

Intervention Policy



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Date: 28.9.2020

Last reviewed on: September 2020

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1. Aims

All children, irrespective of disability, race, gender, religion, culture or economic disadvantage, have an entitlement to effective learning experiences, which will enable them to achieve their maximum potential.

Our aims are:

- For Quality First teaching (as outlined by the school's whole school provision map Appendix 1) to ensure that children's needs are met in class in the majority of cases.
- To work towards every child fulfilling their intellectual, social and emotional potential, within a positive and caring environment, in order to promote each child's self-image and sense of worth.
- To raise the attainment and achievement of all pupils and establish a climate of high expectation.
- To provide a curriculum that accommodates and enhances each child's potential for learning
- To support and encourage children by providing, as far as possible, educational programs suited to their individual needs and abilities.
- Providing a stimulating classroom environment where pupils will be motivated to learn.
- Formally assessing and monitoring pupils' progress so that difficulties at an early stage and plans for intervention can be put in place.
- To ensure that the teacher has overall responsibility for the progress of the children in their class.

2. Identification of needs

The whole school approach to the identification of children who need to follow an intervention can be summarised as follows:

Step one:

When parents/carers or class teachers feel that there is concern about an individual child, our initial response is to provide differentiation, quality first teaching strategies and scaffolding within the classroom. The child's progress is then monitored regularly by the class teacher. The class teacher may use teaching assistants to assist in class and may do class based interventions.

Step two:

If progress continues to be slow in relation to the child's ability and/or age related expectations class teachers may then use wave 2 interventions for at least half a term as outlined by the school's whole school provision map (Appendix 1). The teacher will discuss concerns with the staff carrying out specific interventions and sessions will be timetabled accordingly (i.e. one to one precision teaching; small group work directed by the class teacher) to assist the child's learning.

Step three:

Should the child continue to not making sufficient progress, a cause for concern form (Appendix 2) will be completed by the class teacher in conjunction with the parents. This is then passed on to the SENCO and the school moves to Wave 3 interventions on the graduated response – assess, plan, do and review as set out in the SEND Code of Practice 2015. This may then mean that the child is put onto the Special Needs Register. Children identified as requiring wave 3 support will then be provided with a provision map outlining their needs and the interventions they are receiving and copies of these will be shared with and given to the parents.

Pupil Progress meetings are held between the class teacher, Headteacher, Deputy and SENCO termly and during these meetings individuals receiving or requiring intervention will be discussed.

The outcomes of these meetings will be communicated to the staff member responsible for particular interventions.

Strategies for identification include:

- Standardised tests
- Observations within the classroom
- Marking of work completed
- Expectations of behaviour
- Parental concerns
- Teacher assessment
- Pupil progress meetings

3. Interventions

Wave 2 interventions will, in the main, be run by teaching assistants once the identification of children has been completed. TA's will be supported by the Higher Level Teaching Assistant in their Key stage.

- Each TA will have a timetable of Interventions identifying the children they are supporting.
- TA's where appropriate will complete planning for their interventions which will be monitored to ensure impact. Any planning and preparation time can be scheduled in negotiation with the class teacher as necessary.
 - Entry data will be collected at the start of each intervention so that progress of the child and effectiveness of the intervention can be monitored.
- The interventions will then run across half a term or a whole term: Autumn, Spring and Summer.
- TAs will take registers for each intervention so that this can be used when looking at the effectiveness of interventions.
- Exit data will be collected at the end of each intervention and this information will be given to the class teacher and the SLT.
- Discussions will be held with class teachers about impact of the intervention on the child's overall progress and what next steps should be taken next.

- The SLT will in turn scrutinise the effectiveness of the intervention against the entry and exit data. Entry and exit data include:
 - Standardised test scores
 - Spelling ages
 - Reading ages
 - Test base bespoke tests
 - Emotional literacy scores
 - Communication and interaction scales
 - Intervention assessment tools
 - Teacher assessments
 - Progress against set targets.

Interventions Criteria:

- Children who entered the key stage below age-related expectations
- Pupils who are falling behind as identified in the 80s and 90s standardised test scores
- Looked After Children Those who might benefit:
 - Pupils who have been taught a skill but failed to secure it, intervention stated in personalised education plan (PEP)
- Pupils who have difficulty grasping a concept and transferring it into practice
- Pupils whose learning has been hampered by a previous misconception
- Pupils with a lack of experience
- Pupils in receipt of Pupil Premium funding who display the above criteria
- Those new to English, those with a limited vocabulary or who have not had much opportunity to participate in sustained talk or reading.

Pre teaching and catch up sessions

Pre-teaching is a strategy that involves teaching children concepts or skills prior to a lesson on the subject. Examples can include: teaching new vocabulary related to a lesson on geography or explaining a new maths concept prior to the lesson. Pre-teaching should ideally be done twice – once a couple of weeks in advance and again just prior to the lesson. Pre teaching will be carried out by the class teacher ahead of a new concept or topic being taught. These sessions will normally be held in the morning.

Catch up sessions will be held between 1-3pm. Children who have been identified by the teacher or TA in the morning as requiring additional explanation and support will receive an additional input either 1:1 or in a small group. This session will address misconceptions and ensure the child achieves the learning objective with further support. A record will be kept in the morning to highlight children requiring to be in a catch up session

4. Roles and responsibilities

TAs

- To adhere to the intervention policy
- To communicate any issues and problems to the HLTA
- To communicate with teaching staff progress, issues and concerns of individuals.
- To carry out entry and exit assessments and submit these to the HLTA at the end of each term.
- To plan and resource interventions, make notes, observations of progress, misconceptions and next steps and provide copies at the end of each week to relevant teachers.

HLTA

- To adhere to the intervention policy
- To support TAs in completing their role
- To ensure that assessments and any other paperwork are completed in the relevant time frames set out by the monitoring timetable
- To liaise with the SENCO over concerns

Teachers

- To adhere to the intervention policy
- To provide quality first teaching
- To communicate with TAs children that need additional support.
- To be aware of what children are receiving and the impact of these on the child's progress
- To write and provide parents with provision maps for children on the SEND register.
- To discuss any concerns and further support required with the SENCO

SENCO

- To adhere to the intervention policy
- To support the HLTA's in completing their role
- To place children on the cause for concern or SEND register where appropriate
- To co-ordinate multi agency support and wave 3 interventions
- To track assessment and analyse data to ensure children are making progress and receiving the correct interventions
- To communicate with parents when children are placed on the SEND register and discuss multi agency support.

Head Teacher

- To monitor the impact of provision supporting children with additional needs
- To challenge staff including within pupil progress meetings.

Governors

- To monitor the impact of the Intervention Policy.

5. Communication

Within school:

- All staff are responsible for communicating identified children and progress of each intervention.
- Teacher's will receive annotated planning grids with outcomes for each child at the end of each week from the TA. This is so that they are aware of what they have been taught and how they have responded to it and what progress they are making.
 - It is vital that teachers are aware of how children are doing in their interventions so that this can be discussed at pupil progress meetings etc.
 - TAs who are providing intervention for children out of their year group or phase need to be able to discuss the children with the teachers on a regular basis.
- Staff to discuss any children causing concern and the possible need for Wave 3 interventions with the SENCO

With parents:

- Teachers to communicate provision and interventions with parents and provide copies of provision maps every term. Parents to sign that they have received the provision maps and where possible have provided input to their child's provision

With the children:

- Children to be informed of their interventions and are aware of when and where these will take place and with which member of staff
- Children to be informed of their progress and areas for development

6. Monitoring arrangements

A monitoring timetable will be set up for each term outlining key dates and deadlines for each term.

- Monitoring will include, planning scrutiny, work scrutiny, pupil questionnaires and pupil voice, entry and exit data analysis and observations.
- Monitoring will inform and provide evidence for TA appraisal targets.

7. Links with other policies and documents

This policy links to our policies on:

- SEND
- Equality information and objectives
- Supporting pupils with medical conditions

Appendix 1

Whole school provision map- Autumn 2020

Area of Need	All pupils, where appropriate (QFT)	Catch Up support classroom based	SEN support	High need/EHC plan
Cognition and Learning	<p>High expectations of children and appropriate challenge for all</p> <p>Clear feedback and next steps in their learning – children involved in the process and given time to respond</p> <p>Behaviour for Learning at the heart of lessons/school ethos</p> <p>Learning walls to support key learning points</p> <p>Time to talk things through with a Talk Partner before feeding back to class</p> <p>Differentiated curriculum planning, activities, delivery and outcome.</p> <p>Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals</p> <p>Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc</p> <p>Increased visual aids/modelling etc.</p> <p>Visual timetables.</p> <p>Use of writing frames.</p> <p>Illustrated dictionaries.</p>	<p>Booster Maths Groups</p> <p>Booster Literacy Groups</p> <p>In class support from TA</p> <p>Individual reading with TA (increased times)</p> <p>'Catch Up' reading programme.</p> <p>High frequency word games.</p> <p>Sight words</p> <p>Precision teaching</p> <p>Multi-sensory spelling practice groups</p> <p>Memory games</p>	<p>Intense focused literacy support groups 1x weekly.</p> <p>Additional phonics support</p> <p>Dyslexia Gold</p> <p>Beat dyslexia</p> <p>PAT</p> <p>Additional individual reading.</p> <p>Support from SEN HLTA</p> <p>Paired reading</p> <p>Peer tutoring</p> <p>Access to and support from SENCO and external agencies</p> <p>Toe by toe</p> <p>Power of one/ Plus Two</p> <p>Word wasp</p> <p>Breaking barriers intervention</p> <p>Sound linkage</p> <p>Memory magic</p> <p>First words</p>	<p>1:1 TA</p> <p>S2S support</p> <p>Alternative provisions put in place</p> <p>Refer to dyslexia outreach</p> <p>SRB placement</p> <p>Personalised curriculum</p>

	<p>Access to a laptop.</p> <p>In class support from a TA/ teacher.</p> <p>Focused group work with teacher/ TA eg guided reading/writing.</p> <p>Individual reading with a TA</p> <p>Letters and Sounds.</p> <p>Printed L.O</p> <p>Modified worksheets e.g. large print</p>		Coloured overlay	
Communication and Interaction	<p>Differentiated curriculum planning, activities, delivery and outcome, eg simplified language.</p> <p>Increased visual aids/modelling etc.</p> <p>Visual timetables.</p> <p>Use of symbols.</p> <p>Structured school and class routines.</p> <p>Carpet space</p>	<p>In class support from TA with some focus on supporting speech and language.</p> <p>Talk boost</p> <p>Assessments and advice from speech and language HLTA</p> <p>Work station</p> <p>Listening games and activities</p> <p>Ear defenders</p>	<p>SENCO involvement</p> <p>Speech and language support</p> <p>1:1 support from HLTA 3-4 times a week</p> <p>Colourful semantics</p> <p>Shape coding</p> <p>Personalised visual timetables/ now/then board</p> <p>Symbols/ picture cards to support communication</p> <p>Social stories</p> <p>Social communication skills group with positive role models</p> <p>Sensory circuits</p>	<p>Support from speech and language.</p> <p>Referral to LIFT/ ATT</p> <p>Access to support from ASD team for social, interaction and communication difficulties.</p> <p>Sensory assessment- Open arms</p> <p>Speech and language intensive programme daily.</p> <p>Speech and Language support, eg speech therapist and/or TA</p> <p>1:1 support in classroom to support communication</p> <p>Makaton/ PECS</p> <p>PECS book/ communication aid</p> <p>ICT - Writing with Symbols (widget)</p>

				Lego therapy
Social, Emotional and Mental Health	<p>Whole school behaviour policy</p> <p>Whole school/class rules</p> <p>Class reward and sanction systems</p> <p>Circle time</p> <p>PATHS curriculum activities and resources</p> <p>Access to a key adult at all times</p> <p>Feelings cards</p> <p>Online safety curriculum</p> <p>Achievement/ celebration assembly</p>	<p>Small group circle time</p> <p>Group reward system</p> <p>Support for unstructured activities</p> <p>Mindfulness work/ calming strategies</p> <p>Nurture twice a week</p>	<p>SENCO involvement</p> <p>ELSA/ Nurture 3/4 times a week</p> <p>Individual reward system</p> <p>Peer mentoring</p> <p>Individually tailored timetables</p> <p>Boxall profile completed</p> <p>Sensory circuits</p> <p>Strength and difficulties questionnaire completed</p> <p>Nelsons journey</p> <p>School nurse referral</p> <p>Letter to GP to support referral to a paediatrician</p>	<p>Social skills group</p> <p>S2S support</p> <p>Referral to SRB for outreach/placement</p> <p>Access to support from SEMH team for social and emotional difficulties</p> <p>Support from EP.</p> <p>Support from county inclusion team</p> <p>FCAMHS referral</p>
Physical needs	<p>Flexible teaching arrangements inc seating arrangements</p> <p>Staff aware of impairment.</p> <p>Medical support.</p> <p>Brain gym exercises.</p> <p>Uses of pencil grips.</p> <p>Modified worksheets.</p> <p>Adapted resources e.g. cutlery, PE equipment</p>	<p>Additional keyboard skills. 2x15mins</p> <p>Additional handwriting practice.2x15mins</p> <p>Access to equipment, eg sloping boards, pencil grips.</p> <p>Support with personal care and independence</p>	<p>Motor skills programme for small group or individuals with SEN HLTA 3x20 mins a week</p> <p>Occupational Therapy support</p> <p>Gross motor support from PS</p> <p>'Write from the start' programme.</p> <p>Keyboard skills group</p> <p>Support from VSSS</p> <p>Use of hearing loop</p> <p>School nurse referral</p>	<p>Individual support in class and PE.</p> <p>Physiotherapy programme.</p> <p>Access to ICT (ATT)</p> <p>S2S support</p> <p>Occupational therapist programme.</p> <p>Speech therapist programme.</p> <p>Support from SALT- implementation of eating/drinking advice</p>

Appendix 2

SEN Cause for Concern Referral Form

(Please complete this form with as much detail as possible)

Name of Pupil: **Class:** **DoB:**

1. Please tick which area(s) of SEN is/are of concern for this pupil

- ☐ Cognition and Learning
- ☐ Social, Emotional and Mental
- ☐ Communication and Interaction
- ☐ Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this pupil- include information from the whole school provision map. *It is expected that QFT teaching strategies and catch up strategies will have been implemented before completing this form.*

4. Please detail any other factors which might be relevant i.e. recent conversations with parents:

Date parent/s spoken to:

Parent signature:

Action taken by SENCO: