where concerns are flagged, further assessments are conducted using WRAT 5 (Word Reading and Spelling) and the Access Reading Test.

Reference

GL Assessment. (2025). *What is Exact*. GL Education. https://support.gl-education.com/knowledge-base/assessments/exact-support/introduction/what-is-exact

Wide Range Achievement Test (WRAT5)

The Wide Range Achievement Test (WRAT5) is a standardised assessment that measures basic academic skills like reading, spelling, and math in individuals aged 5 through adulthood. The current version, the WRAT5, is used to diagnose learning disabilities, assess academic progress, and identify instructional needs by evaluating word reading, sentence comprehension, spelling, and math computation.

Reference

Pearson Clinical Assessment UK. (2025), Wide Range Achievement Test: Fifth Edition (WRAT5). https://www.pearsonclinical.co.uk/en-gb/wide-range/Wide-Range-Achievement-Test-%7C-Fifth-Edition/p/P100009130 [pearsoncli...ical.co.uk]

Access Reading Test (ART)

The **Access Reading Test (ART)** is a standardised assessment published by Hachette Learning to measure reading comprehension and ability in students.

References

Hachette Learning. (2025). *Access Reading Tests (ART)*. https://www.hachettelearning.com/assessment/access-reading-tests

Reading Comprehension and Verbal Reasoning

The Access Reading Test provides insight into students' skills in literal comprehension, vocabulary, inference, and analysis. These indicators align with the Blanks Levels of Questioning, a framework

used by Speech and Language Therapists to monitor verbal reasoning and abstract language development.

Blanks Levels of Questioning is a framework used to support children's development of verbal reasoning and abstract language. It consists of four levels, progressing from simple factual questions (e.g. naming or identifying) to more complex reasoning tasks that require inference, prediction, and explanation.

Reference

South West Yorkshire Partnership NHS Foundation Trust. (2020). *Blank questioning information* [PDF]. https://www.southwestyorkshire.nhs.uk/wp-content/uploads/2020/08/Blank-questioning-information.pdf

Language Screening for At-Risk Students

Students with a history of speech and language needs, or those scoring below 80 in reading comprehension, are screened using the Language Progression Tool to identify possible language difficulties.

This set of 3 Speech, Language, and Communication Progression Tools covers ages 11-18, supporting staff in identifying young people who may have speech and language challenges.

The Language Progression Tool considers the four main areas of Speech and Language development:

- Verbal Reasoning and Understanding Language
- Understanding and Using vocabulary
- Sentence Structure and Narrative
- Social Communication

The Language Progression Tool is not a diagnostic tool; however, it is a useful and reliable indicator of need. We use it to better inform the choice of intervention, evidence for SALT referrals, and to filter referrals to in-house SALT services, thus saving valuable and expensive SALT time.

References

Speech and Language UK. (n.d.). *Progression Tools from The Communication Trust for Secondary Years Set*. https://shop.speechandlanguage.org.uk/products/progression-tools-from-the-communication-trust-for-secondary-years-set

Hackney LIT programme

The Academy uses the Hackney LIT programme to support reading comprehension at targeted level.

Hackney Literacy Programme is an evidence-based programme and has been specifically devised to support Year 7 students (age 11-12) with below average literacy levels, particularly reading and reading comprehension. It is based on Reciprocal Teaching and gives students explicit training in the core set of reading comprehension skills of summarising, clarifying, questioning, and predicting.

Reference

Hackney Services for Schools. (2025). *LIT Programme*. Hackney Education. https://www.hackneyservicesforschools.co.uk/product/lit-programme

New Group Reading Test (NGRT)

The New Group Reading Test (NGRT), developed by GL Assessment, is a standardised reading assessment designed for students aged 6 to 16. It provides a reliable measure of reading ability and comprehension, helping schools identify gaps and track progress over time. The test includes sentence completion and passage comprehension components, and the digital version adapts to each pupil's responses to ensure accurate and engaging assessment. NGRT is particularly useful for identifying students who may need additional support or challenge, and it can be administered up to three times a year to monitor development.

Reference

GL Assessment. (n.d.). *New Group Reading Test (NGRT)*. Retrieved 29 October 2025, from https://www.gl-assessment.co.uk/assessments/products/new-group-reading-test/

Test of Word Reading Efficiency – Second Edition (TOWRE-2)

The TOWRE-2 (Test of Word Reading Efficiency is a standardised assessment designed to measure the fluency and accuracy of word reading in individuals aged 6 to 24. It evaluates two key components: Sight Word Efficiency (SWE), which assesses rapid recognition of familiar words, and Phonemic Decoding Efficiency (PDE), which measures the ability to decode unfamiliar words using phonics. TOWRE-2 is widely used to identify reading difficulties, including dyslexia, and to monitor progress over time. Quick to administer, it provides standard scores, percentile ranks, and age equivalents, making it a valuable tool for educators and specialists in planning targeted interventions.

Reference

Torgesen, J. K., Wagner, R. K., & Rashotte, C. A. (2012). *Test of Word Reading Efficiency–Second Edition (TOWRE-2)*. PRO-ED. Retrieved 29 October 2025, from https://www.proedinc.com/Products/13910/towre2-test-of-word-reading-efficiencysecond-edition-complete-kit.aspx [proedinc.com]

Morphological awareness assessments

Morphological awareness assessments are designed to evaluate a learner's understanding of word structure, including prefixes, suffixes, and root words—skills that are essential for vocabulary development, reading comprehension, and spelling. One such tool is the *Test of Expressive and Receptive Morphology (TERM)*, which measures both spoken and written morphological knowledge in students aged 6 to 17. TERM includes receptive and expressive tasks that help identify learners at risk of language impairment or literacy difficulties. It is typically administered individually in 20 to 30 minutes and provides standardised data to support targeted intervention planning.

Reference

Selby, L. (2025.). *Morph Mastery: A morphological intervention for reading, spelling and vocabulary*. Louise Selby Dyslexia. https://louiseselbydyslexia.com/morph-mastery/

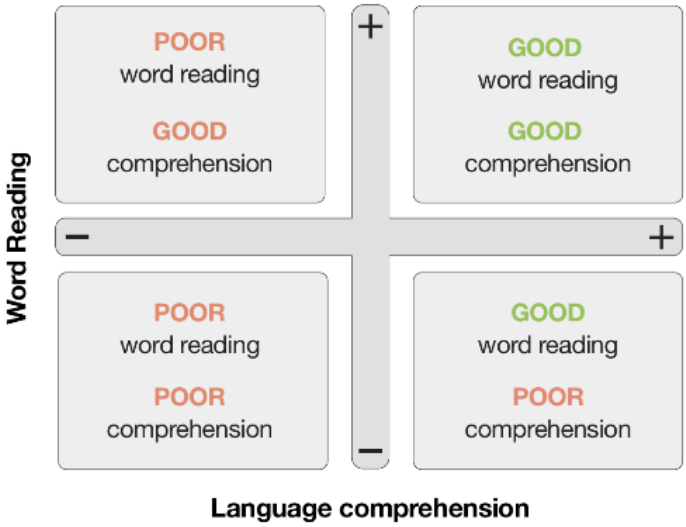
Wordshark

Wordshark is a versatile, games-based learning programme designed to support reading and spelling development in learners aged 5 to 16+. It combines over 30 carefully structured games with a bank of more than 10,000 words, grouped into six courses including National Curriculum spellings, high-frequency words, and subject-specific vocabulary. Wordshark is particularly effective for learners with dyslexia, other special educational needs, or those new to English (EAL). The programme includes features such as a placement test, automatic progression, and the ability to set work or create custom word lists. Its adaptability and engaging format make it suitable for use in schools, tuition settings, and home learning environments.

Reference
Wordshark. (n.d.). Wordshark Online: Games for reading and spelling. Retrieved 29 October 2025, from https://www.wordshark.co.uk/

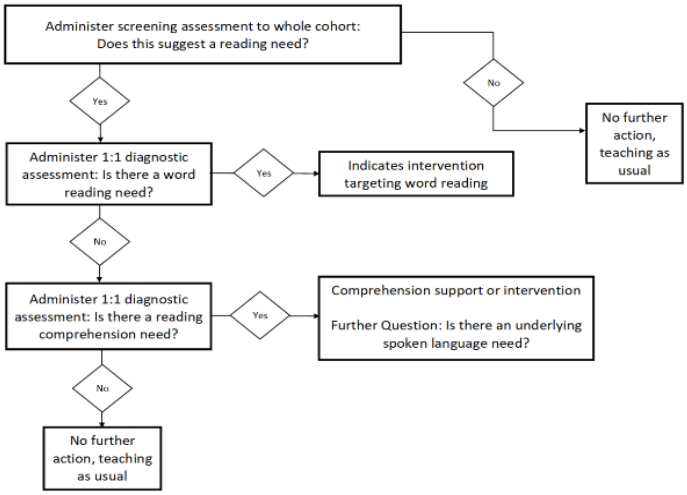
Simple View of Reading

The Simple View of Reading is a model that explains reading comprehension as the product of two key components: **word recognition** and **language comprehension**. According to this framework, both elements must be strong for successful reading; difficulties in either area can lead to reading challenges.



Use of the Adapted Decision Tree

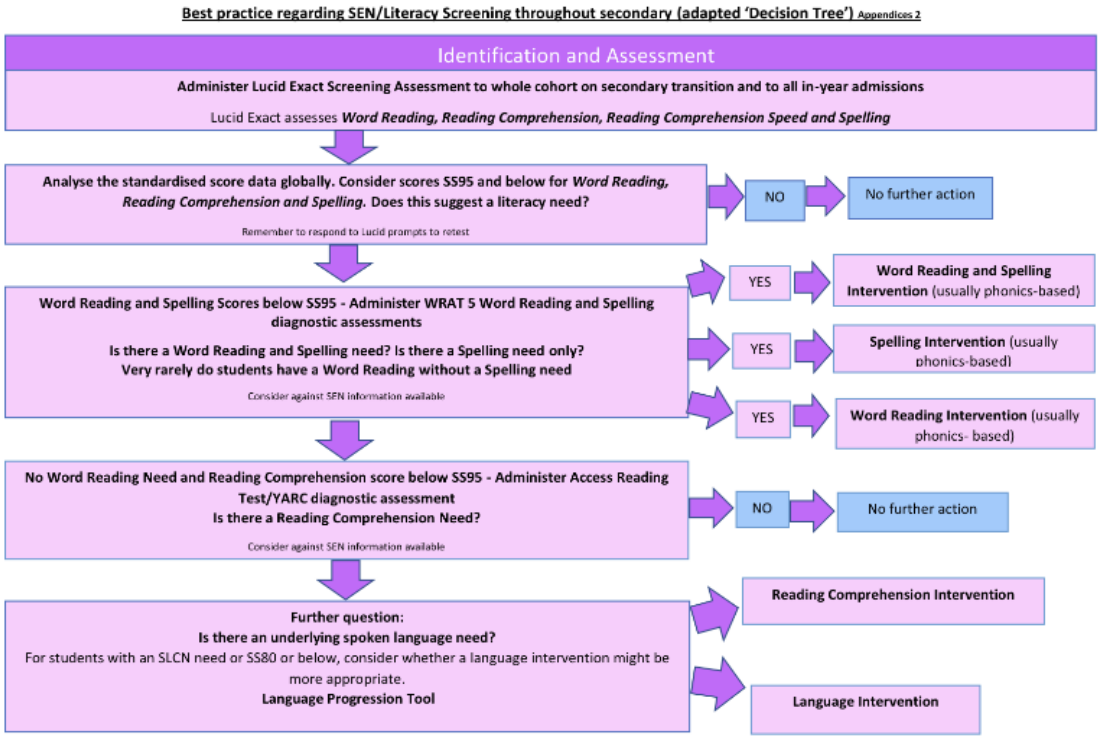
This screening process is guided by a Decision Tree adapted from Professor Jessie Ricketts' model. The Decision Tree helps align assessment outcomes with appropriate support strategies in school.



Professor Jessie Ricketts' Decision Tree was developed within the framework of the **Simple View of Reading** (Gough & Tunmer, 1986), which posits that successful reading requires both **word reading** and **language comprehension**, neither alone is sufficient.

The Decision Tree was designed to help secondary schools identify students' specific reading needs and align these with appropriate interventions by classifying learners into one of four quadrants based on their word reading and comprehension profiles.

Adapted Decision Tree



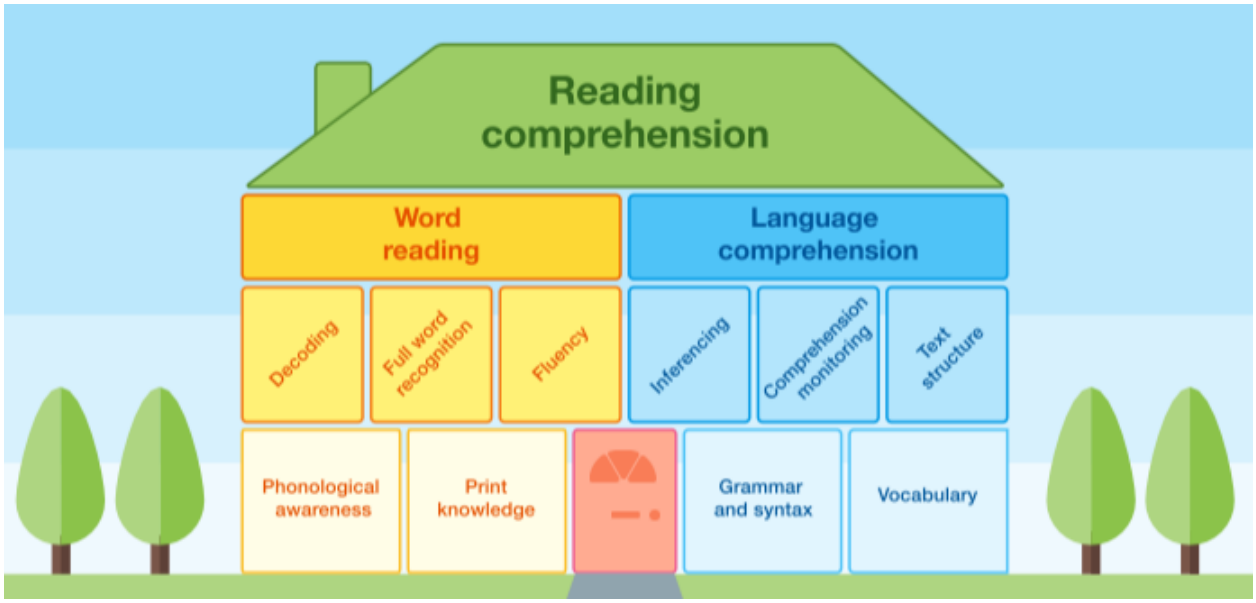
Students with below age-expected levels for literacy are allocated either targeted or specialist literacy, and in some cases, language provision.

Reference

Gough, P. B., & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. Remedial and Special Education, 7(1), 6–10

Appendix 3 – Achieving Reading Proficiency

For a small number of students who meet age-related expectations in reading at the point of secondary transfer, reading difficulties may still emerge later in secondary school. This is often due to the increased complexity and breadth of the secondary curriculum, which places greater demands on students' reading skills across a range of subjects. As curriculum content becomes more abstract and subject-specific, weaknesses in the foundational elements of reading comprehension, represented by the 'Reading Comprehension House', may begin to surface. In these cases, students may require additional, targeted support beyond quality first teaching and disciplinary literacy approaches to maintain progress and achieve reading proficiency.



Reading Comprehension: The sum of many parts (Bilton, 2022)

We have been working with Bedrock Learning to craft an offer that specifically matches and triangulates the student's reading comprehension (literacy data), curriculum progress data (Power BI progress data) and curriculum vocabulary profile (Bedrock Learning). There are 3 tiers to this offer:

Tier 1, Everyday language: Enhanced Monitoring for students with largely intact reading comprehension skills and who are 1 module below expected on Bedrock Learning

Tier 2, High Frequency, Academic Words: Bedrock Mapper for students where their reading comprehension skills have dropped by 5+ standard points and are 2 modules below expected on Bedrock Learning. Bedrock Learning will configure and map a tailored sequence of specific words for their offer within agreed subject areas.

Tier 3, Vocabulary, subject-specific words: Bedrock Mapper and a short burst of targeted intervention focusing on reading fluency activities, pre-teaching and overlearning vocabulary activities, inferencing, morphology and group reading activities using curriculum texts. This is for students where reading comprehension skills have been compromised and are 3+ modules below expected on Bedrock Learning.

Progress is reviewed on a half-termly basis in collaboration with Bedrock Learning. The Academy's Higher Level Teaching Assistant (HLTA) leads on this offer together with the Literacy Lead.

Reference

Bilton, C. (2022, May 17). *EEF blog: The 'Reading Comprehension House' and foundations that support word reading*. Education Endowment Foundation. https://educationendowmentfoundation.org.uk/news/eef-blog-the-reading-comprehension-house-and-foundations-that-support-word-reading

Appendix 4 - Targeted Interventions (ART below SS 95 and SEN)
For students with Reading Comprehension scores on the **Access Reading Test (ART)** below the standardised score (SS) of 95.

Reading Comprehension Intervention

- 1 lesson of 40 minutes a week with the Deputy SENDCO, with half-yearly reviews in February and July.

If the student has been identified as having current or historical speech and language difficulties and/or a Reading Comprehension score below SS80, the SEN Department will additionally administer the **Language Progression Tool** and, in consultation with the Language Supervision Programme SALT, consider whether a Language-based and/or targeted reading comprehension intervention like the **Hackney Literacy Trust** programme would best meet their needs at this time.

We organise students in **tiers** to maximise impact:

- *Tier 1 – Standardised Score (SS) 86-95 (up to 10 students)*
- *Tier 2 – Standardised Score (SS) 80-85 (up to 8 students)*
- *Tier 3 – Standardised Score (SS) below 80 (automatic trigger for Language Progression Tool) (up to 5 students)*

The majority of students are likely ***not to be identified as having SEN***. However, some students identified as SEN with **mild literacy needs** may benefit from the Hackney Literacy intervention, notably students with **specific learning disabilities (SPLD) and those with a speech and language delay.**

Progress is **reviewed** on a half-yearly basis in February and July by the SEN Department using the **Access Reading Test**. We expect most students in Tier 1 and some students in Tier 2 to make rapid progress, to have achieved reading comprehension scores in line with age-related expectations and be ready to exit the intervention in February.

If at any stage during this time, the Deputy SENDCO feels that the allocated intervention is not the most appropriate pathway for the student, they will undertake an early review:

- It may be that a student is better able to apply reading comprehension strategies than the standardised assessment score has suggested.
- For some students, it may be that their presentation is indicative of language needs, their word-level skills are not yet secure, or they would benefit from reading fluency input.

At this time, Deputy SENDCO may administer the Access Reading Test for review, the Language Progression Tool for Assessment and Identification or a reading fluency assessment

- For some students, it may be that their presentation is indicative of an SEN need and, although they may continue with the intervention and/or be allocated provision through a different pathway, they may be added to the SEN register in consultation with the SENDCO and parent/carer.

Sustained progress is **tracked** twice yearly through the Academy New Group Reading Test (NGRT) testing and analysis by the Literacy Lead/SEN Department, and this may trigger, for some students, a booster block of intervention through the 'Enhanced Bedrock Offer'. Progress is monitored against NGRT data.

Appendix 5 - Targeted Interventions (ART below SS 95 and no SEN)
For students with Word Reading and Word Spelling Scores (WRAT 5) below the Standardised Score 95 and not identified as SEN.

Reading Comprehension Intervention

- A Word-Level Intervention is delivered in a weekly 40-minute session by a Level 5 Dyslexia Practitioner, with progress reviewed twice yearly—in February and July.

The Dyslexia Practitioner undertakes further diagnostic assessments using, e.g., TOWRE-2 (Test of Word Reading Efficiency and/or a morphological awareness assessment (from March 2024) to inform foci for interventions and core outcomes are set.

This means the interventions are highly personalised. The content of interventions is likely to consist of explicit teaching of a combination of:

- Phonemic awareness
- Phonics
- Morphology
- Other spelling patterns, including homophones, consonant doubling and vowel clusters
- Vocabulary (including aligning with spelling practice)
- Reading fluency
- Reading in context
- Reading comprehension strategies
- Building mental models of reading (see appendices 9, 'The Reading Framework, DFE, July 2023)
- Writing at sentence level
- Language awareness (grammar and punctuation)
- Writing –breaking down parts into idea generation, planning and sequencing, with the student being able to talk about what they want to write before writing

Students are grouped according to need. In line with the Department for Education's *Reading Framework* (July 2023), those with very low reading proficiency focus on word reading, particularly synthetic phonics. More proficient readers concentrate on developing their understanding of morphology, fluency, comprehension, and engagement with texts.

As students become more confident readers, they progress from narrative texts to more complex informational texts.

For students at the early stages of reading, decodable readers are used to support systematic phonics instruction.

When identifying areas for writing development, the 'Not So Simple View of Writing' (Berninger et al., 2006) is used as a guiding framework.

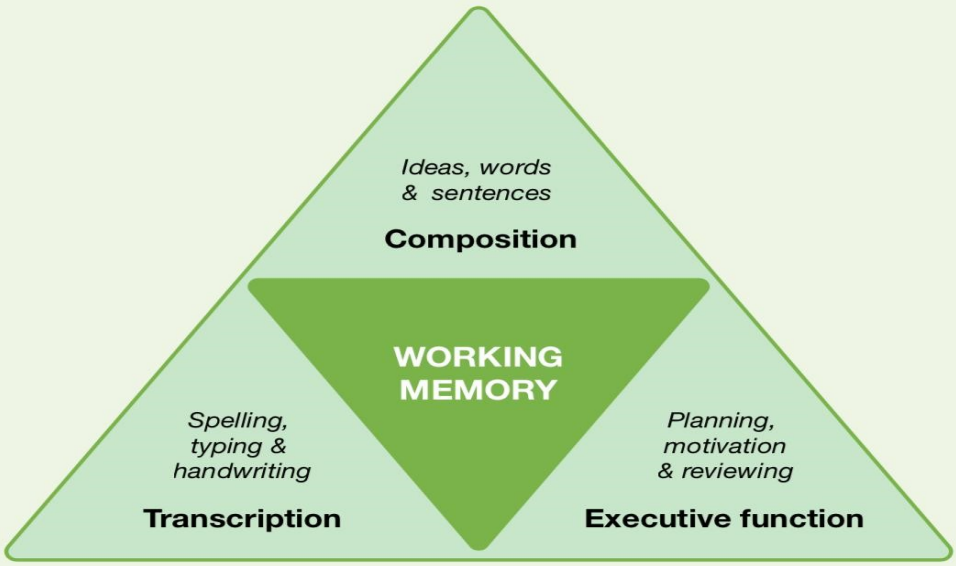


Figure 5: Based on 'The Simple View of Writing,' developed by Berninger et al.[35]

'Not so Simple View of Writing', Beringer et al, (2006)

Some students use **Wordshark** to supplement their interventions as a homework provision. **Wordshark** is a games-based online programme supporting the development of reading and spelling skills.

Progress is reviewed twice a year, in February and July, by the Dyslexia Practitioner. The **WRAT 5 Word Reading and Spelling Assessments** are used to monitor progress, and where appropriate, the **Access Reading Test** is also used to assess reading comprehension.

For students who are not yet achieving standardised scores in Word Reading and Spelling, the **TOWRE-2** is used to measure progress. These students are typically on the SEN Register.

If the **Morph Mastery Screeners** have been used to support identification and assessment, they may also be used to track progress towards specific outcomes, where appropriate.

The Dyslexia Practitioner reviews student progress against personalised outcomes using a RAG-rating system.

Red: skill developing but not shown
Amber: skill observed with support and scaffolding needed from the adult
Green: skill used and applied independently by the student

For students with standardised scores of 100 or above and/or who have met their personalised outcomes, the Dyslexia Practitioner, together with the SENDCO, will make a judgement whether the students will exit targeted literacy interventions or graduate to a reading comprehension intervention.

If at any stage during this time the Dyslexia Practitioner feels that the allocated intervention is not the most appropriate pathway for the student, they will raise this with the SENDCO and undertake an early review:

- For some students, it may be that their presentation is indicative of an SEN need and, although they may continue with the personalised intervention, they may be added to the SEN register in consultation with the SENDCO and parent/carer.
- For some students, scoring sustained scores of SS95 for Word Reading and Spelling is an achievement and, together with progress against personalised outcomes and within the curriculum, a judgement may be made to exit the student from targeted interventions or signpost to another targeted pathway, in consultation with the student and parent/carer.

Sustained progress is tracked twice a year through **Academy NGRT testing**. The Literacy Lead analyses the results in collaboration with the SEN Department. For some students, this may lead to a targeted booster block of intervention through the 'Enhanced Bedrock Offer'.

Progress is monitored against NGRT data to ensure appropriate support and intervention are in place.

Reference

Berninger, V. W., & Winn, W. D. (2006). Implications of advancements in brain research and technology for writing development, writing instruction, and educational evolution. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), Handbook of writing research (pp. 96–114). Guilford Press

Appendix 6 - Targeted Interventions (WRAT 5 below SS 95 no SEN)
Targeted Interventions: Students with Word Spelling Scores only (WRAT 5) below SS95 and not identified as SEN

Reading Comprehension Intervention

- Spelling Intervention is delivered in a weekly 40-minute session by a Level 5 Dyslexia Practitioner, with progress reviewed twice yearly—in February and July.

The Dyslexia Practitioner undertakes further diagnostic assessments using e.g., TOWRE-2 (Test of Word Reading Efficiency and/or a morphological awareness assessment (from March 2024) to inform foci for interventions and core outcomes are set. This means the interventions are highly personalised. The content of interventions is likely to consist of explicit teaching of a combination of:

- Phonemic awareness
- Phonics
- Morphology
- Other spelling patterns, including homophones, consonant doubling and vowel clusters
- Vocabulary (including aligning with spelling practice)
- Writing at sentence level
- Language awareness (grammar and punctuation)
- Writing –breaking down parts into idea generation, planning and sequencing with the student being able to talk about what they want to write before writing

Students are grouped according to need. The framework for the 'Not so Simple View of Writing', Beringer et al. (2006), is considered when identifying areas for writing development.

Some students use **Wordshark** to supplement their interventions as homework provision. Wordshark is a games-based online programme supporting the development of reading and spelling skills.

Progress is **reviewed** on a half-yearly basis in February and July by the Dyslexia Practitioner using WRAT5 Word Spelling Assessment. If the Morph Mastery Screeners have been used for identification and assessment purposes for outcomes, they may be used to measure progress towards outcomes, as appropriate.

The Dyslexia Practitioner will also review student progress against personalised outcomes using a RAG-rating system.

Red: skill developing but not shown
Amber: skill observed with support and scaffolding needed from the adult
Green: skill used and applied independently by the student

For students with standardised scores of 100 or above and/or who have met their personalised outcomes, the Dyslexia Practitioner will make a judgement whether the students will exit targeted Spelling or graduate to another pathway.

If at any stage during this time the Dyslexia Practitioner feels that the allocated intervention is not the most appropriate pathway for the student, they will raise this with the SENDCO and undertake an early review:

- For some students, it may be that their presentation is indicative of an SEN need and, although they may continue with the personalised intervention, they may be added to the SEN register in consultation with the SENDCO and parent.
- For some students, scoring sustained scores of SS95 for Spelling is an achievement and, together with progress against personalised outcomes and within the curriculum, the Dyslexia Practitioner may make a judgement to exit the student from targeted interventions or signpost to another targeted pathway, in consultation with the student and parent.

Appendix 7 - Specialist Interventions

Specialist interventions are highly personalised. There is some overlap with the targeted interventions above:

- Some students on the SEN Register with mild literacy or language needs make progress within targeted interventions.
  - The Academy's dyslexia practitioner delivers word-level interventions at targeted and specialist levels.

Specialist Interventions: Word Level/Dyslexia Interventions

For students with Word Reading and Word Spelling Scores (WRAT 5) below the standardised score 95 who are on the SEN register and/or have a dyslexic profile

Word Level/dyslexia Intervention for 1 or 2 lessons of 40 minutes a week with a Level 5 Dyslexia Practitioner with half-yearly reviews in February and July

The Dyslexia Practitioner undertakes further diagnostic assessments using e.g., TOWRE-2 (Test of Word Reading Efficiency[5] and/or a morphological awareness assessment[6] (from March 2024) to inform foci for interventions and core outcomes are set.

Some students may have been assessed as requiring a morphological approach only. For others, their experience and knowledge of vocabulary are impacting their spelling. However, they have developed good phonics skills; their spelling intervention will most likely focus on morphology and vocabulary development. This means the interventions are highly personalised. The content of interventions is likely to consist of explicit teaching of a combination of:

- Phonemic awareness
- Phonics
- Morphology
- Other spelling patterns, including homophones, consonant doubling and vowel clusters
- Vocabulary (including aligning with spelling practice)
- Reading fluency
- Reading in context
- Reading comprehension strategies
- Building mental models of reading (see appendices 9, 'The Reading Framework, DFE, July 2023)
- Writing at sentence level
- Language awareness (grammar and punctuation)
- Writing –breaking down parts into idea generation, planning and sequencing, with the student being able to talk about what they want to write before writing

Students are grouped according to need (1-4). In line with the DfE's most recent guidance, 'The reading Framework', July 2023 The_Reading_Framework_July_2023 (1).pdf, students with very low

[5] Rashotte, C. A., Torgesen, J. K., & Wagner, R. K. (2025). *Test of Word Reading Efficiency | Second Edition (TOWRE-2)*. Pearson Clinical Assessment UK. https://www.pearsonclinical.co.uk/en-gb/Store/Professional-Assessments/Speech-%26-Language/Test-of-Word-Reading-Efficiency-%7C-Second-Edition/p/P100009057

[6] Selby, L. (2025). *Morph Mastery: A morphological intervention for reading, spelling and vocabulary*. Louise Selby Dyslexia Specialist. Retrieved October 29, 2025, from https://louiseselbydyslexia.com/morph-mastery/ [louiseselb...slexia.com]

proficiency in reading focus on word reading, especially synthetic phonics and more proficient readers focus on morphology, fluency, comprehension and engagement with texts, with students progressing from narrative to information texts as they become more proficient in reading. For students in the stages of early reading, they will use decodable readers. The framework for the '**Not so Simple View of Writing'**, Beringer et al, 2006, will be considered when identifying areas for writing development.

Some students use **Wordshark** to supplement their interventions as homework provision. Wordshark is a games-based online programme supporting the development of reading and spelling skills.

For some students on the SEN register, who have transitioned through Hackney Literacy Trust reading comprehension programme but have not yet achieved reading comprehension skills at age-related expectations and do not have language needs, they will continue to work with an SEN teacher embedding the core set of reading comprehension skills using age-appropriate texts, including curriculum texts.

Progress is **reviewed** on a half-yearly basis in February and July by the *SEN teacher* /Dyslexia practitioner using WRAT 5 Word Reading and Spelling Assessments and, if appropriate, the Access Reading Test, to assess progress in reading comprehension. For students who are not yet scoring in standardised assessments for Word Reading and Spelling, we use the TOWRE-2 to measure progress. If the Soundswrite or Morph Mastery Screeners have been used for identification and assessment purposes for outcomes, they may be used to additionally measure progress towards outcomes, as appropriate.

The Dyslexia Practitioner reviews student progress against personalised outcomes using a rag-rating system.

Red: skill developing but not shown
Amber: skill observed with support and scaffolding needed from the adult
Green: skill used and applied independently by the student

For students with scores of SS100 or above and/or have met their personalised outcomes, the SEN teacher/Dyslexia Practitioner, together with the SENDCO, will make a judgement whether the students will exit the intervention.

If at any stage during this time the Dyslexia Practitioner feels that the allocated intervention is not the most appropriate pathway for the student, they will raise this with the SENDCO and undertake an early review.

The SENDCO tracks sustained progress through Power BI analysis. This may trigger a booster block of intervention focusing on a precise area/s for development.

Specialist Interventions: Spelling/Dyslexia Intervention with a focus on writing

Students with Word Spelling Scores (WRAT 5) below SS95 who are on the SEN register and/or have a dyslexic profile

Spelling/Dyslexia Intervention for 1 lesson of 40 minutes a week with the Level 5 Dyslexia Practitioner, with half-yearly reviews in February and July

The Dyslexia Practitioner undertakes further diagnostic assessments using e.g., **TOWRE-2 (Test of Word Reading Efficiency and/or a morphological awareness assessment** https://louiseselbydyslexia.com/morph-mastery/ (from March 2024) to inform foci for interventions and core outcomes are set. This means the interventions are highly personalised. Some students may have been assessed as requiring a morphological approach only. For others, their experience and knowledge of vocabulary is impacting their spelling. However, they have developed good phonics skills; their spelling intervention will most likely focus on morphology and vocabulary development. The content of interventions is likely to consist of explicit teaching of a combination of:

- Phonemic awareness
- Phonics
- Morphology
- Other spelling patterns, including homophones, consonant doubling and vowel clusters
- Vocabulary (including aligning with spelling practice).
- Writing at sentence level
- Language awareness (grammar and punctuation)
- Writing –breaking down parts into idea generation, planning and sequencing, with the student being able to talk about what they want to write before writing

Students are grouped according to need. The framework for the **'Not so Simple View of Writing', Beringer et al**, 2006, is considered when identifying areas for writing development.

Wordshark is used by some students to supplement their interventions as a homework provision. Wordshark is a games-based on-line programme supporting the development of reading and spelling skills. https://www.wordshark.co.uk/

Progress is **reviewed** on a half-yearly basis in February and July by the SEN teacher using WRAT 5 Spelling Assessments. The Dyslexia Practitioner will also review student progress against personalised outcomes using a rag-rating system. If the Morph Mastery Screener has been used for identification and assessment purposes for outcomes, they may be used to additionally measure progress towards outcomes, as appropriate.

Red: skill developing but not shown
Amber: skill observed with support and scaffolding needed from the adult
Green: skill used and applied independently by the student

For students with scores of SS100 or above and/or have met their personalised outcomes, the SEN teacher will together with the SENDCO make a judgement whether the students will exit targeted Spelling/dyslexia intervention.

If at any stage during this time the SEN teacher feels that the allocated intervention is not the most appropriate pathway for the student, they will raise this with the SENDCO and undertake an early review:

The SENDCO tracks sustained progress through Power BI analysis.

Study Skills and Academic Tutoring

Study Skills/academic tutoring is provided for identified students in KS4 and Post 16. This is led by the HLTA for Literacy and Language.

Our study skills programme is personalised and influenced by the work of Alex Quigley's top 10 revision strategies[7] and John Dunlosky Strengthening the Student Toolbox[8].
The aim is to equip students with effective strategies to retain and be able to retrieve learning over time for classroom learning and specifically for assessments and public examinations.

For some students, this will consist of a short intervention boost of 6 weeks, and for others, they may receive 1-2 lessons of 40 minutes a week with half-yearly reviews in February and July

The content of Study Skills/academic tutoring interventions is likely to consist of explicit teaching of a combination of:

- **Practice Testing/Retrieval Practice –** quizzing, Just a Minute (talking about a topic for a minute), Prepare to Teach, creating and using flashcards (definition one side and explanation/answer on the back), explaining concepts.
- **Note-taking and using notes as a tool for retrieval practice**
- **Select/Elect -** *Select* the most salient facts/ideas/concepts from a given topic and then *elect* the most significant ideas/concepts to understand
- **Distributed Practice –** practising spacing practice across time and setting up a study schedule
- **Interleaved Practice –** practising different types of problems across time within distributed practice
- **Elaborative Interrogation and Self-Explanation –** discrete activities to actively process the content of reading texts and learning, and integrate into prior knowledge – What does this sentence mean to me? What new information does the sentence provide? How does it relate to what I already know?
- **Visualisation techniques**
- **Exploring worked examples**
- **Analysing questions**
- **Planning answers**
- **Micro-skills to use extra time** – rag rate questions to identify questions to go back over, analysing questions, planning questions, how to proofread, plan use of time across exam papers
- **Managing exam stress**
- **On-going academic**

Progress is **reviewed** either at the end of a 6-week block of intervention or on a half-yearly basis in February and July. The HLTA for Literacy and Language will review student progress against personalised outcomes using a rag-rating system.

Red: skill developing but not shown
Amber: skill observed with support and scaffolding needed from the adult
Green: skill used and applied independently by the student

The SENDCO tracks sustained progress through Power BI analysis.

[7] **Quigley, A. (2018, January 20).** *Top 10 revision strategies*. Alex Quigley. https://alexquigley.co.uk/top-10-revision-strategies/

[8] **Dunlosky, J. (2013).** Strengthening the student toolbox: Study strategies to boost learning. *American Educator, 37*(3), 12–21. https://files.eric.ed.gov/fulltext/EJ1021069.pdf

Language Interventions

Students with identified speech and language needs who are on the SEN register

Language Intervention with a Level 3 ELKLAN-qualified SEN Practitioner for 1 lesson of 40 minutes a week, with half-yearly reviews in February and July.

The Academy has bought into the Harris Federation/TalkAutism Language Supervision Programme. All students identified as SLCN and with standardised scores below SS80 on the Access Reading Test for reading comprehension are screened using the Language Progression Tool on entry to the academy.

The Language Supervision Programme has been designed as a consultative model to bridge the gap between buying in SALT and our local LA models of SALT provision, where advice/strategies are provided for the Academy to implement and create personalised programmes. The academy provides the SALT service with personalised data (e.g., literacy, particularly ART, Language Progression Tool, progress), any previous SALT assessments, Educational Psychology assessments, Education and Health Care Plans (EHCP)/Annual Reviews to the SALT, details of interventions already tried and impact. For some students, this may trigger, in consultation with the SENDCO, further SALT assessment. The SALT writes and resources SALT programmes for the Level 3 ELKLAN-trained SEN practitioner within the Academy to deliver. The programmes generally target the following curriculum-based areas in line with individual need:

- Vocabulary
- Reading comprehension through visual and auditory inference activities
- Expressive language and sentence construction (oral development), which links to written expression

Specific techniques used in intervention involve the following:

Visualisation, being able to visualise what one hears or reads, is essential in comprehending linguistic and social information in interactions. Failure to visualise will affect learners ' ability to retain and comprehend information in the classroom. Their processing speed will be slower, and they may miss information from the teacher's instruction.

Vocabulary Connections students require an ability to investigate and show interest in word learning. Without solid semantic and phonological connections, learners will not decode novel vocabulary from written texts read within the classroom. Building interest in vocabulary and providing a scaffold for word attack, learners “train their brains” to consider novel vocabulary and “have a go”.

Inference learners must be able to read between the lines to see alternative perspectives and apply their knowledge to show learning. Focusing on visual inference and prediction enables learners to develop a scaffold for verbal reasoning. Focusing on what we do know, what we can guess, and what we can then infer is essential to higher-level curriculum activities and often requires a more in-depth and slower approach than the classroom alone will allow.

Programmes target areas of language development that students may have missed to enable them to fill the gaps. They are broken down into activities that allow for repetition and teach a methodology to students. Repetition at a student-led pace for over-learning to occur. The

programmes target both visual and verbal pathways, building on retention and imagining words, sentences, and narratives. By building on these skills in therapeutic intervention, learners develop neuronal connections and scaffolds or files of words and concepts. They form connections in a meaningful way and move through the speech and language development pyramid, from words to sentences to paragraphs across both receptive and expressive language areas.

Some students with neurodevelopmental language deficits (language disorders) require in-depth and explicit instruction in language development, which is accounted for in their programme and the SEN practitioner is provided with regular and consistent training and supervision from the SALT. This allows for responsiveness and change to be made to the programme based on feedback from the student and practitioner.

The SEN practitioner further develops their knowledge and understanding of speech, language, and communication through termly 1-day focused CPD sessions and fortnightly online supervision with the SALT. The SEN Practitioner submits case note entries at the end of each week for the therapist to review in time for each reflection and review session. The SALT observes each group remotely or onsite at least twice per year and provides written feedback to the SENDCO and practitioner.

The SEN practitioner is supported to reflect on their own practice to build their own toolkit of approaches to work with students in designated sessions and to assist students in transferring skills learnt in intervention into the classroom environment. The SEN practitioner is supported to review journal articles and new research published in the fields of both education and speech and language therapy. This is now an embedded skill in each training day delivered as part of the programme.

The academy is supported to evaluate student progress within sessions and then within formal reviews on a half-yearly basis in February and July, with progress reports sent to parents. Personalised outcomes are reviewed, and for students with reading comprehension skills below age-related expectations, the Access Reading Test is administered. We have started to review progress, additionally using the Language Progression Tool, and are looking at the results against the sub-tests of the Access Reading Test, notably to track progress in vocabulary development against reading comprehension. Progress data and information are provided to the SALT, which writes an annual report for the academy. New programmes can then be prepared in time for the following academic year.

Students with a **language delay or impoverished developmental profile** typically make progress toward outcomes within **15-20 hours of interventions**, though they may be required to dip in and out of language interventions at key transition points and triggered through Power BI analysis. Students with **neurobiological and complex difficulties with communication** are likely to spend much longer, **90-120 hours**, in language interventions (alongside curriculum adaptations), and these students most often have EHCPs.

The SENDCO tracks sustained progress through Power BI analysis.

A few students with EHCPs receive individual SALT through their EHCP, and this may be supplemented with language provision through the Language Supervision Programme.

Appendix 8 - Data Relating to Case Study 1 (Experienced Practitioner)

Table to Show the Language Progression Tool Pre and Post Intervention Scores and Practitioner RAG Ratings for Key Stage Three Students with an Experienced Practitioner.

	Verbal Reasoning		Vocab		Sentence Structure		Out come 1	Out come 2	Out come 3	
	Pre	Post	Pre	Post	Pre	Post				
7	9	9	7	11	11	11	RL	RL	RL	
7	9	13	9	13	9	13	RL	RL	RL	
7	9		9	9	11	11	EL	EL	EL	
7	5		5	9	11	11	EL	EL	EL	
7	9		7	9	11	11	EL	EL	EL	
7	11		11	13	13	13	EL	EL	EL	
8	7	7	5	5	5	7	EL	EL	EL	
8	11	11	15	15	9	11	EL	EL	EL	
8		9		13			EL	EL	EL	
9	13	13	11	11	13	13	RL	EL	RL	
9	11	13	7	7	9	9	EL	RL/EL	RL	
9	13		7	7	13	11	EL	EL	RL	
9	13		9	9	15	13	EL	EL	RL	

RL: Receptive Language Outcome and EL: Expressive Language Outcome

Outcome	Review	Comments
J can confidently and accurately identify the parts of a sentence using the correct colour and shape in intervention.	Partially Achieved	J can respond well to the use of colour and shape to identify parts of a speech. She can accurately identify nouns, verbs, adjectives, and connectives. She can have difficulty with discriminating between the subject and the object of a sentence.
J can use a pre-determined sentence structure to write complex sentences to describe a picture in intervention.	Achieved	J can write in complex sentences and do this particularly well in the context of creative writing. Her written descriptions have become more mature, and she appreciates the need to zoom in on details to bring her sentences to life.
J can use a pre-determined sentence structure to write complex sentences to describe a picture in intervention.	Partially Achieved	With additional prompting and models from the group, L can write in complex sentences in the context of picture description. With further practice, she will be able to routinely produce complex sentences unprompted and in a variety of contexts.

Appendix 9 – Progression Tool and Outcome RAG Review for SLCN Intervention Model

Table to show Progression Tool and Outcome RAG Review for SLCN Intervention Model Students September 2024-February 2025

RL: Receptive Language Outcome and EL: Expressive Language Outcome

Year Group	Verbal Reasoning		Vocab		Sentence Structure		Access Reading Test	Access Reading Test	Points progress	Outcome 1	Outcome 2	Outcome 3
	Pre	Post	Pre	Post	Pre	Post	Pre	Post				
7	5	15	7	9	7	13	120	124	+4	RL	RL	RL
7	7	5	7	3	11	5	70	81	+11	RL	RL	RL
7	11	11	11	15	11	15	95	87	-8	RL	RL	RL
7	7	9	3	5	9	7	78	87	+9	RL	RL	RL
7	5	11	3	3	5	5	77	71	-6	RL	RL	RL
7	5	7	3	7	3	7	77	<70	-7	RL	RL	RL
8	7	7	5	11		5	86	83	-3	EL	EL	RL/EL
8	11	15	7	13	13	13	77	<70	-7	EL	EL	RL/EL
8	9	9	11	11	9	9	88	81	-7	EL	EL	RL/EL
8	11		9		9		93	102	+9	RL	RL	EL
9	7	13	7	7	11	15	92	91	-1	RL	EL	EL
9	7	7	3	7	11	11	70	77	+7	RL	EL	EL
9	3	3	3	7	5	9	73	70	-3	RL	EL	EL

O	She repeatedly looked towards W, seemingly seeking a reaction, and displayed distracting behaviour throughout the session. During the drawing activity, she completed and labelled her pictures, but the work appeared disjointed—possibly reflecting her mood at the time. She did not grasp the key theme of the text, and when asked to retell what we had read, she was unable to do so. Her drawings did not support her recall.
W	He also displayed some off-task behaviour during the session. However, he was able to draw the key themes of the story and retell the main events. Some descriptive elements were missing from his drawings, but with prompting, he was able to elaborate and fill in these details during his explanation.
N	She attempted to engage in off-task behaviour with peers but was able to focus and include a good level of detail in her initial work. As the drawing progressed, she lost some of the detail and shifted her attention to less important aspects of the story. Although she struggled to retell the full narrative, she was able to identify and convey the key themes.

Below 70	70-84	85-94	95-104	105-114	115-129	Above 129
Well below average	Below average	Low average	Average	High average	Above average	Well above average

Outcome	**Review**	**Comments**
J can give and understand complex instructions to a peer for them to complete a task.	Partially Achieved	J has demonstrated improvement in following and giving instructions, but continues to require support in structuring her responses clearly. She benefits from guided modelling and structured practice.
J can use clarification strategies to better comprehend what is said.	Partially Achieved	J is developing her ability to use clarification strategies. She is beginning to ask for repetition and explanations, but still requires encouragement to do so independently.
J can answer a variety of Blank Level 3 questions with consistency across three intervention sessions.	Partially Achieved	J is improving in answering higher-level comprehension questions but requires scaffolding and guided questioning to articulate her responses fully.