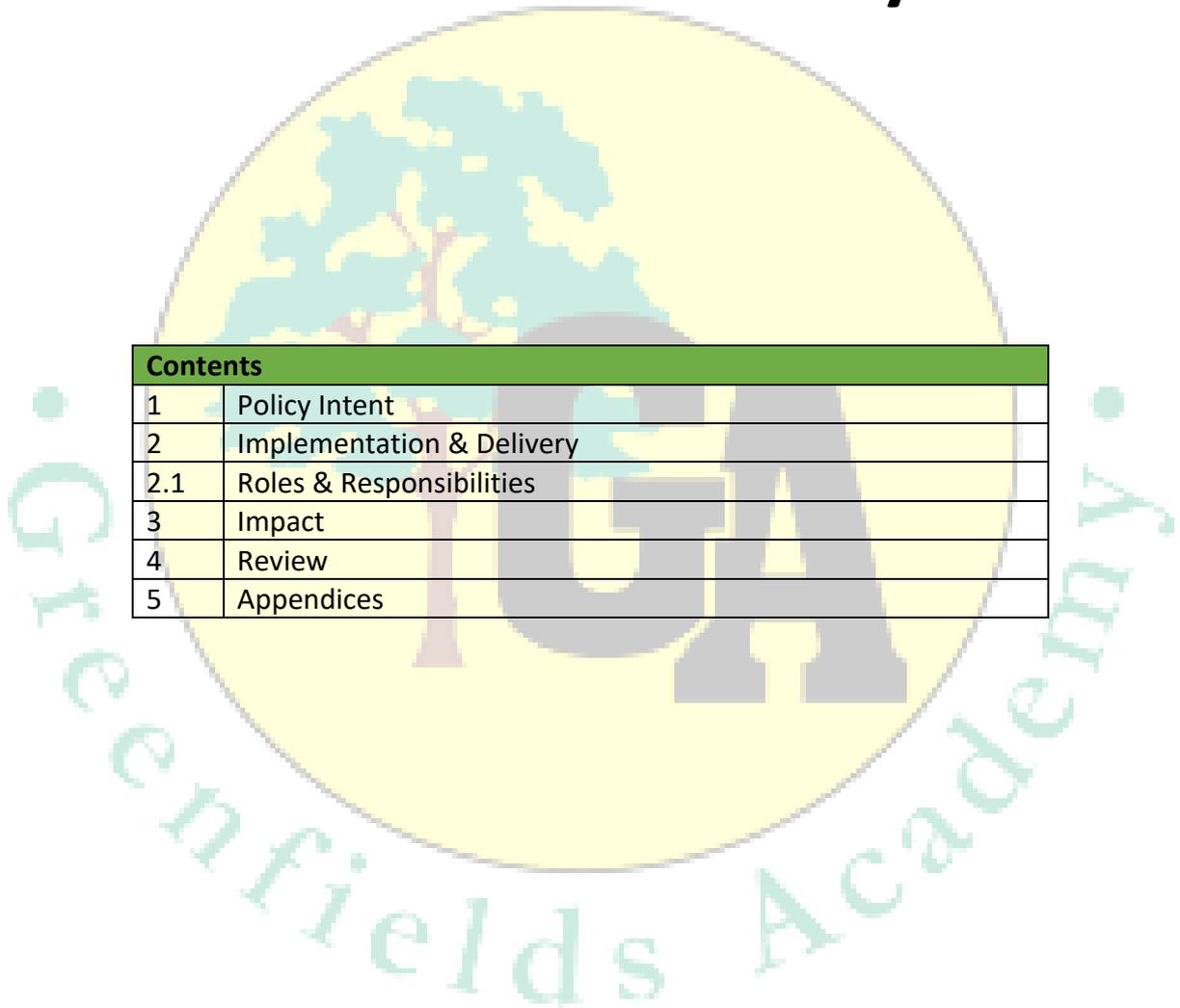


Quality of Education

Intervention Policy

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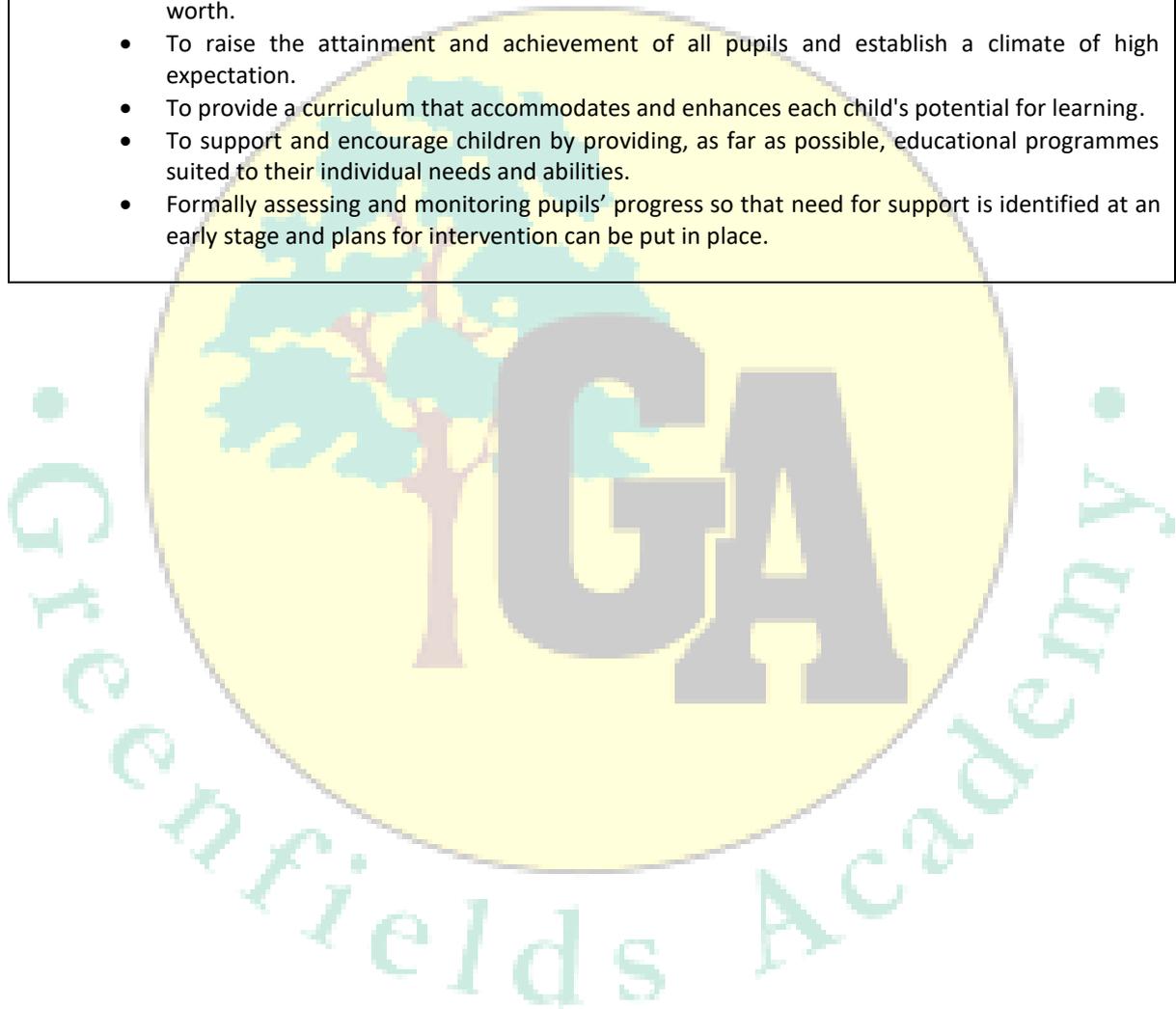


1.0 Intent

An intervention is a deliberate process by which change is introduced into a person's thoughts, feelings, behaviour or learning. The overall objective of an intervention is to empower a person, allowing them to identify and accept areas of need and begin the learning process that will facilitate change. We aim to deliver targeted interventions to close attainment gaps, support SEMH needs and provide pastoral support for all pupils who access the intervention programme.

This policy takes full account of the school's legal obligations and the latest DfES guidance and aims to ensure:

- Quality First teaching to ensure that children's needs are met in class in the majority of cases, and out of class when appropriate.
- 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 programmes suited to their individual needs and abilities.
- Formally assessing and monitoring pupils' progress so that need for support is identified at an early stage and plans for intervention can be put in place.



2.0 Implementation & Delivery

Intervention Waves

Greenfields Academy offer a 5-wave, graduated intervention provision, please see *Greenfields Intervention Brochure*.

The waves pupils will access at any given time is largely determined by their tide colour, therefore ensuring that all provision is tailored to meeting individual SEMH, curriculum and pastoral needs (see *Tidal Provision Policy*).

We aim to deliver a majority of intervention with normal timetable and classroom routines to maximise the combined potential of our interventions programme and bespoke thematic curriculum. Interventions are delivered predominately by suitably qualified and specialist staff employed by Greenfields Academy, although on occasions outside agencies will be employed.

Referrals

Any member of Curriculum, Pastoral, Intervention or Leadership Team can make an intervention referral. Referrals can be made at any point during the school year, using the Greenfields Academy Intervention Pupils Referral form (IPR Form – Appendix 1) on SchoolPod. All referrals should be based on an identification of an area in which a pupil is not making sufficient progress or in which the pupil needs additional support, outside of the normal curriculum and routines of the school (Waive 1). Where possible, all intervention referrals should refer specifically to an unmet/target from a pupils' Curriculum or Tide Descriptor. SchoolPod sends all referral forms to Greenfields SLT who make the final decision as to whether or not an intervention can or should take place.

Planning, Evaluations & Monitoring

Once a referral has been accepted and assigned to a member of the interventions teams, it is the role of that member of staff to complete the Greenfields Academy Intervention Planning & Evaluation Form (P&E Form Appendix 2) on the SchoolPod system. Assistant Headteachers request intervention specific progress points at various points throughout the year, dependant on the intervention and intervention uptake.

2.1 Roles & Responsibilities

All staff at Greenfields Academy have a role to play in supporting and delivering the comprehensive suite of interventions on offer (see Section 2.0), for example all pupils who attend the school will access Wave 1 and most of Wave 2 as minimum provision, therefore all staff are required to support the delivery of this.

The school also has a highly skilled and experienced Intervention Team who are responsible for leading and co-ordinating the delivery of specific interventions (initials indicated on diagram in section 2.0), details of the Intervention Team Members are listed below in the following table:

Pastoral & Wellbeing Interventions	Curriculum Interventions
Lead & Co-ordinator: Jonathan Scarborough	Lead & Co-ordinator's: Beth Archer (Primary) Andy Rush (Secondary)
Rachel Hill – Specialist Therapist	Jade Tupper – TA2 Primary Focus
Paul Wheeler – Counsellor	Sarah Smith – TA2 Secondary Focus
Jillian Lawson – TA2 Pastoral & Wellbeing	
Tobey Vidler – TA2 Health & Sensory	

3.0 Impact

The interventions programme supports pupils to access Greenfields Academy's bespoke curriculum.

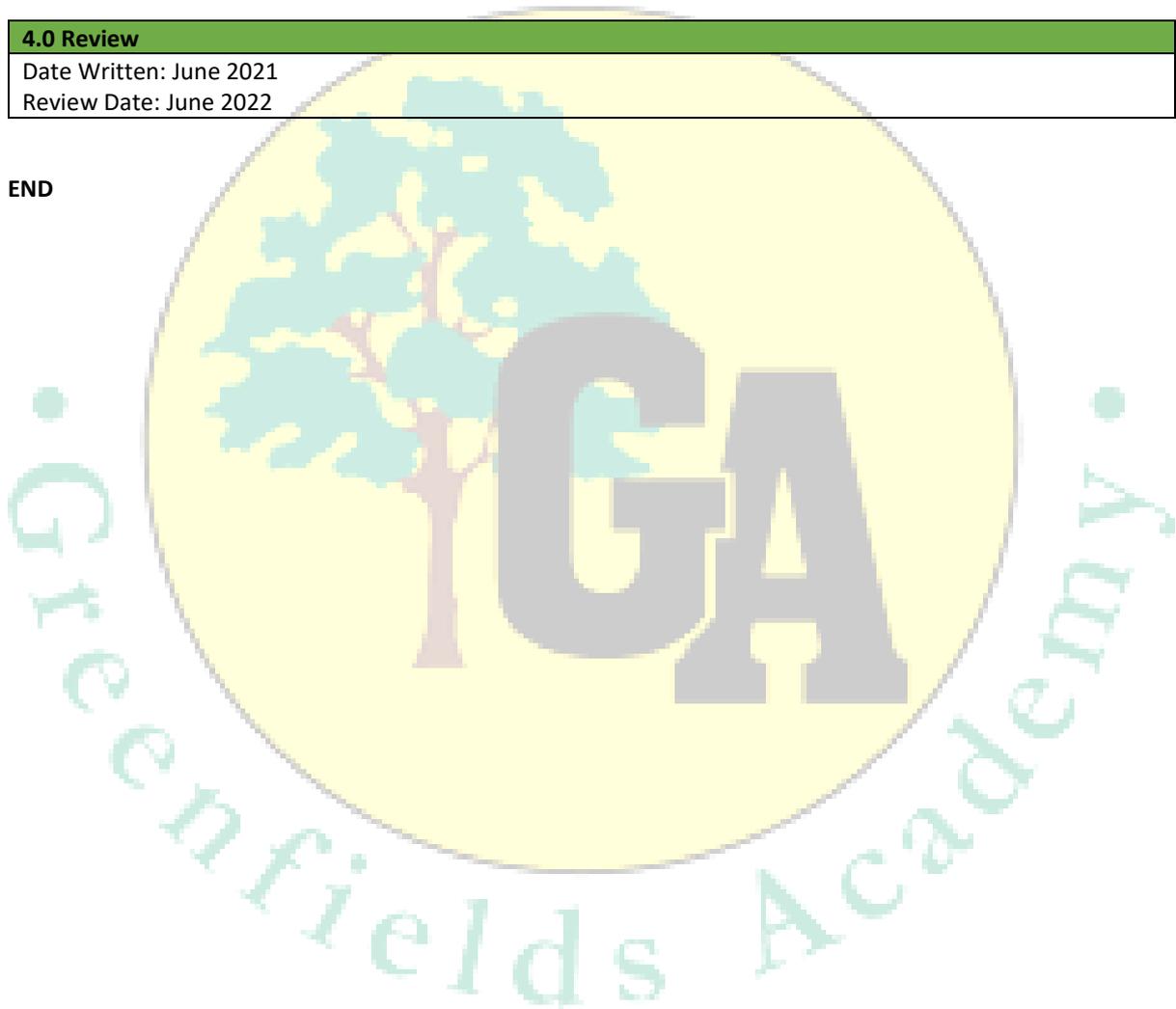
- Increased pupil progress (both academic and pastoral).
- Gaps in pupil learning are identified and supported.
- Pupils make increased progress towards their individual EHCP outcomes.
- Pupils' mental health is supported.
- All pupils receive a personalised and appropriate provision.
- Improved attendance arising from Improved school-confidence
- Decreased negative behavioural and physical intervention over time.
- There will be no significant gaps in the progress of different groups of pupils (ie LAC, PP).

4.0 Review

Date Written: June 2021

Review Date: June 2022

END



5.0 Appendices

Appendix 1 – Examples IPR Form (SchoolPod)

Intervention for Referral

Waive 4

Waive 4

Behaviour Intervention Plans

Reason For Referral

Reason for referral: Ashton can struggle with his feelings and emotions, especially when it comes to anger. A behavioural intervention could help Ashton manage his anger in a variety of situations, and help him to understand other peoples feelings and emotions better. He needs to better understand himself and how he feels, and to know when he is getting angry and to help him calm down better, without having to go all the way through his anger first. This could reduce to amount of physical interventions Ashton has or needs, and help him to prepare for later life as well.

Intervention for Referral

Waive 2

Waive 2

Yoga, Visualisation and Mindfulness (6 weeks)

Reason For Referral

Reason for referral: Lucas struggles with his emotions and cannot control his temper when faced with a negative situation, which often ends up in him lashing out at one of his peers.. Lucas is very competitive and struggles with loosing. We are currently monitoring Lucas and looking for triggers that set him off and trying to encourage Lucas to manage his feelings in a more controlled manner. Lucas has a lot of anger and frustration which I feel could be managed better if he knew how to deal with it in a positive way. By learning to control his emotions through breathing techniques used in Yoga, Lucas could benefit greatly. I am currently working with TREDs (teamwork, respect, enjoyment, discipline, sportsmanship) with Lucas as a starting point.

Appendix 2 – Examples P&E Form (SchoolPod)

Intervention Details

Progress against individual targets/initial referral: Lucas can now channel his anger into his football in a controlled manner and will take himself out of the game for 2 minutes if he needs to calm down. He is playing as a teammate more now instead of trying to do everything himself and has actually praised his peers on the odd occasion. Lucas has a better understanding that winning isn't everything and wont storm off at the end if his team looses. I can often see Lucas counting to 10 in his head and taking deep breaths and he is able to tell me how he is feeling.

Impact on pupils wellbeing: Lucas is calmer both in the classroom and out in the playground. He can take part in group games and appears to be happier in himself. When Lucas used to get stressed he would go red around his face and neck and this is happening less often

Impact on pupils attainment: There have been substantial improvements in Lucas's sportsmanship and he is now more of a team player which is great to see.

Views

Parent Views: Parents have expressed how well Lucas has done and want the intervention to continue. they say Lucas is much calmer at home now as well.

Pupils Views: Lucas said he didn't like the Yoga at first but then expressed that it did make him feel calmer in the end and he didn't feel so angry all the time

Next Steps:

Next Steps: Lucas to continue with his Yoga exercises with Miss Lawson during personal well-being time once a week for 10 minutes to ensure he remembers the exercises.

Intervention Details

Planned Outcomes: The outcomes of the intervention are to increase Ashtons self awareness of his own emotions. This will allow him to understand why and when he is angry, and different ways in which he can deal with this. It'll stop Ashton having to go through the whole anger phase before he is able to calm down, and bring him down sooner, therefore decreasing the need or the amount of physical interventions used. We will also aim to work on Ashtons understanding of other peoples emotions as well. This will allow him to understand his peers better.

Progress against individual targets/initial referral: Ashton has learnt to understand his anger, and the feelings and emotions he can have leading up to being angry. We have worked on different strategies to help him calm down, which seem to be working in class situations. He is better understanding himself and how he feels and what can trigger him. We have seen a decrease in Ashtons physical interventions and prone restraints.

Impact on pupils wellbeing: Ashton has had a decrease in physical interventions, and there have been no prone restraints over the last 12 weeks. This shows that Ashton is able to control his anger better, and doesn't need to go all the way before he calms. He has not had any exclusions, therefore increasing his attendance at school, and has continued to work well. If he has struggled he has followed our steps and processes to allow him to calm.

Impact on pupils attainment: There have been small improvements to Ashtons attainment, although before the intervention his attainment and progress was not a matter of concern, it was more his behaviours. However, due to his improvements in managing his anger, he has managed to be in more lessons, and not miss as much school, therefore aiding his progress.

