



INTERVENTION

Intervention is referred to as any action taken when there has been identification of pupils needing further challenge OR underachievement by a pupil OR when staff feel an alternate strategy or practise is needed. All staff are expected to modify their teaching to accommodate the pupils in their lessons, this is part of our teaching standards and can be done using a number of methods such as differentiation, seating plans, contact home and / or with the Tutor or the HoY, or contact/ guidance sought from the Head of Learning Support. As a general guide the following applies:

- **HOD:** it is the role of the HoD to support teaching staff with guidance and action when classroom level intervention is no longer gaining the response expected or is having limited impact. This may be as little as a conversation from the HoD or intervention through set movement / additional support in homework / passed on to the Learning Support team to investigate.

** All classroom-based interventions should be logged by the teacher in their own records for referral to the HoD /HoY or parent when appropriate.*

**HoD intervention should be logged through department minutes or on iSAMS where appropriate, and form tutor's made aware via email for their overall knowledge of the pupil and to be able to give pastoral support if required.*

- **Form tutor:** it is the role of the form tutor to have an overall awareness of both pastoral and academic achievements of the pupils in their care. They are to discuss with pupils their reports after each cycle, liaise with the HOY (HoD when appropriate) and the parents. They are the first point of contact for parents of the tutees, and the liaison between subject staff and parents. All reports should generate discussion on targets to be set by the pupils as a reflection of staff input and conversations in the classroom.

** Copies of these targets should be kept by the Tutor.*

**Any discussions with parents should be recorded on iSAMS as appropriate.*

- **HOY:** it is the role of the HoY to support the pastoral teams with guidance and action when teaching staff refer pupils back to the Tutor; to ensure that the full picture of the pupil is taken into account; to monitor that information is passed to teachers when it is relevant and action taken by departments to support pupils. This role is a monitoring and information role, academically, and may involve conversations with HoDs, the Head of Learning Support or teachers where attainment is affected by external factors or where red flags have been raised across more than one subject area.

**HoY should discuss any particular departmental level issue with the Deputy Head Academic if there are concerns that intervention / action is not being taken where identification has been made.*

- **Head of Learning Support:** it is the role of the Head of Learning Support to ensure consistency and appropriateness of intervention for those pupils identified under the SEND categories either upon admission or through the referral system within school. General support is also to be sought from the Head of Learning Support when required by any level of teacher or middle leader.