THE HERMITAGE SCHOOLS
Inspire, Learn, Achieve

Intervention Policy

Person Responsible: Inclusion Leader
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Date of next review: Summer Term 2025

INTRODUCTION
This document sets out the agreed intervention expectations at The Hermitage Schools.

The Intervention Policy has a key role within the schools' curriculums and the support provided for all our pupils and pupil groups. It should be referred to by all members of the school community to ensure consistency.

RATIONALE
Where a pupil is still experiencing difficulties, despite a high universal approach to teaching, schools should consider a targeted intervention. Such interventions are designed for pupils with the potential to 'catch up' and reach age-related norms by the end of the programme delivery. They are successful when used with the right group of pupils who are able to maintain the fast pace of learning. Pupils with significant needs require a more structured and intensive programme that is tailored to their specific difficulties. There is evidence that interventions for pupils with significant needs work best when delivered before the child reaches Year 3 in school. However, if a child continues to need support then intervention should continue past this point.

AIM
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:
- To ensure a universal approach to teaching is provided so that children's needs can be met in the classroom in the majority of cases.
- To ensure all children have a voice in the support given.
- To ensure/promote effective partnership with outside agencies when appropriate.
- To ensure every child fulfils their intellectual, social and emotional potential, within a positive and caring environment, promoting 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 broad curriculum that 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.

- To provide a stimulating, inviting and well-resourced classroom environment where pupils will be motivated to learn.
- To formally assess and monitor pupils' progress so that difficulties are identified at an early stage and plans for intervention put in place as appropriate.

STRATEGY FOR IMPLEMENTATION:

Initial identification of needs

The whole school approach to the identification of children who may have a specific need is summarised below:
- The class teacher may have concerns over the progress of a child or their ability in certain aspects of learning and will make changes in class. If there are continuing difficulties, the teacher will approach the Inclusion Leader for advice and strategies.
- Parents/carers may raise concerns with the class teacher, which can then be addressed and monitored.
- Some children may need further small changes or additional scaffolds to be put into place.
- All class teachers will ensure that children receive a universal approach to teaching, adopting universal approaches and strategies. (Appendix 1).
- If progress continues to be slow in relation to age-related expectations, class teachers will then use targeted interventions to assist the child's learning. In some cases, it is appropriate for the child to be placed on the Special Educational Needs and Disability (SEND) register at School Support level (see our school SEND policy for more information).
- Additional assessments may be carried out to identify more specifically, where difficulties may lie (Appendix 2).
- All teaching staff meet with the Senior Leadership Team (SLT) for termly Pupil Progress Meetings to monitor and discuss the progress of all pupils. Staff discuss possible interventions and future action along with the Executive Head Teacher, Deputy Head Teacher and Inclusion Leader.
- The individual progress of pupils with SEND is also monitored through termly target review meetings (See our school SEND policy for more information).

Intervention types:

After any identification of need, there will be a graduated response starting with universal approaches/strategies within the classroom, leading to further input of School SEND Support and Specialist SEND Support, as appropriate (Appendix 3).
The level of support these interventions require is explained below.
Universal Approaches/Strategies - this is an inclusive universal approach to teaching; it is the effective inclusion of all pupils in high quality everyday personalised teaching.
School SEND Support – some individual or groups of pupils may require targeted catch up provision to 'put children back on course'. Some children requiring this support may also be on the SEND register for some additional needs or difficulties.
Specialist SEND Support – if previous interventions do not show a desired effect on progress, children will be placed on the SEND register at the level of 'SEN Support' and we will consider a more individualised approach. This may involve advice and/or support from external agencies.
Statutory Assessment - an application for an EHCP (Education and Health Care Plan) may be considered, if the progress of individual pupils continues to be a concern.

FREQUENCY
Interventions will be monitored on a ½ termly basis. A child will normally stay on an intervention no longer than a term and if no progress is noted, a suitable alternative will be found or further assessments will be used to look into a specific need. Interventions will take place in the classroom where possible. If they are happening outside of the classroom, they will be timetabled to cause minimal disruption to a child's learning in other subjects.

ROLE OF THE PUPIL

Children will:

- Ensure that they show positive behaviours towards their learning.
- Be able to understand what they are improving on and how the adult working with them is supporting them to achieve this.

ROLE OF THE TEACHER

For a successful implementation of this policy, the role of the teacher and support staff is extremely important. They will:

- Ensure that a universal approach to teaching is in place for all pupils.
- Follow the schools' policy to ensure effective and consistent use of interventions in school.
- Monitor the effectiveness of interventions within their class.
- Liaise with the Inclusion Leader for any advice needed, to raise concerns or to comment on the effectiveness of interventions.
- Attend Pupil Progress Meetings (PPMs) prepared to discuss interventions and key children/groups.

Appendix 1- Universal Approaches/Strategies

Universal approaches and strategies ensure that the needs of all children are met within the class.

Some aspects of this are as follows:

1. An organised and well-labelled classroom with information placed where children can see it.
2. Clear structure to lessons, setting learning objectives presented orally and visually – returning to these at appropriate points during the lesson as well as at the end of the lesson.
3. Clear planning to ensure that children also have opportunities to take control of their learning.
4. Instructions given in small chunks – support with visual cues – check by asking pupils to say what it is they have to do.
5. Introduce new vocabulary – display visually and spend time with pupils using it to talk to each other.
6. Pupils are encouraged to demonstrate their knowledge in a variety of ways, e.g. presenting, mind mapping, recording, drama, paired and group talk.
7. Children work in a range of groupings, pairs and individually – include mixed gender, friendships, ability.
8. Use movement breaks to give children a natural break in order to support review and revitalise.
9. Teach study skills – use photocopying, highlighting, 5-point plan, planning techniques.
10. Encourage discussion of learning strategies.
11. Oral and written feedback is focused on the shared learning objectives of the lesson and is focused on celebration - find a reason to celebrate each pupil and name them.
12. Memory is supported by revisiting – reviewing – making it memorable – talking about it –doing it – seeing it – quizzing it.

See Appendix 3 for a more detailed breakdown of coverage.

Appendix 2- Assessments used to identify specific difficulties

Assessment	Need to identify
LASS test (KS2)	This helps us to identify any issues a child may be having with their auditory or visual memory skills, spelling, reading or visual reasoning.
Standardised tests & assessments	This may identify a weakness with a particular subject.
Non-verbal reasoning tests	This can indicate if there is an issue with a child's reasoning skills and may identify a weakness in their intellectual capacity.
Auditory memory assessment	This can highlight difficulties with a child's working memory.
Communication and Interaction checklist	This can help us to identify difficulties a child may have with their receptive or expressive language and their general communication with others.
Functional outcome sheet	This can help to identify any fine or gross motor difficulties a child may be having.
Strengths and difficulties questionnaire	This is used to identify areas of difficulty with a child's behaviour.

Appendix 3- Levels of support/Interventions

Universal Approaches/Strategies

This provision is on offer for all our children to enable them to access high-quality personalised learning. Teaching will be based on clear objectives that are shared with the children, matching their needs and learning styles. This approach attempts to engage all children positively in their learning and reduces the number of children who may need further additional help.

Cognition & Learning	Communication & Interaction	Sensory & Physical	Social, Emotional & Mental Health
Creative curriculum	Differentiated curriculum planning	Qualified first aider	Differentiated teaching
Differentiated planning and grouping - to extend and support	Talk partners	Disabled access	Behaviour strategies and policy
Challenge tasks	Communication friendly- visuals, labelling	Flexible teaching arrangements	Reward system
Multisensory approach to teaching and learning	Simplified language	Playground equipment for variety of sensory needs	Class rules
Computing and technology	Time given to process information	Forest School/ Outdoor learning	Circle time
Indoor/Outdoor learning	Visual timetables	Adaptations to the classroom	PSHE curriculum
Library resources	Word banks	Seating plan	Assemblies
Visual aids / timetables	Modelled speech	Range of resources	School Council, Eco Council, House Captains, prefects
Wall displays to support learning	Parent communication	Lift	Risk assessments
Table-top resources	Role-play/ Drama		Positive touch
Homework	Class assemblies		Visual prompts
Numicon	Forest School/ Outdoor learning		Transition groups- from infant and to secondary school
Clicker			Playground Friends
Celebration assemblies			Fiddle objects
Effective questioning			Timers/stress relievers
Adaptations for children with ASD, ADHD, dyslexia			
Marking- next steps			
Forest School/ Outdoor learning			
G & T opportunities			

School SEND Support

This provision is offered to children who require targeted small-group intervention to enable them to catch up with their peers. This intervention is designed to be a well-structured, short-term programme, which enables the child to make accelerated progress in a specific aspect of their learning. Children will also have access to Universal Approaches/Strategies.

Cognition & Learning	Communication & Interaction	Sensory & Physical	Social, Emotional & Mental Health
Modified tasks to take into account difficulties; Further differentiation Group interventions Visual perception Memory support Task boards Now-next boards Reading buddies Staff CPD **LLS phonological awareness** **SaLT Auditory memory package** **Memory Magic** **Clicker** **Numicon** **Read,Write, Inc.** Exam access arrangements External agency involvement including LLSS, REMA	*Modified tasks to take into account difficulties;* Further differentiation Group interventions Staff CPD Modelling language Pre teaching vocab Sequencing / picture/text **Language for thinking** **Symantec links** Listening skills activities **Teaching children to listen** Barrier games **Listening skills books** **Communication and language activities** **Speaking, Listening and understanding** Exam access arrangements External agency involvement including SALT, LLSS, REMA	*Modified tasks to take into account difficulties;* Staff CPD Sensory support Seating arrangements Move first/last in class Sensory circuits Adapted equipment (pen grips, cushions, writing slopes) Touch typing Coloured overlays Ear defenders Dictaphones Fine & gross motor skills **Surrey OT pack** **Handwriting Today** **Letter join handwriting scheme** Fiddle toy Exam access arrangements External agency involvement including Health, PSSS, VI, HI, Freemantles Outreach	*Modified tasks to take into account difficulties;* Further differentiation Behaviour support Group interventions Time out Transition programme Fiddle toy Lunchtime groups Social stories Transition groups Social skills group ELSA Risk assessments Separate work stations TEACCH **Socially speaking** **Talk-about for children** Extra support at breaks Anti-bullying policy External agency involvement including CAMHS, Paediatrics, BSS, REMA

Specialist SEND Support

This provision is offered to children for whom previous interventions are not enough to meet their individual needs. Such provision will be more intensive and often supported by outside professionals with specialist expertise. Children accessing this provision will also have access to previous levels of support.

Cognition & Learning	Communication & Interaction	Sensory & Physical	Social, Emotional & Mental Health
Flexible and reduced timetables Individualised differentiation Individual timetable 1:1 and small group support Different ways of recording e.g. ICT **Toe by Toe** **Thrass** Specific staff CPD **Makaton** and **PECS** (Orchard) Advice/intervention by external agencies including Ed Psychology	Individualised differentiation Individual visual timetable 1:1 and small group support Precision teaching Ways of recording eg, ICT Barrier Games Pre- teach vocabulary **Makaton** and **PECS** **Socially Speaking** 1:1 SALT programmes LLS targets/strategies Specific staff CPD Communication devices Advice/intervention by external agencies including Ed Psychology	Individualised differentiation Individual programmes from external agencies Intimate care plan Specific staff CPD Write from the start Specialised equipment for VI, HI Advice/intervention by external agencies including Ed Psychology, Freemantles Outreach	Flexible and reduced timetables Individualised differentiation 1:1 support for PE and breaks and lunchtimes Flexible timetabling Behaviour plan and individualised risk assessment CAMHS referral ELSA Social stories Comic strip conversations Individual work station Advice/intervention by external agencies including Ed Psychology, Behaviour support