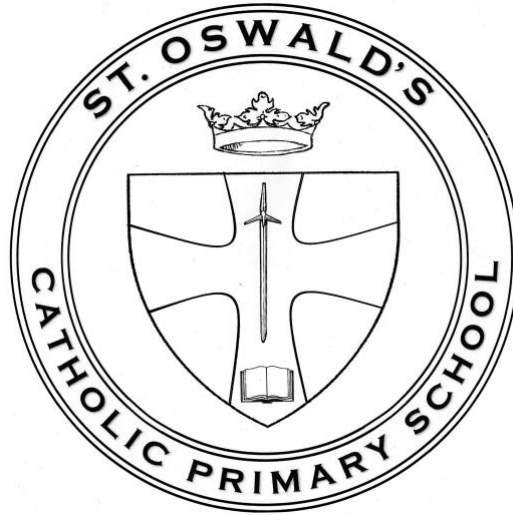


St. Oswald's Catholic Primary School



Intervention Policy

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

What is Intervention?

Intervention is defined as 'the strategies and methods used to narrow the gap between identified target group and individuals to ensure all pupils attain well and make the expected levels of progress'. This should be both within and beyond the classroom and should be timely and appropriate to the specific skill gaps and needs of the individual pupils.

Identification of needs

We assess all children on entry to our Foundation Stage and those who are new to our school. We use continuous formative assessment, summative assessment and 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, by following three distinct waves of provision.

WAVE 1: QUALITY FIRST TEACHING

This is the effective inclusion of all children in high quality teaching and learning. Making high quality teaching always available to the whole class is likely to mean that fewer pupils will require additional support with their learning or behaviour.

Wave 1 provision is delivered by all class teachers, with TA support when applicable and is closely monitored and supported by subject leaders, SLT and SENCO.

Such teaching will be based on:

- Highly focused lesson design with sharp objectives
- Carefully explained new vocabulary
- 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 praise to engage and motivate pupils.

In addition, our school implements a range of whole school strategies, which are supportive of all children within our **wave 1 provision**. Categories of provision:

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Sensory and physical</u>	<u>Social, Emotional and mental health</u>
<ul style="list-style-type: none"> • Differentiated Curriculum • Differentiated delivery • Modelling of skills • 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, coloured overlays, etc. • Interactive collaborative working opportunities • Repetition and 	<ul style="list-style-type: none"> • Visual timetables and supports • Outcomes modelled and demonstrated • Clear classroom organisation, structures and aids • Clear simple instructions and clear use of language • Opportunities to work independently • Additional processing time • Key vocabulary displayed • Parent/Teacher contact morn/eve • Talking partners • Collaborative work 	<ul style="list-style-type: none"> • Environmental adaptations to suit cohort or individual pupils • Easy access to equipment • Awareness of seating positions • Adaptations to resources to ensure accessibility • Access to developmentally appropriate materials and resources eg wobble cushions, pencil grips, writing slopes • Adaptations to presentation of learning • Effective use of 	<ul style="list-style-type: none"> • Tactile sensory objects • School and class rules • Use of computing programmes • Time out and time away arrangements • Circle time • Understanding of methods to motivate a range of learners • Recognition of sensory needs and adjustments made where possible • Positive regular communication with parents • Clear rewards and sanctions – including motivators • Consistent use of positive

reinforcement of skills •Visually supportive learning environments •Multi-sensory approaches to learning •Methods to summarise key teaching points •Pitched questioning •Success criteria •TA support •Guided teaching with class teacher	•Targeted questioning	resources and technology •Adjustments to alleviate visual stress •Fine motor skill activities •Outdoor learning opportunities	language •Range of opportunities to support social and emotional development •Class and school mediation strategies • Behaviour policy •Consistent use of language and expectations by adults •Timers •Structured routines
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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:

This is the additional time-limited provision of small group intervention, targeted for pupils who are identified through summative and formative teacher assessment and pupil progress meetings. These pupils may find aspects of the curriculum difficult and need additional support to accelerate their progress to enable them to work at age-related expectations. They will take part in a 'Closing the gap' intervention and are then placed on the 'Closing the Gap' register'. The aim of such groups is to **"close the gap"** between the age related expectation and the child's current performance. Wave 2 interventions are not primarily SEN interventions, however children included in wave 2 interventions may be on the SEND register.

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

Delivery of Programmes

'Closing the gap' interventions will be delivered outside of the classroom in addition to quality first teaching, in the form of short, regular sessions over a set period of time. Wave 2 interventions should be used for pupils who can be expected to 'catch up' with their peers as a result of the intervention. They are often targeted at a group of children with similar needs.

Wave 2 Intervention programmes are:

- Time measured
- Limited to between 6-8 children

- Children are aware of their targets
- Each programme is monitored and children’s progress noted (including measurable start and end data).
- Impact of the Intervention assessed
- Key aspects of the programme are fed back into the classroom
- Parents may be informed where appropriate

Procedures for Closing the Gap- Wave 2:

<p>Identification</p>	<p>Teacher identifies child as working towards ARE, who would catch up with their peers with additional support.</p> <p>Parents informed (if appropriate)</p> <p>A suitable intervention programme is planned and delivered over a 6 week period</p>
<p>Closing the Gap intervention half termly monitoring</p>	<p>Child working at ARE: Child taken off Closing the Gap intervention.</p> <p>Gap not closed: Differentiation and Intervention continue/alternative intervention implemented for a maximum of 1 further half term sometimes with advice from outside agencies.</p>
<p>Closing the Gap intervention termly monitoring</p>	<p>Child working at ARE: Child taken off Closing the Gap intervention.</p> <p>Gap not closed: Parents and SENCO informed. Child put on SEND REGISTER if deemed appropriate.</p> <p>Differentiation and Intervention continue: Impact regularly monitored and reported. Advice from outside agencies sought as appropriate.</p>

WAVE 3 :

WAVE 3 interventions are for children whom Quality First Teaching and Wave 2 provision, is not enough to close identified gaps. It is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to reach their potential. This may include 1:1 or specialist interventions. Provision is likely to draw on specialist advice. Children at Wave 3 may have particular needs related to maths or literacy, or needs associated with other barriers to learning. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in

attainment and facilitate greater access to Waves 1 or 2.

In any group of children: approximately 8% of the children: will require some sustained personalised teaching or specialist expertise.

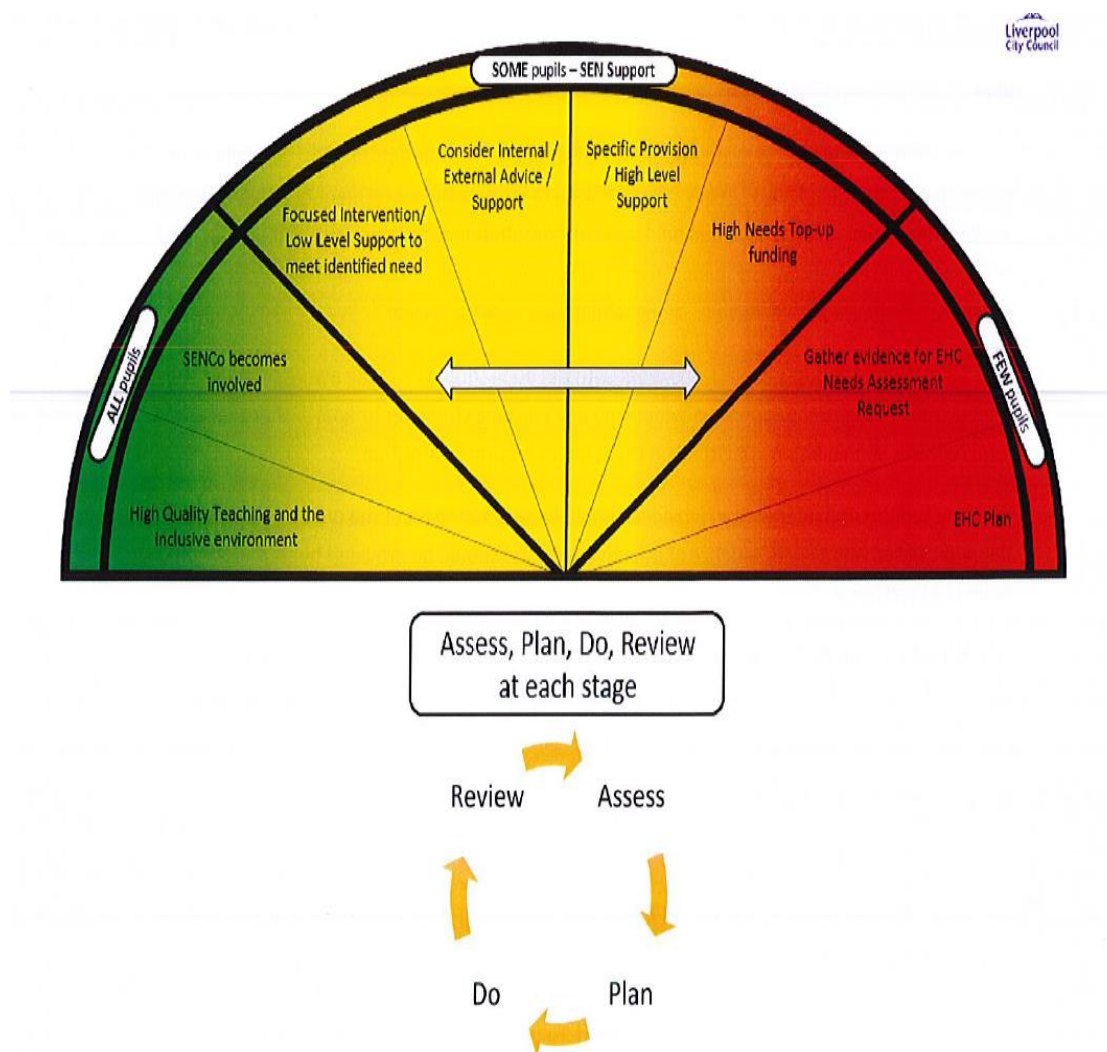
Procedures for Wave 3 Teaching:

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

Table 1: Needs of SEND children

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Sensory and/or Physical Needs</u>	<u>Social, Emotional and Mental Health</u>
Moderate learning difficulties (MLD) Severe learning difficulties (SLD) Profound multiple learning difficulties (PMLD) Specific learning difficulties (SpLD) including dyslexia, Dyscalculia and Dyspraxia	Speech, language and communication difficulties ASD including Autism and Asperger syndrome	Visual Impairment Hearing Impairment (HI) Multi- sensory impairment (MSI) Physical disability	Anxiety Depression Self-Harming Substance Misuse Eating Disorders Physical symptoms which are medically unexplained Attention deficit disorder (ADD) Attention deficit hyperactive disorder (ADHD) Attachment Disorder (AD)

We refer to the Liverpool City Council 'Graduated Approach for SEN support' during each wave of the intervention process, ensuring that we follow Assess, Plan, Do, Review at each stage (see diagram)



Pupil Progress Meetings

These are focused meetings between class teachers/SEND/CO/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 the 'Closing the gap' register and intervention record plans are produced for groups of children/individuals.

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.**

Mrs. McBrien and Mrs. Gentle

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 plans are reviewed and shared with parents and children and their views sought.

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 liaise with the SENDCO regularly, regarding interventions and individuals/groups of children
- 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 'Assess, Plan, Do, 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

Teachers '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 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 ensure data is collated on entry and exit of intervention programme
- To assess children's progress on interventions and to evaluate the impact of the intervention
- To follow assess-plan-do-review cycle when planning and assessing children in their care.

Reviewed May 2020

Mrs. McBrien and Mrs. Gentle

'Catch up' response to Covid'19 School Closure 2019-2020

The Government has allocated Catch Up Funding to all schools following the missed time in school due to Covid'19. This funding is ring fenced as a contribution towards initiatives which will support pupils to catch up on missed learning. Following the guidance published by the DFE and Education Endowment Foundation we will ensure that in 2020-2021 this funding is utilised effectively to increase the progress and attainment of all pupils.

We will set out how the additional funding will be allocated to support the recovery curriculum in 2020-2021, following the 3 tiered approach suggested by the EEF:

1. Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2. Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

In order to give all pupils the support they need to catch up, we will be revisiting and consolidating key skills and knowledge where needed. Regular formative assessments will inform pupil's starting points and identify gaps in knowledge and skills. Through careful analysis of assessment data, teachers have identified groups of children that will benefit from 'catch-up' support or other interventions to enable them to close gaps in understanding and attainment. We are aware of those pupils who do not engage with home learning when necessary and will support these pupils to make accelerated progress through our catch up intervention plans.

The catch-up programme will link closely to the school improvement plans and Pupil Premium Strategy. Catch up interventions will be monitored closely to ensure that they have a positive impact on children's attainment and assessment will be used regularly to assess progress against targets.

November 2020

Mrs. McBrien and Mrs. Gentle

Mrs. McBrien and Mrs. Gentle