



Wellfield Academy Intervention Guide





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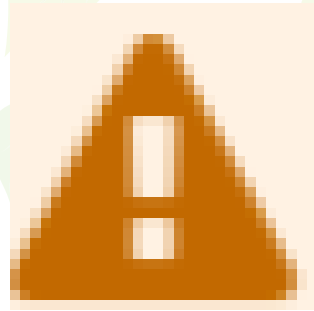
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Arbor



The above symbol represents if a student is scheduled to be out of lesson. The information about these students can be found on the Lesson Dashboard.

The students will be registered in their interventions. This means that teachers can just send the pupils at the start of the lesson.

A small number of students only have one intervention. These students will only be out for either the first half or the second half of lesson.

Fresh Start

Fresh Start is a systematic synthetic phonics programme for struggling readers.

A quick diagnostic assessment to start students on the highest point on the programme for speedy progress.

Daily lessons support word reading, fluency and comprehension.

Students are taught for 30 minutes a day throughout the programme. Students are taught individually for the first 13 modules. Then they can be placed in a small group that are working on the same module.

Read Write Inc.
Fresh Start

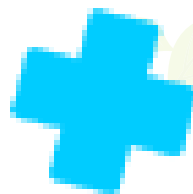
Doodle Maths

Doodle Maths provides fundamental maths through fun, interactive and personalised exercises.

The exercises are engaging with the added benefit of audio support. The exercises are split into small achievable steps. Along with student friendly language.

Personalised learning unique to every student to help plug their learning gaps, and target tricky topics.

Empowers every student to work independently and help build confidence.



Doodle Spell

Doodle Spell is a personalised, curriculum-aligned spelling practice. Doodle Spell takes students beyond 'look, cover, write, check'.

Teaches fundamental strategies like chunking, rhyming and patterns.

Accessibility features like coloured overlays and audio dictation are available on Doodle Spell. These supports students to become independent and confident with spellings.

Makes spelling fun with interactive exercises, rewards and fun spelling games. This encourages practice 'little and often'.





Lego



Lego intervention is to help promote social interactions, turn-taking skills, sharing, and problem solving. Targets goals such as social skills, language, and motor skills.

Lego intervention provides a highly structured environment where everyone plays a specific role within the group. This helps students feel calm and relaxed, especially those diagnosed with ASD.

Each student takes on one of four specific roles.

Engineer - reading and relaying instructions. Tells the supplier which pieces are needed. Tells the builder how to build the model.

Supplier - finds the correct Lego pieces by listening to the engineer. Then providing those pieces to the builder.

Builder - physically building the model by listening to the engineer and receiving pieces from the supplier

Director - oversees everyone and provides help when needed.

News Hackers

News Hackers is an intervention programme that supports students holistically by using structured group discussions about current news stories. It is designed for students who may benefit from increased confidence or enhanced emotional literacy.

Each week, students explore a topical news story to spark conversation. Through these discussions, they build confidence in expressing their thoughts, feelings, and opinions; develop resilience when encountering differing viewpoints; and learn how to compromise and find common ground.

Alongside this, each session introduces a focus word that students are encouraged to use and integrate into their vocabulary. This targeted approach to language development—supported by psychological and linguistic research—helps students articulate their emotions more precisely and reduces the likelihood of internalising feelings due to limited emotional vocabulary.



Autism Identity & Me

During this intervention students work through a booklet. This booklet guides the students to develop a positive understanding of their autistic identity. Whilst also providing key staff with tools needed to support their journey.

The workbook is highly structured and visual, broken down into key sections. Some of these sections are interests and focus, masking, emotions and my autistic identity statement. These help to create a personal passport and a deeper understanding of what autism means to the student.

Having a positive understanding of their autistic identity will help with higher self-esteem and wellbeing as an adult.



ADHD Group

ADHD group is a highly structured intervention to help students understand their individual symptoms of ADHD.

The intervention is supervised by a qualified member of staff, in small groups. This helps the students to talk about their unique symptoms in a safe environment, with other students that will understand. It also allows them to create coping strategies that will work for them. By completing this intervention, students have a better internal toolkit to handle lessons; in addition, staff can have better insights and understanding of how best to help in class.

Having a positive understanding of their symptoms of ADHD will help when they become confident adults, who can cope with their ADHD symptoms.

