

The Ripley Academy

A member of the East Midlands Education Trust



Intervention Policy

October 2024



#nothingshortofremarkable

Policy Reviewed: October 2024

Reviewed by: Mrs L Crowder

Next review due: October 2026

Statement of intent

The Ripley Academy 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.

1. Assessment

- 1.1. Challenging and aspirational targets based on national average expectations, will be set for all pupils.
- 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 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 several 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 (ie, 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. **Wave 1:** 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 emphasis on this is directed and promoted by the Deputy Headteacher (Inclusion) and the Assistant Headteacher (SEND and Teaching & Learning). The school’s initial response to a need for intervention is to provide **wave 1** scaffolding within the classroom.

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
- Department 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 or where social/emotional development is impacting attainment, teachers should raise with the Head of Year and a referral into either the SEND Team or 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, and a referral made (Appendix 2) to the appropriate 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, inclusion funding through the LA, may be applied for to enable the school to intervene at an early stage to attempt to reduce the barriers to learning.
- 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 she 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.
- 3.11. Once the referral has been made, an assessment will take place by the SEND Team or the Intervention Team. (**Intervention Team only:** once accepted and allocated to a caseload, 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).

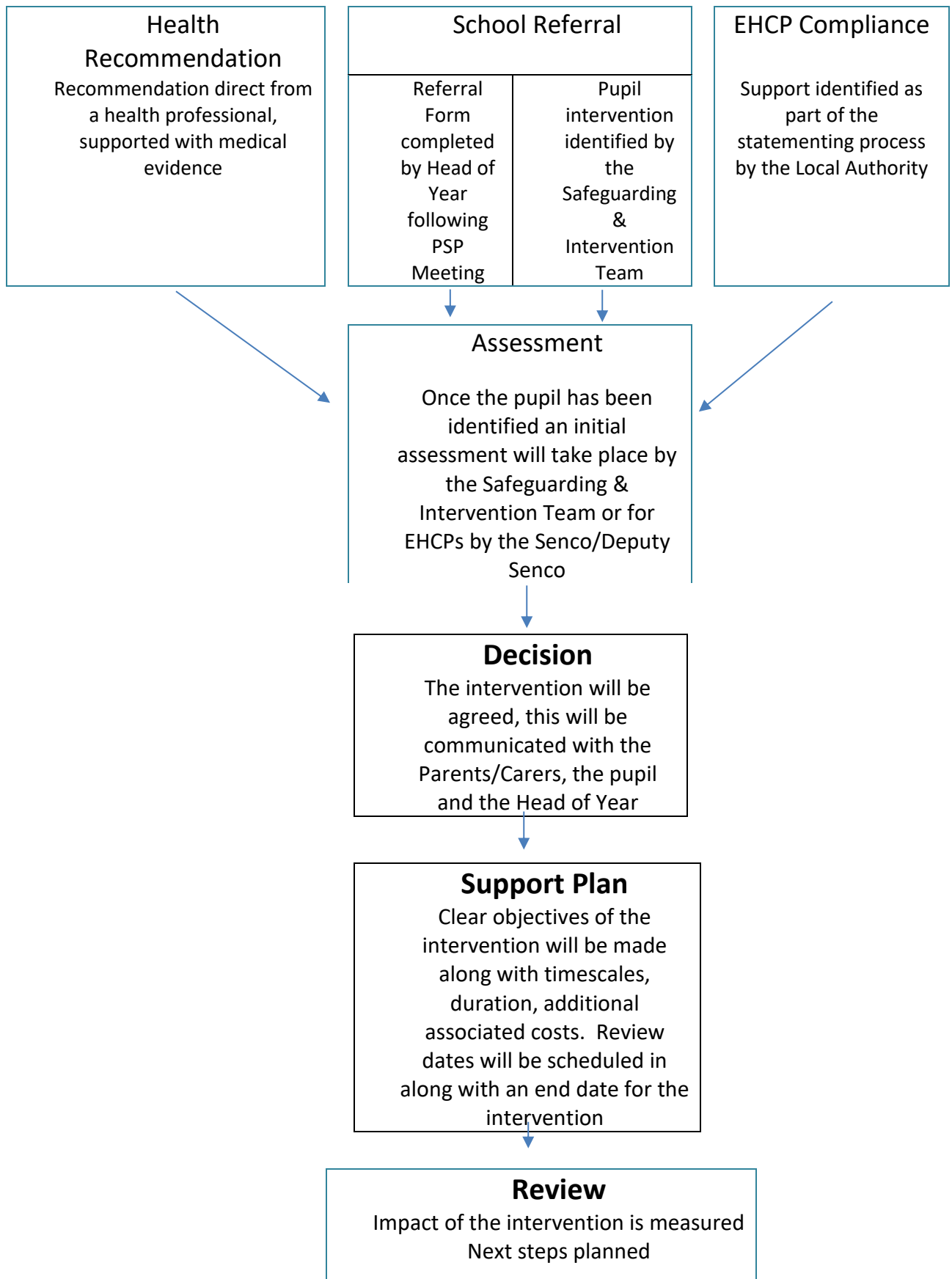
4. Monitoring/evaluation

- 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 case worker, 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.

5. Communication

- 5.1. Where a pupil has been identified as requiring a **wave 3** specific intervention, the caseworker will inform the child's parents/carers at the earliest opportunity and involve parents/carers where necessary.
- 5.2. The caseworker will also keep parents/carers fully apprised on their child's progress, through set monitoring/review meetings and maintaining a regular dialogue.

Appendix 1 - The Referral Process Wave 3 Intervention



Appendix 2 - The Referral Form

(this will be available as a MS Forms on home page)

Name of Person Referring:											
Child's Name:											
Year Group	<table style="display: inline-table; border: none;"> <tr> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> <td style="padding: 0 10px;">11</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	7	8	9	10	11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	8	9	10	11							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Name of Required Provision (if Known)											
Reason for referral? (highlighted areas of concern)											
List the actions taken so far: (e.g; classroom behavioral 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:

Intervention Key Worker:

Reason for Intervention: Function(s) of behaviour

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's working well for the student and how can this positively impact on their academic attainment and achievement?)

Threat/ Risks (Identified possible 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's 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 caseworker)

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:








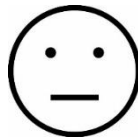












Appendix 4 - The Monitoring Form

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					

The Ripley