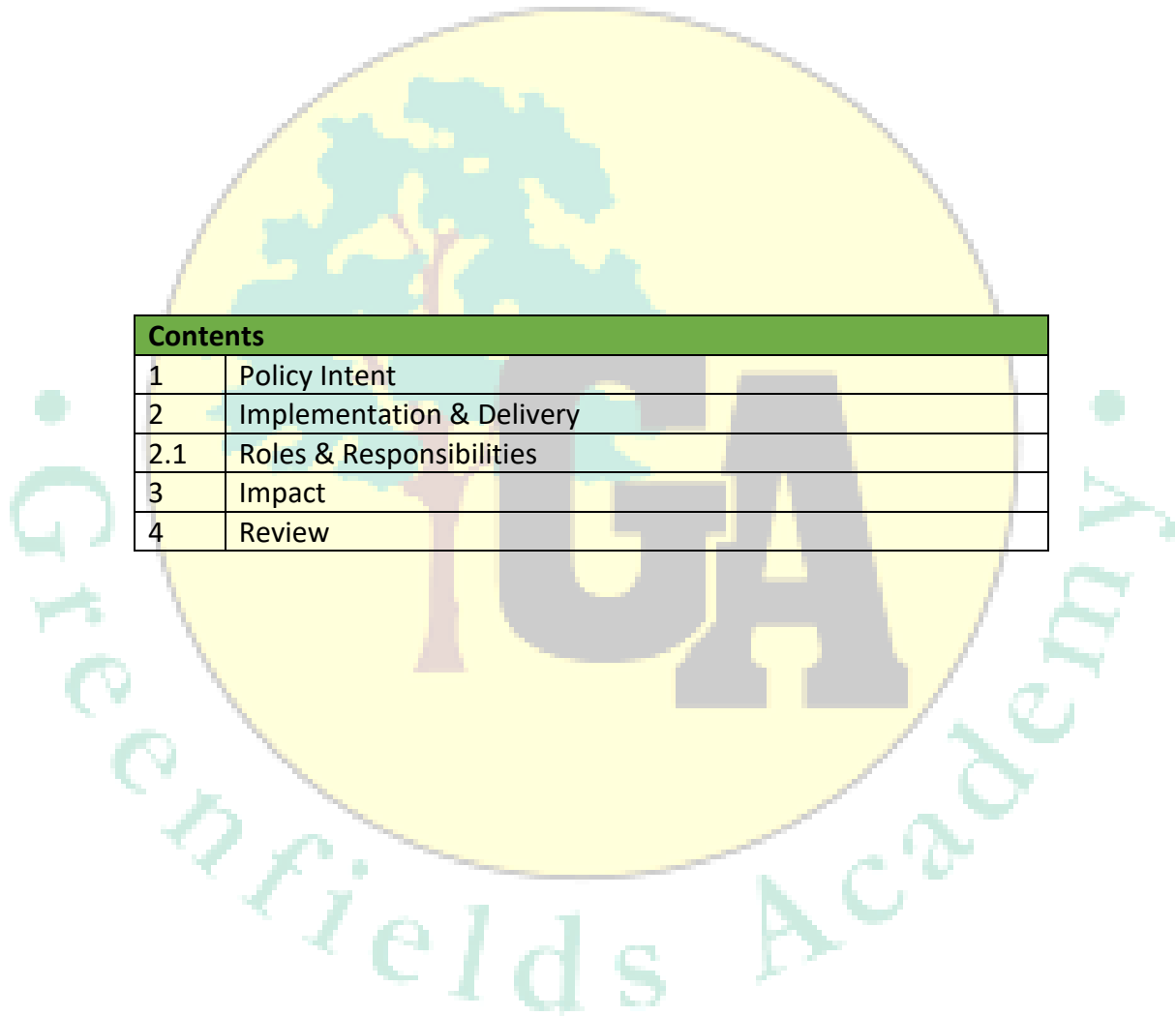


Quality of Education

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 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 intervention referrals form within CPOMS. 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. CPOMS sends all referral logs to the SENDCo 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 Intervention Planning & Evaluation Form within CPOMS. 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	
Ella Manning – Play Therapist	Paul Wheeler – Counsellor
Jillian Lawson – TA2 Pastoral & Wellbeing	Isabel Setchell – TA2 Pastoral & Wellbeing
Sophie Sawyer – TA2 Health & Sensory	Reanna Brindley – TA2 Curriculum Support
Harry Stubbs – TA2 – Behaviour & Wellbeing	Terri Parker – TA2 - Behaviour & Wellbeing
Sam Scothern – TA2 – Behaviour & Wellbeing	Vacancy – TA2 – Animal Care Interventions

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 2024

Next Review Date: December 2025

END