



SHERBORNE QATAR
PREPARATORY SCHOOL

Intervention Policy

Intervention Policy

Last Updated September 2022

Next review September 2023

Reviewed by Amy Bray (Head of Intervention)

Inclusion Statement

‘We have high aspirations and determination to enable all our children, including those with SEND, to be as independent as possible and achieve mastery of the New Curriculum. Special Educational Needs might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to close the gap in attainment between our vulnerable groups of learners and others within the provision we have available at Sherborne Qatar Preparatory School.’

- We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs;
- Teachers provide ‘Quality First Teaching’ for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have full access to the National Curriculum;
- **Every teacher is a teacher of every child or young person including those with SEND.**

Compliance

This policy complies with the statutory requirement* laid out in the SEND Code of Practice 0-25 (June 2014 updated 30 April 2020) and has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE February 2013;
- SEND Code of Practice 0-25 (July 2014);
- Schools SEN Information Report Regulations (2014);
- Statutory Guidance on supporting pupils at school with medical conditions;
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013;
- Teachers Standards 2012.

*At Sherborne Qatar Preparatory School, we use the above statutory requirements that are set out in the United Kingdom to inform of best practice in Qatar.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Definition of G.R.E.A.T

At Sherborne we want to ensure that pupils who are seen as G.R.E.A.T (Gifted, Really Enthusiastic, Artistic or Talented) reach their full potential. It is important to adopt and implement appropriate policies and practices to fulfil their educational and social needs. Their specific talents and skills need to be nurtured; by providing them with either the opportunities to work at high cognitive levels in academic areas; or a chance to aspire for creative or physical excellence, whilst still ensuring the holistic needs of the child are met, in order to provide a well-rounded education.

Aims & Objectives

All children have an entitlement to a broad and balanced curriculum, which is differentiated appropriately. All children need to be given relevant and purposeful learning activities that take into account levels of understanding and rates of progress in order to feel successful and achieve.

We support SEND children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Teachers will use a range of teaching and learning strategies, to meet all children’s needs, including those with SEND.

Wherever possible, SEND pupils should be taught within the classroom with their peers however, depending on individual need, there may be times when specialised interventions need to take place in other areas of school. This could include small group support, access to areas with different resources or one to one support in order to implement specific programmes to accelerate progress and narrow gaps.

Therefore our aims are:

- To reach high levels of achievement for all;
- To enable full participation alongside other pupils, where practicable, to the taught curriculum and the ‘non-taught’ curriculum;
- To ensure the needs of all pupils with SEND are met through a positive culture;
- To promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships;
- To monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible;

- To meet individual needs through a wide range of provision;
- To carefully map provision for pupils with SEND, to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes;
- To achieve a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- To involve parents at every stage in plans to meet their child's additional needs;
- To ensure that all pupils are enabled to enjoy their time at Sherborne Qatar Preparatory School.

What Parents Can Expect

If your child has a special educational need or disability (SEND), we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs;
- Make an assessment of your child's learning so we know which skills they need to learn next;
- Ask the Head of Intervention to support and advise teachers so that your child can learn in the best way for him / her;
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour;
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Have access to the School Counsellor

Pupil Voice

Pupil's views are very important and feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to:

- Self-assess;
- Attend review meetings (where appropriate);
- Suggest possible targets to achieve;
- Suggest how school can better provide for their needs;
- Pupils also have opportunities to attend mentoring sessions in school to discuss how they feel about their learning with the School Counsellor.

The Structure of the Intervention Team

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way pupil of achievement and to ensure inclusion for all. It is led by the Head of Intervention, Mrs Amy Bray, who oversees development and day-to-day coordination of SEND provision.

The role of the Head of Intervention:

- Maintain an overview of all children with SEND as a tool in tracking progress;
- Carry out assessments and observations of pupils with specific learning difficulties;
- Ensure appropriate support is managed daily and review/ update the timetable to facilitate appropriate support for all SEND pupils, making efficient use of staff;
- Contribute to staff training relating to SEND issues where needed;

- Offer advice and support to class teachers across the curriculum through active communication and lesson observation;
- Communicate with parents of SEND pupils as and when appropriate and attend consultations with other parties;
- Monitor provision maps and individual support plans;
- Attend year group meetings when necessary to ensure full communication of SEND pupil needs.

The Intervention Department will ensure:

- Teachers are helped to recognise signs of additional learning needs;
- Pupils with additional learning needs have equal access to all areas of the curriculum. They are taught fully within their class sets, unless being withdrawn for specialist one to one teaching within Wave 3 provision;
- Additional learning support targets areas of weakness and measure impact effectively;
- The pupil develops appropriate strategies to maximise their strengths and remediate weaknesses;
- Teachers are supported in order to ensure all children's learning needs are met through quality first teaching.

Form Teachers will ensure they:

- Take professional responsibility to develop their own knowledge of SEND, especially in regard of strategies to use with specific pupils with SEND;
- Speak to parents/carers about any general concerns they have in terms of progress, attainment or behaviour of all pupils in their class, including those with SEND;
- Ensure that lessons, activities are planned and structured in a way that meets the needs of all pupils, including those with SEND;
- Deploy any additional adults working within the classroom appropriately, to best meet the needs of all pupils, including those with SEND;
- Identify/create/source/implement class based interventions in order to accelerate progress and narrow gaps in the attainment of different groups, including those with SEND;
- Seek advice and support in terms of identifying pupils with potential barriers to learning and acting on recommendations given;
- Write and implement provision maps for pupils identified, in conjunction with Heads of Key Stage and the Head of Intervention.

Identification, Assessment & Review

- The school will assess pupils as appropriate to determine their needs and the support required in line with current guidelines;
- The school will support pupils and their needs when they join the school with existing special educational needs;
- The school will work with parents and, where necessary/ possible, outside agencies to support pupils with SEND;

- Teachers should make a referral to the Intervention Team only after a sustained period of Wave 1 and 2 intervention has been implemented in the classroom with little or no progress made;
- The SEND referral process can be initially triggered by a teacher, TA or parental concern directly to the Head of Intervention through a referral form, by letter, email or written communication;
- Parents and other professionals (external agencies) may also raise concerns via the Head of Intervention, which may also lead to identification of pupils with SEND. The SEND list will be updated to reflect these changes;
- Records of all SEND pupils will be formally recorded on a SEND register and iSAMS. This will be updated at the start of each new academic year to include the new cohort and to remove outgoing pupils, when new pupils start at the school mid-year, and regularly updated as new information or data becomes available.
- The Deputy Headteacher, Head of Intervention, and if possible / appropriate, the relevant Head of Key Stage, will oversee transition involving any pupil with pre-defined SEND. TAs will play an active role in the transition of new pupils;
- The school will regularly report to parents about the progress of their child, including at least two Parent Meetings and termly written reviews.

SEND Guidance Criteria

Children are considered to have an additional learning need if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which hinders them from making use of the educational facilities of the kind generally provided for children of the same age; or
- make little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness;
- have communication and/or interaction difficulties and require specific individual intervention in order to access learning.

If children are achieving below age-related expectations but above the criteria stated above, these children are classified as '**underachieving**' and their needs must be met through quality Wave 1 and 2 teaching, appropriate differentiation and additional adult support from the class teacher/TA.

Provision

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments. The records provided help the school to design appropriate differentiated learning support programmes

Once a pupil's difficulties have been identified, a decision will be made between the class teacher, Head of Intervention, other members of the Senior Leadership Team (if appropriate); in consultation

with parents, as to the best intervention(s) required to help support that individual. SEND interventions will be 'additional to and different from' universal Wave 1 provision.

The interventions that a child receives will be recorded on a year group provision map. Provision maps will be updated on a termly basis. These will be monitored by the Head of Intervention and Senior Leaders.

There must be clear evidence from teachers of when progress has been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the pupil to make progress.

The 3 Waves of Support

At Sherborne Qatar Preparatory School we can offer three waves of support.

Wave 1 Support

Wave 1 support is our universal, inclusive Quality First Teaching (QfT) for all pupils. Teachers take into account all the learning needs, providing differentiated work and creating an inclusive learning environment.

Wave 2 Support

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs. Interventions aim to provide short term support for pupils to enable them to fill gaps in their knowledge e.g. booster phonics groups, reading groups.

These pupils will have specific targets set by the class teacher and Head of Key Stage, in conjunction with the Head of Intervention, to be reviewed each term at Pupil Progress Meetings. The targets will be shared with pupils (if age appropriate) and parents.

At the end of the term there will be an evaluation as to what progress pupils have made. The class teacher, Head of Key stage and intervention team will then meet to decide whether to:

- End booster support
- Continue/ adapt the programme
- Increase provision; move to Wave 3

Wave 3 Support

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress. These interventions would be in the form of withdrawal support. Pupils would have specific targets to work towards and programme of work that is completed in one-to-one sessions. The decision to continue support shall be assessed termly. The intervention team will liaise with specialists, class teachers, parents and the pupil at regular intervals.

The most appropriate time for the pupils to access this support is decided between the Head of Intervention, Head of Key Stage and the class teacher. Every effort is taken to avoid unpopular timetable changes.

Specialist support outside of school may be recommended or advised e.g. Educational Psychologist Assessment, Speech Therapist etc. The SEND register will be reviewed each term and is available to staff at all times in iSAMS.

Monitoring & Evaluating SEND Provision

- Interventions are aimed at being short term to allow a child to 'catch up'.
- Interventions are identified and closely monitored by the Head of Intervention on a rolling programme to ensure these interventions are appropriately delivered and will identify any further training required.
- The Head of Intervention will use in-house assessment tools such as CAT4 data, Lucid screening and Nessy to gain a better understanding of barriers to learning. Parents will be advised of more specialised assessments outside of school where necessary.
- Interventions may be delivered by teachers, teaching assistants and/or the Head of Key Stage.
- Interventions are assessed and monitored for their effectiveness and impact on the child. The person running the intervention will keep a running record of progress. It will identify specific targets within an intervention and the progress of individuals linked to these specific targets.
- The Head of Intervention will have the responsibility of ensuring the intervention is able to be carried out as timetabled. They will collect data and evidence to determine impact on individuals and will provide an annual report on SEND provision and its impact across the whole school.
- Progress will be assessed by the Head of Intervention using in-house assessments, such as year group Classroom Monitor tracker data, Boxall Profiles, RWI tests, progress reports and teacher's level of concern.
- The effectiveness of SEND provision, together with statistical analysis of SEND will be shared with Senior Leaders.
- Progress will be communicated to parents via the support plan and at parents meeting. If there is a concern, a meeting will be scheduled in addition to these times.

The Engagement Model

The engagement model is an assessment tool for use from September 2021 to help schools in England to support pupils who are working below the level of the national curriculum and not engaged in subject-specific study. At Sherborne Qatar Preparatory School, we will use the model to represent what is necessary for pupils to fully engage in their development and reach their full potential.

The model recognises that engagement is multi-dimensional and breaks it down into 5 areas

- exploration

- realisation
- anticipation
- persistence
- initiation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf

Possible Further Action

Following Wave 3 support and intensive in-class support, the Head of Intervention, the Form Teacher, the Head of Key Stage and the Headmaster may agree that the pupil's needs cannot be met within the school. The best interests of the child are paramount and any move towards a change of school for the pupil will be approached sensitively and sympathetically.

Children for whom the school may not be the best option must be carefully monitored. Early comments to parents to prepare them for the eventuality that it may not be in their child's best interests to continue at Sherborne Qatar will be sensitively handled. Close discussion between the class teacher and Head of Intervention will ensure that there is correct presentation of information at the time in order to avoid undue worry but allow sufficient time for other viable options to be explored.

Parents may be asked to withdraw the pupil, having given due notice, if it is the professional judgement of the Headmaster and after consultation with the parents and with the pupil (where appropriate) that the school cannot provide adequately for a pupil's additional educational needs - be they educational, physical, behavioural or emotional.