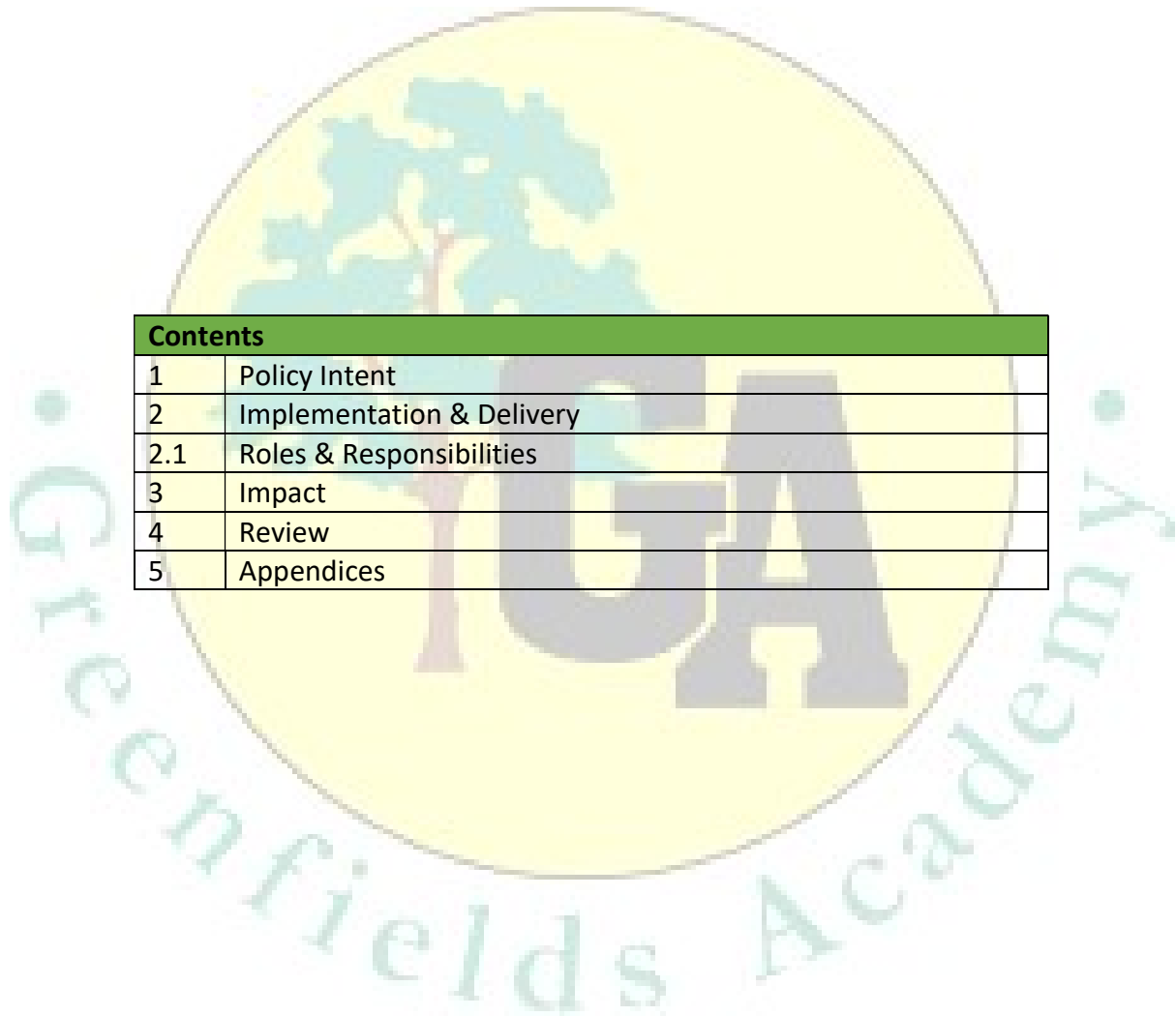


Quality of Education

Intervention Policy



Contents	
1	Policy Intent
2	Implementation & Delivery
2.1	Roles & Responsibilities
3	Impact
4	Review
5	Appendices

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 4-wave, graduated intervention provision, please see *Greenfields Intervention Brochure*.

The waves pupils will access at any given time is largely determined by their tide profile, 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 (Wave 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. SLT request intervention specific progress points at various points throughout the year, dependant on the intervention and intervention uptake. The intervention team will liaise with curriculum and pastoral team members to advise on progress and any barriers. Intervention team staff will also liaise with parents/carers as part of the parent/carer consultation opportunities and more frequently where necessary. Where pupils do not attend or refuse, their intervention may be withdrawn to allow for other pupils to access the opportunity. On completion, all intervention records are uploaded to individual pupil profiles.

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, details of the Intervention Team Members are listed below in the following table:

Lead & Co-ordinator: Jodie Wilkes	
Vacancy – Specialist Therapist	Paul Wheeler – Counsellor
Jillian Lawson – TA2 Pastoral & Wellbeing	Isabel Setchell – TA2 Pastoral & Wellbeing
Sarah Coleman – TA2 Health & Sensory	Reanna Brindley – TA2 Curriculum Support
Harry Stubbs – TA2 – Behaviour & Wellbeing	Terri Parker – TA2 - Behaviour & Wellbeing

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 (i.e., LAC, PP).

4.0 Review

Date Written: June 2021
Last Review: December 2023
Next Review Date: December 2024

END

5.0 Appendices

Appendix 1 – Examples IPR Form (SchoolPod)

Student **Staff**
Subject
Date

Reason For Referral

Reason for referral:

Child A struggles with understanding his emotions and finds it difficult to control his temper when faced with a negative situation, which often results in him lashing out at one of his peers. Child A is very competitive and struggles with losing. The tutor team are currently trying to identify triggers to enable us to support Child A to express his emotions in an appropriate manner.

Attachments 

Outcome:

Outcome:

Review By/Date:

Appendix 2 – Examples P&E Form (SchoolPod)

Student:

Amount of PP allocated:

Details of Expenditure:

Planned start date:

04/11/21

Planned number of sessions

6

Actual number of sessions

12

Interventions

Interventions Currently Assessed:

Intervention Record Focus:

Intervention Details

Planned Outcomes:

For me to discuss with Child A the options of further sessions outlining the benefits for him and to perhaps look at a different time slot earlier in the day to see if it has a more positive impact for Child A. I would also like to change his sessions to focus more on Emotional awareness to give Child A the opportunity to express his feelings.
Session 1: Emotions snakes and ladders
Session 2: Social skills game

Progress against individual targets/initial referral:

Session 1: Child A engaged in this session whilst completing a 'zombie' colour by numbers. Child A shared things that made him feel. Happy, Cross, Calm, Astonished, Sad, Worries and Scared - see attached
Session 2: Child A was able to identify the correct appropriate and inappropriate social skills in most scenarios but was adamant that a few belonged in opposite boxes. We discussed that everyone was entitled to their own opinion and it was okay to have different views but it doesn't mean that you are always right - see attached

Impact on pupils wellbeing:

Impact on pupils attainment:

Views

Parent Views

Parents have expressed how well Child A has done and they want the intervention to continue. They say Child A is much calmer now at home as well.

Pupils Views:

Child A 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

Child A to continue with his Yoga exercises with Miss L during personal-well-being time once a week for 10 minutes to ensure he remembers the exercises.

Consent:

Parent 1 consent:

Parent 2 consent

Social Worker consent:

Attachments

Attachments  