

St. John Bosco Intervention policy 2016-2017

School Inclusion statement

St. John Bosco is an inclusive school guided by the Gospel values that are expressed in our school aims and governors' ethos statement. These aims promote inclusive education in its widest sense in all areas of school life.

Rationale

Providing for pupils with Special Educational Needs is just one way in which St. John Bosco promotes and supports inclusion. We value each child as a unique being created in God's own likeness, each with his/her own gifts and talents.

Our school Mission statement states that:

At St. John Bosco, we are all living, learning and growing in God's love.

Our school aims state:

- We aim to help every child to achieve his/her full potential through careful and considered planning of work, exciting and well-chosen activities and celebration of effort and success.
- We aim to recognise and develop the many facets of human potential and encourage the pupils to "have a go" and not fear failure. We will promote self-evaluation and encourage realistic and achievable target setting.
- We aim to establish an environment where pupils, teachers, support staff and governors can work together in confidence to achieve their own potential, meet and enjoy the challenge for continuous improvement and recognise and celebrate success.

Objectives:

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.

Waves of Support:

Wave 1	Wave 2	Wave 3
Wave 1 provision is high quality inclusive teaching supported by effective whole school policies and frameworks. Teaching is planned to move all learners from where they are to where they need to be.	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. This usually takes the form of a tight, structured programme of small-group support.	Wave 3 provision is high quality one-to-one teaching. Expectations are to accelerate and maximise progress delivering a very structured programme over a period of time. Support occurs outside the class.

	<p>Support can occur outside whole class lessons, or as part of guided work. 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>	
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When considering pupils for wave 2 or wave 3 interventions, teachers, SMT and SENCO:

- Track pupils progress over half 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 SENCO about concerns
- Complete Provision Maps and Intervention overviews to show provision at a class and individual level with time measured targets.

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 SENCO is informed.)

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

Responsibilities

- Interventions will be monitored by the SENCO who will support staff delivering the programme, address their training needs and ensure children are making the required progress.
- LSA's/LSP's and class teachers 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.

Reviewed in November 16

To be reviewed November 17