



Intervention Policy

WHY?

The great majority of pupils can succeed through high quality class based teaching (Wave 1). However, even in a classroom where effective teaching is taking place, this approach will not be sufficient for some children. These pupils will benefit from additional small group or one-to-one interventions to enable them to make the progress needed to achieve their full potential. Intervention support is designed to enable children to learn the skills necessary to return to mainstream lessons, and to ensure that motivation and progress in learning is sustained.

WHAT? HOW?

There are three waves

| Wave 1 | Wave 2 | Wave 3 |
|---|--|---|
| <p>Wave 1 provision is high quality inclusive teaching supported by effective whole school policies and frameworks.</p> <p>Teaching is planned to move all learners from where they are to where they need to be.</p> | <p>Wave 2 provision is designed to increase rates of progress and secure learning for groups of learners that puts them back on track to meet or exceed national expectations.</p> <p>This usually takes the form of a tight, structured programme of small-group support.</p> <p>Support can occur outside whole class lessons, or as part of guided work.</p> <p>The outcome of Wave 2 intervention is for learners to be back on track to meet or exceed expectations by the end of the year.</p> | <p>Wave 3 provision is high quality one-to-one teaching.</p> <p>Expectations are to accelerate and maximise progress delivering a very structured programme over a period of time.</p> <p>Support occurs outside the class.</p> |

When considering pupils for wave 2 or wave 3 interventions, teachers, SENCO and the Intervention Manager:

- Track pupils progress over a term identifying the rate of progress made
- Note how a pupil is progressing with any other targets
- Discuss pupil progress with other staff members
- Observe pupil
- Speak to the intervention leader about concerns

Transition from intervention to class based support

Two weeks before an intervention is to be completed the teaching assistant and class teacher will plan to prepare the child's return to class. (If a child has not made the required progress by the end of the intervention the Intervention Manager or SENCO are informed.)

| Reading Intervention | Writing Intervention | Maths Intervention |
|--|---|---|
| <p>Continue to support with volunteer class readers and make sure the child is a priority reader for them</p> <p>Ensure child is in the right guided reading group.</p> <p>If child dips focus on them during guided and 1:1 reading times.</p> <p>If concerns persist see Inclusion Manager or SENCO.</p> | <p>Spend time with child in a guided session.</p> <p>Use intervention strategies for problem solving new words in writing.</p> <p>Promote independence and editing through learned prompts and reminders.</p> | <p>Spend time with child in a guided session.</p> <p>Encourage children to use correct Maths language and vocabulary.</p> |

WHO?

- Interventions will be monitored by the SENCO & Intervention Manager who will support staff delivering the programme, address their training needs and ensure children are making the required progress.
- Intervention Manager, LSA's and LSP's will deliver interventions.
- Class teachers will be responsible for the transition back to class based support when an intervention has been completed.
- Class teachers are responsible for sharing information about pupil progress during the intervention to the members of staff delivering the intervention.

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