

# **Manor Park**

# **Primary School**



# **Intervention Policy**

**Date of Last Review: June 2019**

**Agreed by Governors:**

**Shared with all Staff: September 2019**

**Frequency of Review: 3 years**

**Date of Next Review: 1st September 2022**

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# **Manor Park Primary School Intervention Policy**

## **Definition**

Intervention is the opportunity to intervene in children's learning to enable them to make the best possible progress.

It provides opportunities for **additional** targeted support beyond quality first teaching. Research shows that targeted interventions can have a significant impact on children's performance and self-confidence.

## **Waves of Intervention**

Wave 1 – The effective inclusion of all children in high quality lessons (quality first teaching)

Wave 2 – Additional time limited provision in the form of small group intervention to accelerate progress and enable children to work at age related expectations.

Wave 3 – Additional time limited provision to enhance the progress of identified children where waves 1 and 2 are not, on their own, having the desired effect.

Children who are significantly below their age related expectations or whose progress is significantly slower than their peers, despite having had intervention, may at this point be placed on the SEN register. More specialist support can then be identified.

## **Who will receive intervention?**

Children will be identified through:

- Assessment data
- Day to day assessment opportunities

Intervention groups will be fluid and flexible, taking into account transitional, periodic and day to day teacher assessment.

## **When will intervention take place?**

- Interventions will take place at many different times across the week but is 'in addition to' or 'above and beyond' the child's normal quality first teaching. It will be a time limited package that will be designed according to the needs of the child.

## **Successful Interventions will rely on –**

- Providing quality first teaching for all
- Using data to identify children who are falling behind

- Identifying the barriers to progress (subject based or attitudes to learning)
- Effective collaboration between class teachers and the person delivering interventions
- Designing and delivering an additional tailored package of support which is time limited and measurable.

**Some examples of resources that have proved to be effective:**

*Maths*

First Class @ Number

Numicon

100 Club (Times Tables)

*Literacy*

Alan Peat Sentences

Precision Teaching

Rising Stars

Reading Comprehension

*Other areas*

Learning and Teaching for bilingual children in the Primary Years (EAL)

Lego Therapy (Social Skills)

Time to Talk (Social / emotional development)

Wellcomm (Language development)

Sensory circuits

Language Link

Memory magic

**In addition to the above we also provide:**

- Year group booster sessions focussing on specific year groups and targeting children at specific levels
- Homework clubs – to support children in the lead up to Year 6 SAT's
- Specific 1:1 interventions for SEND pupils as identified by outside agencies