

TIBSHELF COMMUNITY SCHOOL INTERVENTION

Ratified: March 23

(Tibshelf Policy)






Statement of intent

Tibshelf Community School is based on values that demonstrate a real commitment to the young people that we serve. We believe in providing a curriculum for students that is appropriate to their needs; we strive with a passion for excellence as adults and for our pupils.

This policy sets out a clear and consistent framework in which the school will:

- Ensure staff members are aware of their roles and responsibilities towards tackling underperformance.
 - Adopt a consistent approach to the identification of underperformance.
 - Establish clear processes by which intervention will take place and how it will be evaluated/recorded.
 - Ensure that any intervention is time-limited and supported by robust and evidence-based data.
 - Ensure the effective use of resources and staff in any intervention.
 - Ensure that a pupil's entitlement to a broad and balanced curriculum is maintained.
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1. Assessment

- 1.1. Challenging and aspirational targets based on national average expectations, will be set for all pupils, using Fischer Family Trust.
- 1.2. The progress of pupils towards these targets will be assessed and recorded for each subject, in line with the School's Assessment Calendar.
- 1.3. Pupils identified as making inadequate progress through the RAP Process will receive the appropriate intervention support, on a graduated basis.

2. Thresholds and Identification

- 2.1. Pupils making inadequate academic or social and emotional progress and development, requiring intervention support.
- 2.2. A pupil may also require an intervention where their parent/carer raises a concern about their progress or development.

3. Intervention

- 3.1. Where additional intervention is required, the school has adopted a three-wave strategy to ensure that quality, inclusive teaching for all interventions is matched to the specific needs of individual pupils at the earliest possible opportunity. This is detailed in Appendix 1.
- 3.2. The intervention programmes have a number of common features, including:
 - They operate in the context of, and are additional to, high quality teaching during timetabled lessons.
 - They require whole-school support, as they may take place during lunchtime, after school, and during non-core subject lessons.
 - They are based on assessment of progress and development against identified targets (i.e., academic, behavioural, attendance etc).
 - They are designed for pupils who require support to accelerate up to age-related expectations and beyond.
 - They follow a structured programme.
- 3.3. Quality first teaching is the first line of support, of which adequate differentiation is a standard part. "Every teacher is a teacher of SEN" and emphasise on this is directed and promoted by the Deputy Headteacher and the Teaching & Learning Team. The school's initial response to a need for intervention is to provide **wave 1** differentiation within the classroom, with the additional support, where necessary, of their allocated Faculty Specialist Teaching Assistant (Faculty Specialist Teaching Assistants are support additional to and different from that normally available).

3.4. Where a pupil's progress remains below target, the teacher may use **wave 2** interventions in addition to **wave 1** interventions.

3.5. **Wave 2** interventions include:

- One-to-one support
- Faculty intervention withdrawal groups
- Liaison with the relevant Head of Year
- Contact with parents

3.6. Where **wave 2** interventions are insufficient in bridging the gap in a pupil's attainment levels, teachers should raise in the RAP Meeting with the Head of Year and a referral into the Intervention Team should be made to move to **wave 3** interventions on the graduated response, as outlined in the 0-25 SEN Code of Practice (copy of the referral form is attached as Appendix 2).


3.7. The school's procedure for a **wave 3**, graduated response, is as follows:

- Once wave 1 and wave 2 interventions have been explored, if there is a requirement to move to wave 3 this must be done via the Head of Year, identified, and recorded at the RAP meeting and a referral made (Appendix 2) to the Intervention Team.
- Students who are likely to be escalated to or picked up at **wave 3** are those who:
 - are in receipt of alternative provision
 - have additional significant mental health difficulties
 - have difficulties with their peer group and cannot work in a small group.
 - have significant personal difficulties in accessing a school setting

The two other routes that pupils can be escalated directly to **wave 3** are those who:

- have an EHCP
- have medical evidence


3.8. Where it has become clear that a pupil has significant needs and barriers to learning then evidence will be collated to demonstrate that the pupil's needs require additional funding, above the resources normally available. Then, GRIP (Graduated Response for Individual Pupil) funding through the LA, will be applied for to enable the school to intervene at an early stage to attempt to reduce the barriers to learning. Where an application is successful, the school received the GRIP funding straight away, without the 20-week assessment period for an education, health, and care needs assessment (EHCNA).

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- 3.9. Where it has become clear that a pupil has complex special educational need which the school's wave interventions are unable to address, the SENCO will be notified and he will request an assessment for an education, health, and care (EHC) plan, as per the 0-25 SEN Code of Practice.
 - 3.10. The school's procedure for requesting an EHC plan is detailed in the SEN Policy and for requesting GRIP is detailed on Derbyshire Schoolsnet.
 - 3.11. Once the referral has been made, an assessment will take place by the Intervention Team or for the EHCP referrals by the Director of Inclusion and an Intervention Plan will be drawn up (Appendix 3) Appendix 5 will also be completed by the pupil when the Intervention Plan has been drawn up.

4. Monitoring/evaluation

- 4.1. Teacher's and/or Heads of Year will keep a record of a pupil's progress towards identified targets.
- 4.2. Formal review meetings will be undertaken (in accordance with the pupil's Intervention Plan and these will be recorded on Appendix 4 and Appendix 5) for pupils referred for **wave 3** interventions with the relevant Manager from the Intervention Team, the Head of Year, and the pupil's parents, who should be in attendance.
- 4.3. Interventions will be amended/removed dependent upon the outcome of the formal review meetings.
- 4.4. EHC reviews will be undertaken as set out in the school's SEN Policy. Review of GRIP applications will be monitored as detailed on Derbyshire Schoolsnet.

5. Communication

- 5.1. Where a pupil has been identified as requiring a **wave 3** specific intervention, the Intervention Team will inform the child's parents at the earliest opportunity and involve parents where necessary.
 - 5.2. The Intervention Team will also keep parents fully apprised on their child's progress, through set monitoring/review meetings and maintaining a regular dialogue.
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Health Recommendation
Recommendation direct from a health professional, supported with medical evidence

School Referral	
Referral Form completed by Head of Year following PSP Meeting	Pupil intervention identified by the Intervention Team

EHCP Compliance
Support identified as part of the statementing process by the Local Authority

Assessment
Once the pupil has been identified an initial assessment will take place by the Intervention Team or for EHCPs by the Director of Inclusion

Decision
The agreed intervention will be agreed, this will be communicated with the Parents/Carers, the pupil, and the Head of Year

Support Plan
Clear objectives of the intervention will be made along with timescales, duration, additional associated costs. Review dates will be scheduled in along with an end date for the intervention

Review
Impact of the intervention is measured
Next steps planned

Appendix 2 - The Referral Form

(This will be available on the desktop under “templates”)

Name of Person Referring:	
Child's Name:	
Year Group	<p>7 8 9 10 11</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
Name of Required Provision (if known)	
Reason for referral? (Highlighted areas of concern)	
List the actions taken so far: (e.g., classroom behavioural management strategies, report, meetings etc).	Wave 1:
	Wave 2:
What will good look like? (How will everyone work together to achieve the best possible outcome for managing the students' traits either academically, socially, or emotionally?)	
What are the possible risks if there are no behavioural trait improvements (academically, socially, or emotionally)?	
People/Services already working with the child:	



Appendix 3 - Intervention Plan

Student Name:

Date:

Tutor:

Child/ young person's development, physical, emotional health, learning and behavioural development, family, and social relationships.

Attendance: (does the student have a special timetable?)


Strengths (What is working well for the student and how can this positively impact on their academic attainment and achievement?)

Intervention Key Worker:

Reason for Intervention: Function(s) of behaviour

Threat/ Risks (Identified risks if there is no change/ improvement of the student's behaviour).

Opportunity (what needs to happen? What will be different? How will everyone work together to support this student?)



What working well already?

What do you say to calm and co-regulate the situation?

What do you do to allow the student to re-engage?

What do you do to make the situation safe in school for the student, peers, and staff?

How often will the formal review meetings take place? (With HOY, Parent/Carer, and Intervention Team)

INCLUSION INTERVENTIONS:

Skill development: to promote functional equivalent skills, resilience skills, coping strategies.

SUCCESS CRITERIA

Smart targets / functionally equivalent skills

Start of Intervention Assessment:

Attainment	1	2	3	4	5
Attitude to learning	1	2	3	4	5
Self Esteem	1	2	3	4	5
Relationship/ Social Skills	1	2	3	4	5
Personal Safety	1	2	3	4	5

Scoring: 1 (Poor) 2 (Satisfactory) 3 (Ok) 4 (Good) 5 (Excellent)

Shared with:
















Review Date:

Appendix 4 - The Monitoring Form

Monitoring needs to be completed for every student that has completed intervention work.					
Student Name					
Date of Review:					
Key Worker					
Intervention Reason:					
Intervention Start Date:					
Intervention Completed:					
Pupil Premium (Y/N)					
Number of one-to-one sessions held:					
Number of group sessions held:					
Attainment	1	2	3	4	5
Attitude to Learning	1	2	3	4	5
Self Esteem	1	2	3	4	5
Relationship/ Social Skills	1	2	3	4	4
Personal Safety	1	2	3	4	5

Scoring: 1 (Poor) 2 (Satisfactory) 3 (Ok) 4 (Good) 5 (Excellent)

Appendix 5 - Student Intervention Monitoring Form

Score	1 (Poor)	2 (Satisfactory)	3 (Ok)	4 (Good)	5 (Excellent)
Attainment and Attitude to Learning					
Self Esteem					
Relationship/ Social Skills					
Personal Safety	