



St. Michael's CE Primary School

Intervention Policy

Mission statement:

We will prepare the children at St. Michael's school for life, by giving them the opportunity to fulfil their potential within a happy caring Christian environment, where every individual is valued.

“I have come that everyone may have life, and have it to the full.” John 10.10.

Statement of Intent:

All children, irrespective of disability, race, gender, religion, culture or economic disadvantage, have an entitlement to effective learning experiences, which will enable them to achieve their maximum potential.

Our aims are:

- For Quality First teaching to ensure that children's needs are met in class in the majority of cases.
- 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.
- Providing a stimulating classroom environment where pupils will be motivated to learn.
- Formally assessing and monitoring pupils' progress so that difficulties at an early stage and plans for intervention can be put in place.

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 concern about an individual child, St. Michael'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. 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 SENCo or Deputy Head (intervention lead) (i.e. one to one precision teaching; small group work directed by the class teacher) 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 SENCO is informed and begin the process of 'Graduated Approach.' These children may be continuing to score less than 80 on standardised scored tests. A programme of intervention will be monitored by the SENCO for these children.

- Staff meet together in phase teams or year groups to hold half-termly Pupil Progress Reviews to monitor and moderate progress. Staff discuss possible interventions and communicate the results of the discussions to The Head, Deputy and SENCo.
- The Head, Deputy and SENCo may hold additional meetings to discuss how best to support children further.
- The Individual progress of pupils with SEN is also monitored by the SENCO- see Inclusion Policy.

Strategies for identification include:

- standardised tests (reading tests, spelling tests, optional SATs, termly Numeracy assessments);
- observation within the classroom;
- expectations of behaviour;
- parental concerns;

- teacher assessment using the Trafford's Graduated Response
- Pupil Progress Reviews

Interventions Criteria:

- Children who entered the key stage below age-related expectations
- Pupils who are falling behind as identified in the 80s and 90s standardised test scores
- Looked After Children

Those who might benefit:

- Pupils who have been taught a skill but failed to secure it
- Pupils who have difficulty grasping a concept and transferring it into practice
- Pupils whose learning has been hampered by a previous misconception
- Pupils with a lack of experience
- Those new to English, those with a limited vocabulary or who have not had much opportunity to participate in sustained talk or reading.

In discussion with the SENCO and class teachers, a list of the most appropriate children is drawn up. Should more pupils be identified than the number of places available, priority will be given to children to Children in Care and those having Free School Meals.

Assessment and Monitoring of 1 to 1

- Children are identified through Pupil Progress Review process. These provide the level they are working at in Reading, Maths, Spelling, Grammar and Writing. Progress is assessed during the three annual standardised scoring tests.
- Pupil, parent and teacher surveys are used to provide qualitative feedback on the programme.
- Scrutiny of pupils' work will also provide evidence of progress made.
- 1 to 1 teachers are observed for quality assurance purposes.

Types of interventions currently available at St. Michael's

- Precision teaching- e.g 5/10 minute probes for times tables, spelling strategies
- Third Space on-line learning 1:1 for Maths
- Guided reading – deployment of TA s for reading support

- Handwriting practice groups
- Reading for Pleasure groups
- Phonics catch ups
- Social and emotional groups with support from Longford Park/TA's in school
- Toe by Toe and Power of 2 regular sessions
- Writing Recovery weekly sessions
- Maths Catch-up daily sessions
- Spelling catch-up groups
- Times tables catch-up sessions
- Pre teaching group sessions

Policy prepared by C. Prole

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To be reviewed 2020