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Newport CE Junior School

Intervention Policy

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| Date Policy Written and Agreed by Governors: | Date of last review: | Date of next review: |
| Spring 2022 |  | Spring 2024 |

**Newport CE Junior School**

**Intervention Policy**

***‘We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God’s love they can make a difference to the world around them.’***

This policy is a statement of our school’s aims and strategies to ensure that all learners are supported to fulfil their potential.

This policy should be read alongside our SEND policy.

Introduction

At Newport Church of England Junior School, we believe that every child should be able to engage actively in learning and to reach their full potential in all areas of their school life. We aim to provide a learning environment where positive values in behaviour and attitudes are created, and where pupils receive recognition for their achievements.

Aims

• All children will have their needs met initially by Quality First teaching for all, ensuring that the majority of children’s needs are met in class.

• Differentiation in lessons ensures that all children have the opportunity to learn at their own level and to be successful.

• To provide a curriculum that accommodates and enhances every child's potential for learning. All pupils learn in an environment of high expectations.

• For every child to fulfil their learning potential, as well as their social and emotional potential, within a positive and caring environment. This nourishes all children's self-confidence and sense of worth.

• To assess and monitor pupils’ progress termly, so that barriers or difficulties are identified at an early stage and interventions can be put in place.

• To use **The** **Engagement Model** to note pupil's engagement in learning. Following this, adaptations are made to the curriculum or resources to increase their engagement. *Engagement is a pre-requisite to cognition and learning. Cognition and learning results in progress.*

• To support children by providing interventions suited to their individual needs and abilities, where additional support is required.

• To deliver regular, planned, high-quality interventions to increase pupils engagement or progress.

• To termly assess progress made in interventions and review the impact of them, in order to make necessary changes or adaptations.

Our Definition of Intervention

Intervention at NJS is defined as ‘the strategies and methods used to narrow the gap between identified pupils to ensure all pupils reach their full potential and make the expected levels of progress’. This should be both within and beyond the classroom and should be tailored to the specific needs of the identified learners.

Identification of needs

The whole school approach to the identification of children who need to follow an intervention can be summarised as follows:

STEP ONE:

When parents/carers or class teachers feel that there is a concern about an individual child, Newport Junior School’s initial response is to provide differentiation within the classroom. The child’s progress is then monitored regularly by the class teacher. The class teacher may use teaching assistants (TAs) and/or parents/carers to assist in class and may do class based interventions that follow the schools WAVE 3 approach as published on the school website. All children receive quality first teaching.

STEP TWO:

If progress is slow in relation to age-related expectations, or a child continues to score below 90 in standardised tests in KS2, class teachers may then use interventions directed by the SENDCo and Inclusion Manager to assist the child’s learning.

STEP THREE:

Should it be considered that the child is not making sufficient progress or is working significantly below age-related expectations, the school moves to the next phase of interventions. The SENDCo is informed and begin the process of ‘graduated approach.’ These children may be continuing to score less than 80 on standardised score tests. A programme of intervention will be monitored by the SENDCo for these children.

School Strategies for Intervention

* All children are assessed by class teachers throughout the term using both summative and formative assessment strategies. A professional judgment is made at the end of each term in reading, writing and maths, and twice per year in other subjects.
* ‘Red meetings’ are held with class teachers, support staff, SENDCO, inclusion manager and head teacher to discuss progress of children and identify those not making expected progress based on their individual baseline.
* Staff work together to plan interventions to close gaps and ensure the selected children reach their full potential and make expected progress. These can be for any subject area including wellbeing and emotional health.
* We use **The Engagement Model** for pupils with ‘*severe or profound and multiple learning difficulties.’* This is used alongside advice and reports from other agencies, such as EHCPs, Speech and Language, EPs, LSAP etc.
* Teachers and support staff are clear on where additional support is needed and ensure that support is given during lessons. This can be in the form of group work, guided work, focused questioning, verbal feedback or focused activities.
* Children are grouped where there is a similar need for additional support.
* Children are assessed at the start and end of each intervention taking place to measure progress.
* Children take part in interventions from weekly and up to daily, depending on length of intervention, need and nature of intervention.
* Interventions take place in class where appropriate (eg. handwriting), or outside classroom where necessary (eg. RWI phonics, memory games.)

Text

Description automatically generatedThe Engagement Model

Roles and Responsibilities

**The role of the intervention lead (Mrs M Wheat):**

The intervention lead will take the following actions to ensure that all pupils meet their full potential whilst in our school, and that planned interventions are effective:

• To hold half termly ‘Red Meetings’ to review the effectiveness of interventions and the progress of all pupils across each year group.

• To regularly monitor interventions taking place in school through the use of learning walks, planned observations of interventions, book looks, pupil voice and dialogue with teachers and teaching assistants.

• To use intervention logs to monitor assessment within a planned intervention through the use of ‘entry data’ and ‘exit data’ assessments at the start and end of each term.

• To liaise with the SENDCO regularly, regarding interventions and individuals/groups of children.

• To provide CPD to all staff when necessary, provide mentoring opportunities, and use staff’s strengths when planning whole school interventions.

• To research and be aware of latest guidelines in relation to interventions and implement throughout whole school.

• To regularly meet with Pupil Premium lead (Mrs N Moody) to review effectiveness of interventions.

• To share practice within school so that successful interventions can be implemented in other areas or year groups.

**The role of SENDCO (Mrs J Kerr):**

The SENDCO will work alongside the intervention lead to do the following:

• Provide support to teachers in relation to teaching, planning and arranging interventions for pupils with additional learning needs.

• Meet regularly as with intervention lead to discuss and review practice.

• Provide support, guidance, advice and CPD to staff in relation to specific interventions and any individual training needed.

• To join half termly ‘Red Meetings’ to review the effectiveness of interventions and the progress of all pupils across each year group.

• Ensure parents are fully informed of their child’s progress and support given.

• To ensure that children have assessments or supports from agencies such as EP/S&L/LSAT etc. if usual assessment and intervention does not show progress.

• To ensure that children on SEND register have an up to date provision map which shows interventions in place.

**The role of 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.

• To plan and deliver quality first teaching for all children.

• To effectively direct and plan for additional support staff to meet the needs of all children within day-to-day lessons in the classroom.

• 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, so they can reach their full potential.

• To complete provision maps with SENDCO guidance to provide clear targets and interventions for children on the SEND register.

• To seek advice / support from SENDCO or inclusion lead when needed to cater for individual learners.

• To join half termly ‘Red Meetings’ to review the effectiveness of interventions and the progress of all pupils across each year group.

• To work as year group team with the inclusion manager, SENDCO and head teacher to plan interventions which cater for specific children/cohorts.

• To direct TAs to lead interventions with the support of inclusion manager and SENDCO, and to work with them to ensure they take place regularly and at the planned times.

• To ensure data is collated on entry and exit of intervention programme.

• To assess children’s progress following interventions and to evaluate the impact of the intervention on their progress.

**The role of Governors is to:**

* Oversee the implementation of this policy and the progress data when appropriate.

M. Wheat

February 2022

To be reviewed annually.