

Intervention (including SEN and Gifted and Talented) Policy

"In everything, therefore, treat people the same way you want them to treat you, for this is the Law and the Prophets." Mathew 7:12

This policy has at its core, the above quotation and reflects the need for fairness and forgiveness.

Introduction

This policy is written to help parents whose child might need support above and beyond what normally happens in the classroom. We use the word 'intervention' a great deal at this school. It can seem petty to play around with language but when we are talking about children and their needs, it matters. Children have one chance. Every child is different, therefore the phrase 'special educational needs' can be misleading. At Keevil we use the word 'intervention' a lot. We intervene when a child appears to be struggling in an area of work, or indeed, if they are doing so well that they would benefit from extra challenge. As stated in our Statement of Intent parents are central to all we do and this policy is there to help them.

Who is in charge of this area?

One of the things that defines us as a school is how seriously we take the fact that children might need more support, or more challenge. We have created a special role to ensure we do this. The title of this role is 'Intervention Coordinator'. Maria O'Brien is the teacher who undertakes this. In the jargon that surrounds special educational needs she is known as the '**Responsible Person**'. You may also have heard of the term 'SENCo'; this means Special Educational Needs Coordinator. We give the role a different name because we take it so seriously.

Why and when we intervene

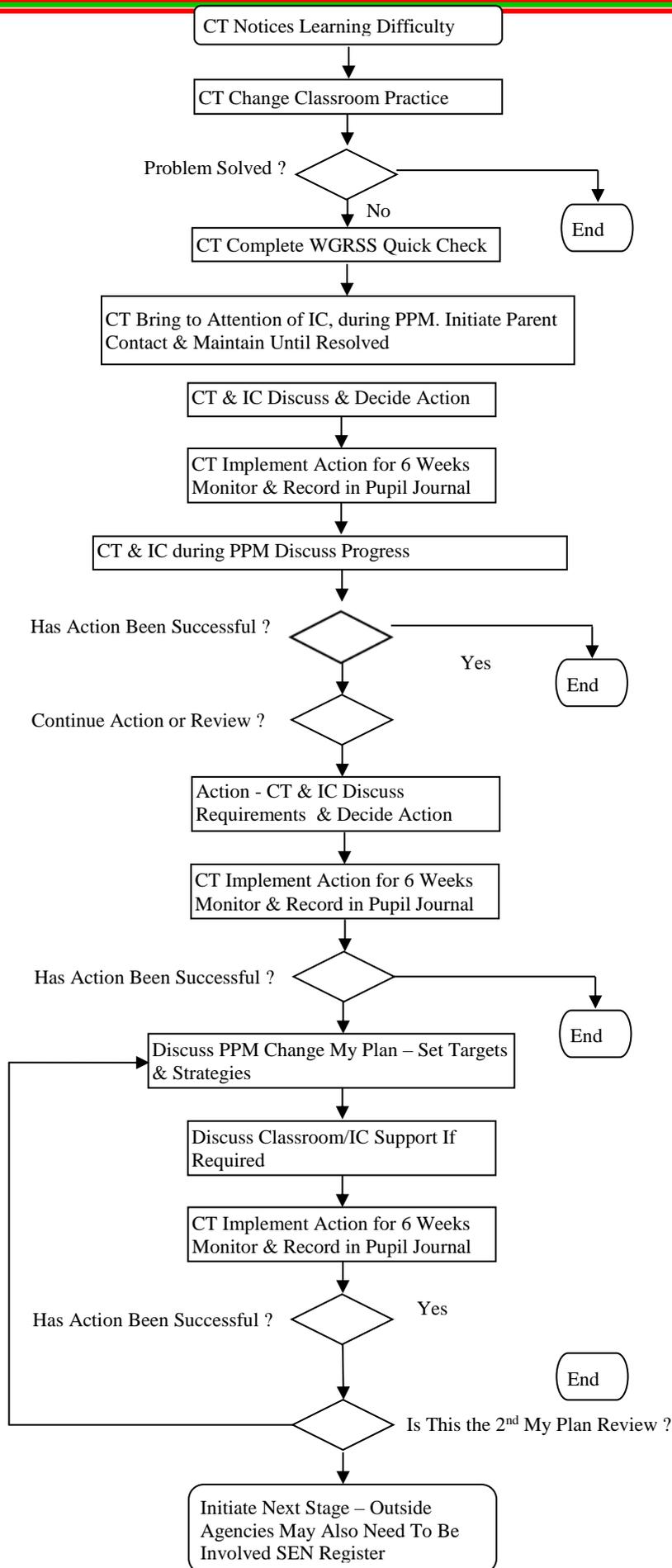
We believe strongly in intervening early if a child is showing signs of struggling or a particular need. Below we go in to detail about how we identify those children in Years 1 to 6.

In Reception, for example, Mrs O'Brien works closely with the class teachers to identify additional needs as soon as possible. To this end, depending on each individual, we may work with that child in reception, even though they are still at an early stage of development.

Our aim, as much as possible, is to have identified any need by the end of Year 2 (When a child is 6 to 7 years old) and either to have found ways for the child to overcome, or put in place methods of support that means they can be strong learners.

How we check whether children need support.

Every half term each Teacher will meet Mrs. O'Brien to discuss any child who is falling behind or is doing very well in a subject. From this Mrs. O'Brien, after talking to the Class Teacher, will decide on any further action. Below is a chart that shows what happens if a child is struggling in a certain area. Below the chart is a 'jargon buster' At the point that a decision is made to start a process of intervention a conversation is had with parents and this is only the start of what will be an ongoing conversation.



Jargon Buster

PPM: Pupil Progress Meetings

Concern: this means what it says. A child is not progressing enough and therefore we want to monitor why this is

WGRSS: 'Wiltshire Graduated Response to SEND Support'. In English this means it's a record of support that has been given across the period of time the child has spent at school. It provides the cornerstone of accessing if further help is necessary.

If the child is considered to need additional support they will be identified as requiring SEN Support and therefore a document called 'My Plan' will be written by the class teacher in consultation with the parents, the pupil and any other involved agencies. If appropriate this work will be with a Teaching Assistant, but needs may well be addressed by the class teacher through differentiation. The plan is a working document that enables the Teacher to ensure that the specific needs of that child are being met. Targets are reviewed every term.

Educational Health Care Plan: this means that everyone involved with supporting the child, with parents, agrees that a child's needs are substantial and despite additional resources the child fails to make progress. This is the most significant level of involvement.

Who is responsible for what?

The Intervention Coordinator reports directly to the Headteacher. They meet informally every week, and formally every half term.

Once a year, the **Special Needs Academy Councillor** meets the Head and the Intervention Coordinator. These meetings involve going through each child that has receiving intervention work; where they are, what progress they are making and whether the level of resource is right. The Governor responsible for Intervention and special educational needs oversees the work the Head and the Intervention Coordinator does. If there is a complaint and it is felt that neither the Intervention Coordinator nor Head have resolved it, the Special Educational Needs Governor is a final port of call. Their usual role is to challenge us and ensure we are doing things right, but also to support us.

Every September the SENCO reports to the full Academy Council, explaining what work has been done in the past year and how well children are progressing. Councillors check that policy expectations are being met. Should anyone think we are not doing this then they have recourse to the Governing Body. This report includes what is sometimes known as the 'Special Educational Needs Report to Governors'.

Admissions and equality

The admissions policy makes clear that children are not in any way excluded from the school should they have they have particular needs. If, for some reason, we are unable to provide facilities for a child then we would approach the Local Authority for further guidance.

How we resource this area of school life

The Intervention Coordinator is a qualified Teacher; oversees all additional need support given in the school and liaises with the outside agencies to ensure the provision the children are receiving matches their needs. Added to that she is the line manager for our qualified Teaching Assistants who work throughout the school. If a child has a specific need it is resourced appropriately after consultation with the external agencies from the local authority as described above.

Curriculum and children being included, fully, in all areas of school life.

The purpose of this policy and our strategy for those with additional needs is to ensure all barriers to learning are removed and that all children receive the best education possible. We are here to deliver learning to every child and build confidence in parents that their child's needs are being fully met. How we help these children defines an atmosphere of inclusion and is fundamental to the statement right at the top of the policy. Added to which these children strengthen the life skills of all others in the school community

Target Setting and checking on progress alongside work done by the Intervention Coordinator

Target setting for children is done through targets that are in the front of their Maths and English books and monitored by Teachers. Six times a year the Assistant Head and Intervention Coordinator meets with each Teacher to discuss each child, their progress and what actions to take if a child is either falling behind or excelling in a certain subject. Children who are receiving intervention are discussed, along with all other children. Please see above for what extra work is done if we have a specific concern, for instance 'My Plan'.

The Role Played by Parents of Pupils with Additional Needs

As made clear throughout this policy, we are here to serve children and their parents. This is an area where a parent can feel acutely vulnerable and, frankly, afraid. It is our job to bring them with us every step of the way, through each stage of the process. The chart above shows when a parent is contacted (if you haven't, already, had a conversation with your child's teacher) and how we continue that. Parents are always welcome to discuss their concerns. It is vital that there is an ongoing discussion so that a child is being helped at home and school through both working together. Parents are critical to a child's progress.

Extending those with a particular gift or talent.

We identify groups of children, in Years 5 and 6 who display a particular skill in areas of the curriculum. They are then placed in an enrichment group, this not only extends children in the core subjects (Maths, English, Science) but also seek to develop them 'in the round' through verbal reasoning, oracy and engagement with the wider world. As part of the Acorn Trust groups of year 6 children are able to receive input from Kingdown Academy. This offers them the opportunity to begin to explore the next stage in their education whilst still at Keevil.

Up to and including those academic years, children are extended within the classroom and selected children are also offered the opportunity to attend activities, at Braeside, which are focussed on maths, English and science.

Other policies to refer to:

Equality

Complaints

Teaching and Learning

Child protection.

And our 'Local Offer'

June 2018

To be reviewed July 2019.