



## Intervention Procedures

### **Introduction**

At Gosberton Academy, we want every learner to be able to engage actively in learning across the whole curriculum and to reach their full potential in all areas of their school life. We believe that each learner should learn in a positive atmosphere. We aim to promote a learning atmosphere where our school values and Gosberton Goals are implemented throughout.

### **Aims**

- All learners will have their needs met initially by Quality First Teaching for all, ensuring that the majority of learners' needs are met in class.
- Scaffolded strategies and differentiation will be used in lessons, ensuring the best possible chance for all learners to make progress each lesson.
- Provide a broad and balanced curriculum that is aspirational, recognises the 'whole child' and builds on learners' confidence, independence and resilience.
- Raise attainment and progress levels for all learners, establishing the highest expectations for all learners.
- Support and encourage learners providing interventions and support strategies to meet their individual needs and abilities.
- Monitoring pupils' progress regularly so that any difficulties or changes are identified at the earliest possible stage, allowing for interventions to be put in place.
- High-quality intervention sessions are purposeful, appropriate and time-effective for all learners requiring additional support.

### **What is Intervention?**

Intervention is defined as 'the strategies and methods used to narrow the gap between identified target group and individuals to ensure all learners attain well, make at least the expected progress and become more independent, confident and resilient learners. This should be both within and beyond the classroom and should be timely and appropriate to the specific skills and needs of the individual learners.

### **Identification of Intervention**

All learners are assessed on entry to our EYFS and those learners joining the school during their Primary School journey are also baselined to ensure we have as much information about them as possible upon entry – this will be academic but also involve looking at the whole child and any support they may require.

Termly Progress Meetings are held to monitor and track learners’ progress, allowing for regular opportunities to discuss individual learners, their progress, their next steps and any intervention strategies that may be required.

### Quality First Teaching

This is the effective inclusion for all learners in high-quality teaching and learning. High-quality teaching and learning in each of our classes is likely to result in fewer learners requiring additional support with their learning.

Quality First Teaching will be mainly delivered by class teachers with TA support and will be closely monitored by our subject leaders, SLT and SENCo.

Quality First Teaching is based on:

- Focused lessons with effective learning intentions
- New vocabulary that is precisely modelled and explained to all learners
- Exceptional levels of pupil engagement with their learning.
- High levels of interactions in lessons from all learners
- Appropriate, and at times, differentiated questioning, modelling and explanation
- High expectations of all learners – are all learners following the school values and Gosberton Goals?
- Encouragement and praise to all learners, ensuring they are engaged and motivated to try their best and never give up in all lessons.

Gosberton Academy staff implement a range of whole school strategies, which are supportive of all learners within the use of Quality First Teaching. These could be:

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
<ul style="list-style-type: none"> <li>- Differentiated curriculum</li> <li>- Differentiated delivery</li> <li>- Modelling of skills</li> <li>- Accessible reading materials</li> <li>- Learners can present knowledge and views in different ways</li> <li>- Assessment for learning</li> </ul>	<ul style="list-style-type: none"> <li>- Visual timetables and supports</li> <li>- Modelling and demonstrations</li> <li>- Clear classroom organisation, structures and supports.</li> <li>- Simple instructions with clear use of language and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Environmental adaptations to suit cohort or individual learners.</li> <li>- Easy access to equipment and resources.</li> <li>- Awareness of seating positions</li> <li>- Adaptations to resources,</li> </ul>	<ul style="list-style-type: none"> <li>- Tactile sensory objects.</li> <li>- School Values and Gosberton Goals</li> <li>- Time out arrangements.</li> <li>- Circle Time</li> <li>- Methods to motivate individual learners</li> <li>- Adjustments made where</li> </ul>

	<ul style="list-style-type: none"> <li>- Opportunities to work independently.</li> <li>- Vocabulary displayed for learners.</li> <li>- Talking partners</li> <li>- Collaborative work</li> <li>- Targeted and bespoke questioning</li> </ul>	<ul style="list-style-type: none"> <li>- ensuring accessibility.</li> <li>- Access to appropriate materials and resources.</li> <li>- Adaptations to presentation of learning.</li> <li>- Effective use of resources and technology</li> <li>- Fine motor skill activities.</li> <li>- Learning opportunities away from the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- possible for individual learner needs.</li> <li>- Positive communication with parents/carers</li> <li>- Rewards and sanctions are clear.</li> <li>- Range of opportunities to support social and emotional development.</li> <li>- Consistent language and vocabulary.</li> <li>- Timers</li> <li>- Structure</li> </ul>
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**Targeted Support**

This support may be provided by class teacher or additional adult as and when appropriate. This could be seen in the form of: pre-teaching, additional modelling, use of additional resources, re-capping sessions or additional questioning during any lesson.

All staff will use marking and feedback, both written and verbal, to ensure learners have the opportunity to recap on previous learning, recognising next steps prior to the next lesson.

**Interventions**

At times, it may be necessary for interventions to take place outside of the regular lesson. The learners are targeted as a result of formative and summative assessment as well as through discussions at our termly Progress Meetings. It may be that individuals, or groups of individuals, may struggle with a specific aspect of the curriculum and require additional support to ensure they can make additional progress, therefore closing the gaps in that given area of the curriculum. These interventions are not necessarily for learners on the SEND register but some of the learners may be on the SEND register.

Any interventions taking place outside of the lesson will be time-effective and result in the learning not missing other areas of the curriculum. These could be led by class teacher or a teaching assistant.

Interventions should be:

- Limited to small groups of learners or individuals
- Monitored by class teacher and SLT/SENCo.
- Impact-driven

- Timely

### **Additional Interventions**

Following Quality First Teaching and Intervention sessions, it may be that some learners still require additional support and intervention that is tailored more closely to their needs. This could include 1:1 interventions or specialist interventions for particular needs.

As a result of escalation to this stage of intervention, it may be that the learner needs adding to the SEND Register and an individualised learning plan written. This would then be monitored termly by class teacher and SENCo.

Some of the needs of SEN learners are:

Cognition and Learning	Communication and Interaction	Sensory or Physical Needs	Social, Emotional and Mental Health
Moderate Learning Difficulties	Speech, Language and Communication difficulties	Visual Impairment	Anxiety
Severe Learning Difficulties	ASD including Autism and Asperger Syndrome.	Hearing Impairment	Depression
Profound multiple learning difficulties		Multi-Sensory impairment	Self-Harming
Dyslexia, Dyscalculia, Dyspraxia		Physical disability	Attention Deficit Disorder (ADD)
			Attention Deficit Hyperactive Disorder (ADHD)
			Attachment Disorder

### **Progress Meetings**

Progress Meetings take place at least termly and are used to allow class teachers the opportunity to come and talk about their learners, looking at strengths and next steps for the whole cohort, groups of learners and individual learners. Discussions will take place about learners requiring additional targeted support or intervention and those learners that are already accessing this support.

### **Parents/Carers**

At Gosberton Academy, we work extremely closely with our families, recognising and valuing the role they play in their child's education. We regularly share information regarding their child's progress. All SEN learners have Learning Plans and these are created with the involvement of parents/carers.

### **Responsibilities of Intervention**

The responsibility of interventions primarily sits with the class teacher. The class teacher is responsible for identifying learners requiring any additional support and that the relevant interventions are being carried out.

The responsibility of monitoring the interventions and the impact they are having sits with the SLT/SENCo.

Some of the responsibilities are listed below:

Class teacher responsibilities may include:

- Planning and delivering quality first teaching for all learners.
- Effectively direct and plan for additional support staff that are in their class.
- Plan targeted support that is delivered by teacher and TA.
- Plan support within the classroom so all groups of learners are supported appropriately.
- Use a variety of resources to engage and inspire all learners.
- Write Learning Plans for any learners on the SEN register.
- Ensure data and assessment is accurate.
- Assess the impact of interventions.

SLT responsibilities may include:

- Meeting regularly with class teachers
- Providing feedback of monitoring of interventions
- Ensuring Quality First Teaching is delivered in every class.
- Analyse impact of interventions.
- Monitor intervention delivery
- Liaise with SENCo regarding interventions and individual learners

SENCo responsibilities may include:

- Provide support for all learners in relation to SEN-specific interventions
- Regularly review Learning Plans and effectiveness of targets and actions
- Ensure parents of SEN learners are aware of progress and next steps
- Assess impact of interventions
- Ensure all teachers are following 'Assess, Plan Do, Review' cycles.