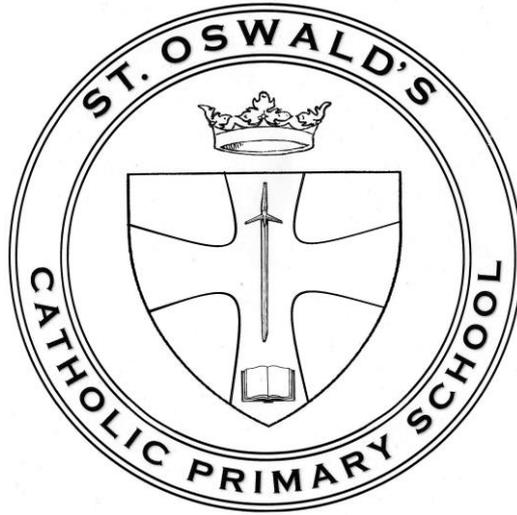


St. Oswald's Catholic Primary School



Intervention Policy

2017

This is the policy for the effective delivery and implementation of 'Interventions' and is set within the context of the whole school aims and Mission Statement:

*Together with Jesus,
We will Learn and Grow in Faith.*

Introduction

At St. Oswald's Catholic Primary School, we want every child to be able to engage actively in learning and to reach their full potential in all areas of their school life. We believe that each child should learn in an atmosphere surrounded by love. We aim to promote a learning atmosphere where positive values in behaviour and attitudes are created.

This policy should be read along with SEND policy and SEND Information Report

Aims

- All children will have their needs met initially by Quality First teaching for all to ensure that the majority of children's needs are met in class.
- For differentiation in lessons to ensure all children have the opportunity to learn at their own level and be successful.
- To provide a curriculum that accommodates and enhances each child's potential for learning
- 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 support and encourage children by providing, as far as possible, educational programmes suited to their individual needs and abilities.
- Formally, assessing and monitoring pupils' progress so that difficulties are identified at an early stage and plans for intervention can be put in place.
- High quality intervention plans/programmes follow the assess-plan-do-review cycle

LEARNERS WHO NEED MORE

Our provision map shows the range and variety of provision our school provides for learners who need more.

WAVE 1: QUALITY FIRST TEACHING

Wave 1 is what is on offer to all children.

Such teaching will be based on:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning.

- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explanation
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Making higher quality teaching always available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole class provision tend to be more cost effective and sustainable. New Code of Practice (2014)

Quality First Teaching is delivered through the daily high quality, differentiated teaching of: Phonics, Reading, Writing, Spelling, Grammar/ Punctuation, Maths, and the foundation subjects.

In addition, our school implements a range of whole school strategies, which are supportive of all children.

Communication & Interaction Difficulties: Whole School Strategies

- Visual timetables and supports
- Outcomes modelled and demonstrated
- Clear classroom organisation and structures
- Clear simple instructions and clear use of language
- Opportunities to work independently without interruption
- Time provided for children to process language

Cognition and learning needs: Whole School Strategies

- Differentiated Curriculum, pertinent to children's needs changed objectives, presentation or outcomes
- Accessible reading materials
- Children can present knowledge/views in a variety of ways
- Assessment for learning concepts – Children aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines, memory prompts, etc.
- Interactive collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supportive learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs

Social, emotional and mental health difficulties: Whole School strategies

- Tactile sensory objects to calm children
- Use of computing programmes to calm children
- Time out and time away arrangements
- Circle time
- Understanding of methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made where possible
- Positive regular communication with parents
- Clear rewards and sanctions – including motivators
- Consistent use of positive language
- Range of opportunities to support social and emotional development
- Class and school mediation strategies
- Clear and understood behaviour policy
- Consistent use of language and expectations by adults

Sensory and/or physical needs: Whole School Strategies

- Environmental adaptations to suit cohort or individual pupils
- Easy access to equipment
- Awareness of seating positions to take into account sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology

Within quality first teaching we understand that the key challenge is how to cater for all the different needs in one class. Our teachers expect everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning.

As teachers at St. Oswald's, we work hard to develop our practice continually. We support pupils with different needs through planned differentiated tasks, support and questioning. We make excellent use of guided work to ensure a fair distribution of time for all children, Teachers work systematically with groups as we feel makes good use of teacher time.

Targeted support is provided by both the class teacher and additional support staff as and when appropriate. This may be in the form of focused modelling in relation to a particular objective, the use of simplified resources, 5-minute re-cap sessions with target groups/individuals to address any misconceptions or errors related to a taught objective.

Teachers will also give personal advice as part of marking and feedback systems to individuals/small groups of children and provide children with the opportunity to recap on previous learning prior to the next taught session.

WAVE 2 Teaching

Some children may at times find aspects of the curriculum difficult and consequently do not perform at the age related expectation. Such children benefit from the opportunity to revisit concepts or practice skills outside of the classroom either individually or in small groups. The aim of such groups is to “**close the gap**” between the age related expectation and the child’s current performance.

In any non-selective group of children: 10 to 25%: will require this additional targeted support for a **time limited period** in order to close specific assessed gaps.

Teaching to support these children is known as **WAVE 2 teaching** and includes:

Quality first differentiated teaching

And

Time-framed support that is in addition to, or different from that received by their peers.

A child may be identified through continuous teacher assessment or standardised testing to take part in a ‘Closing the gap’ activity.

When a child is identified as requiring ‘Closing the gap’ support they are placed on the school’s Closing the Gap Register. The appropriate intervention programme, its objectives and desired outcomes and time frame are identified. Parents are informed, as appropriate.

Delivery of Programmes

Some aspects of Closing the Gap provision will be delivered through planned and differentiated activities in the main classroom. Others will be delivered outside of the classroom in addition to the main class activity in the form of short, regular sessions over a set period of time.

We believe that Wave 2 Intervention programmes at St. Oswald’s will be successful when:

- They are time measured
- The numbers limited to between 6-8 children
- Each programme is monitored and children’s progress noted (including measurable start and end data).
- Parents are involved and targets shared.
- Children are aware of their targets
- Key aspects of the programme are fed back into the classroom.

Examples of the programmes used:

Below are some examples. These change termly in response to identified need.

Programme	Ratio
-----------	-------

A: Language & Communication	1:1
B: Additional Phonics	1:6
C: Reading & Spelling	1:6
D: Daily Reading	1:1
E: Small Group Guided Read	1:6 max
F: Small Group Guided Write	1:6 max
G: Small Group Comprehension	1:6 max
H: Small Group SPAG	1:6 max
J: Handwriting Intervention	1:6
K: Small Group Maths Catch Up	1:6 max
PLUS: Extension and Challenge Programmes for ACCADEMICALLY ABLE children	1:4

Procedures for Closing the Gap- Wave 2 Teaching:

Identification	<p>Teacher identifies child as not working at ARE</p> <p>Parents informed and child is placed on CLOSING THE GAP register.</p> <p>Teacher uses FOCUSED DIFFERENTIATION for 4 weeks' maximum.</p>
Closing the Gap monitoring	<p>Child working at ARE: child taken off Closing the Gap register.</p> <p>Child still not working at ARE: Parents informed. Differentiation continues.</p> <p>Child continues on Closing the Gap register and additional intervention implemented for 1 term. This may mean a child's intervention is re-evaluated as it may not be effective. This also should be time limited to maximum half a term.</p>
Closing the Gap intervention half termly monitoring	<p>Child working at ARE: Child taken off Closing the Gap register.</p> <p>Gap not closed: Differentiation and Intervention continue/alternative intervention implemented for a maximum of 1 further term sometimes with advice from outside agencies.</p>
Closing the Gap intervention termly monitoring	<p>Child not working at ARE: Child taken off Closing the Gap register.</p> <p>Gap not closed: Parents informed SENCO informed. Child put on SEND</p>

	<p>REGISTER</p> <p>Differentiation and Intervention continue: Impact regularly monitored and reported. Advice from outside agencies sought as appropriate.</p>
--	---

WAVE 3 Teaching

In any non-selective group of children: approximately 8% of the children: will require some sustained personalised teaching.

Teaching to support these children is known as WAVE 3 teaching and includes:

WAVE 3 interventions for children whom Quality First Teaching and Wave 2 Additional or different provision is not enough to close identified gaps.

These children may require a more intensive and sustained programme, involving more individual support or specialist expertise.

They will continue to receive quality first differentiated teaching AND support that is in addition to, or different from that received by their peers and/or support that is delivered or provided/or recommended by outside agencies.

PROCEDURES for Wave 3 Teaching:

SEND Register	<p>The needs of children on the SEND Register are CATEGORISED with reference to the TABLE 1 below.</p> <p>These needs are met through Differentiated support in class and the Programme of interventions (see examples in table 2 below)</p>
SEND Register termly monitoring	<p>Progress is monitored continuously and reported to parents TERMLY</p> <p>IF ARE met: Child taken off SEND register.</p> <p>WORKING SIGNIFICANTLY BELOW ARE: Child remains on SEND Register and personalised support continues</p> <p>Progress towards ARE remains significantly limited: Request for formal assessment in the form of an Educational Health Care Plan submitted to Local Authority</p>

Table 1: Needs of SEND children

1	2	3	4
Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
<ul style="list-style-type: none"> A. Speech, language and communication difficulties B. ASD including Autism and Aspergers 	<ul style="list-style-type: none"> A. Moderate learning difficulties (MLD) B. Severe learning difficulties (SLD) C. Profound multiple learning difficulties (PMLD) D. Specific learning difficulties (SpLD) including dyslexia, Dyscalculia and Dyspraxia 	<ul style="list-style-type: none"> A. Anxiety B. Depression C. Self-Harming D. Substance Misuse E. Eating Disorders F. Physical symptoms which are medically unexplained G. Attention deficit disorder (ADD) H. Attention deficit hyperactive disorder (ADHD) I. Attachment Disorder (AD) 	<ul style="list-style-type: none"> A. Visual Impairment B. Hearing Impairment (HI) C. Multi-sensory impairment (MSI) D. Physical disability

Table 2: Wave 3 Programmes

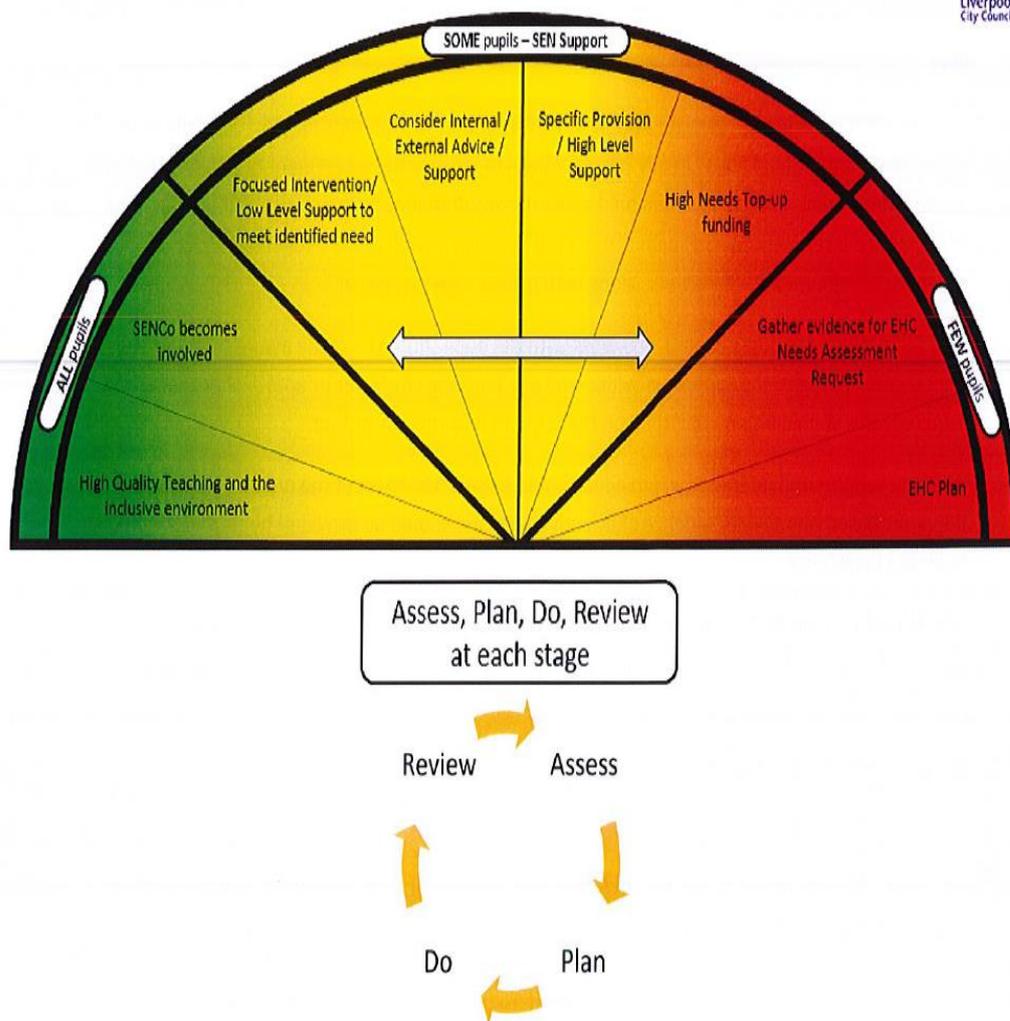
Programme	Staff/Pupil
-----------	-------------

	Ratio
A::Language & Communication	1:1
B: Additional Phonics	1:1
C:	1: 6
D: Daily Reading	1:1
E: Small Group Guided Read	1:6 max
F: Small Group Guided Write	1:6 max
G: Small Group Comprehension	1:6 max
G: Small Group SPAG	1:6 max
I: Precision Teaching	1:1
J: Small Group Maths Catch Up	1:6 max
K: Short Term & Working Memory Programmes	1:1
L: Work linked to individual targets	1:1
M: Pastoral Support	1:1
N: Confidence Support	1:1
O: Individual Mentor	1:1
P: Any individual programme provided by external agencies	1:1

Assessment

We assess all children on entry to our Foundation Stage and those who are new to our school. We use continuous formative assessment and termly summative assessment, we hold termly pupil progress meetings to monitor and track each child's progress from their individual baseline. We support children identified as at risk of not reaching Age Related Expectations (ARE) to make adequate progress, through QUALITY FIRST DIFFERENTIATED TEACHING linked to identified targets and timeframes. We also place the child on the CLOSING THE GAP REGISTER and we continue to monitor progress; if monitoring, underpinned by evidence, indicates that a child is still failing to make appropriate progress then the Quality First Teaching will be supplemented by CLOSING THE GAP INTERVENTIONS different or additional to those provided as part of the school's differentiated curriculum.

At each stage of this process we refer to the Liverpool City Council 'Graduated Approach for SEN support. Ensuring that we follow Assess, Plan, DO <review at each stage (see diagram)



Pupil Progress Meetings

These are focused meetings between class teachers/SENDSCO/SLT to review groups and individuals progress. Discussions take place as to which children in the class/year group require either targeted support or intervention. These reviews are held each term and form part of the annual appraisal process. Interventions programmes are set up and recorded on school provision plans and become part of the provision map following these meetings. Any child not already identified who is causing concern will be discussed and support put in place. Children who have been identified as attaining well above their peers may be targeted for additional extension support.

Parent and carers

We work closely with parents and carers and recognise the active and valued role they have in their child’s education. We regularly share information regarding pupil targets, provision maps and children’s progress during the academic year. Provision maps are reviewed and shared with parents and children and their views sought. Differentiated homework is sent home on a weekly basis to support children’s learning along with reading books and access to internet based packages e.g. Espresso

Responsibilities:

Interventions Lead

The Interventions lead will ensure the following strategies/actions take place so all children meet their full potential whilst in our school and that planned opportunities for learning are effective:

- To meet regularly with the Intervention team, lead meetings and have regular reviews of different waves of teaching and interventions.
- To provide feedback regarding monitoring of Wave 1, Wave 2 and Wave 3 learning opportunities to SLT, Governors and other stakeholders.
- To ensure Quality first teaching is delivered across all three key stages.
- To use tracking tools to monitor progress of children working within 'Close the Gap' Wave 2 teaching and on 'Close the Gap' register.
- To analyse progress of interventions within year groups and develop list of most effective. To use case studies as evidence to build up a portfolio of effective impact driven interventions for use in school.
- To meet with year heads at key points during academic year (half termly) to review effectiveness of year group interventions.
- To provide CPD regularly, provide coaching and mentoring opportunities, and use staff's strengths when planning whole school interventions.
- To research latest guidelines/successes in relation to interventions and cascade to whole school.
- To regularly meet with Pupil Premium Champion to review spending and effectiveness of interventions.

SENDCO's

The SENDCO's will work as part of our Intervention team to monitor and track interventions across all three key stages to ensure consistency of practice and high quality interventions are in place. They will:

- Provide support to teachers in relation to Wave 3 teaching, planning and interventions.
- Meet regularly as an interventions team to discuss and review practice.
- Provide support to staff in relation to interventions, PIVATs and any individual training needed.
- To meet with class teachers to review provision plans and individual Wave 3 support and monitor at regular intervals (termly) during academic year.
- Ensure parents are fully informed of their child's progress and support given.
- Play an active part in pupil progress reviews to ensure interventions meet the changing needs of individuals and cohorts of children.
- To ensure staff follow 'Plan, Do, Assess, Review cycle and interventions are impact – driven.
- To ensure that children have PIVATs assessments if usual assessment does not show

progress (all KS1 and KS2 children who are working below).

- To enter interventions onto provision map and ensure tracking system is regularly updated by teaching staff.

Class Teachers

As teachers we 'make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct' We do this by adapting 'teaching to respond to the strengths and needs of all pupils' DfE Teacher Standards 2011.

Class Teacher responsibilities:

- To daily, plan and deliver quality first teaching for all children in care.
- To effectively direct and plan for additional support staff to meet the needs of all children.
- To plan targeted support that is delivered by teacher and support staff which addresses specific gaps in learning.
- To plan support within the classroom systematically so all groups of learners work regularly with an adult
- To plan and use a variety of resources to plan lessons to engage and inspire all learners.
- To write provision plans with SENDCO guidance to provide clear targets/interventions for individual children.
- To seek advice /support from SENDCO/SLT as needed to cater for different learners.
- To work as year group team to plan interventions which cater for specific children/cohorts.
- To enter interventions onto tracking system as year groups and ensure data is collated on entry and exit to programme.
- To follow assess-plan-do-review cycle when planning and assessing children in their care.

Agreed by governors February 2018 Review date February 2021