



WESTFIELD HOUSE SCHOOL

Intervention policy/rationale

Intervention at Westfield House School

At Westfield House School we are committed to offering a bespoke and inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. All students at Westfield House school are on an educational health and care plan (EHCP) with many missing significant periods of schooling throughout their lives. The baseline assessments and progress assessments are conducted during phased transition and half termly thereafter; any student performing two or more national curriculum sub-levels below that of their age-related expectation are given intervention sessions. Those learners identified as having a significant delay in reading ability are able to access the toe-by-toe programme ensuring they have intervention for this a minimum of three times per week with different members of staff.

Aims of the intervention programme

The specific aims of our intervention programme are as follows:

- To identify those who have special educational needs and disabilities and to identify those who have abilities developed to a level significantly ahead of their year group (Gifted and talented).
- To ensure that parents are informed of the provision in place to meet their individual needs and that there is effective communication between parents and the school. This is attained through daily points sheets and summary of progress on the half termly school report. For those children whom are Looked After all professional involved are also kept informed through the educational update presented at LAC (Looked After Child) and PEP (Personal educational plan) meetings.
- To ensure that learners express their views and are fully involved in decisions which affect their education. Again, this takes place in the annual review, PEP meetings and parents' evenings.
- To promote effective partnerships with outside agencies when appropriate. Westfield House school is a member of the dyslexia outreach service.
- To rigorously monitor the progress of our learners in accordance with the national curriculum and their age-related expectations.

The success of the school's intervention programme will be judged against the aims set out above.





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The governing body

The governing body will ensure that it makes appropriate special educational provision for pupils identified as in need of it. The range of intervention in the school is kept by the designated senior teacher who is responsible for the tracking and monitoring of all intervention programs. Governors are kept updated through board meetings and in the headteacher report through curriculum progress.

Identification and assessment of needs

The school is committed to early identification of needs and adopts a graduated response to meeting special educational needs in line with the SEN code of practice 2002 amended 2015. All pupils are assessed within their phased transition to identify reading age levels, understanding of phonics and initial and diagnostic assessment of math's and English: If this suggests that the learner is not making expected progress the class teacher will meet with the senior team to discuss the level of intervention needed. The pupil will then be allocated time slots for attending intervention whilst ensuring they are not being taken out of any math's or English lessons to attend intervention. It is imperative that intervention takes place alongside English and math's not in replace of. The English and math's levels of every pupil is added to the whole school tracker with in class assessment taking place each half term and an exam week taken place each full term. If a pupil is identified from this as having fallen 2 or more sub levels below age related expectation for their age group, intervention will be put in place to support the pupils learning. The specific intervention will be put in place by the senior designated teacher. This provision alongside the teaching strategies will be shared with teachers delivering the intervention programme, the pupil and his/her parents/carer. The intervention programme will be logged daily and kept in the intervention file with the designated senior teacher.

Each pupil accessing intervention has an intervention record which tracks and monitors the provision being offered, the frequency of the provision, focus areas for improvement, activities to be undertaken to provide support and a review of the outcomes following a half termly period of intervention. The review of outcomes will determine the length of the intervention programme. A personal education plan (PEP) is also provided for children whom are in care.

