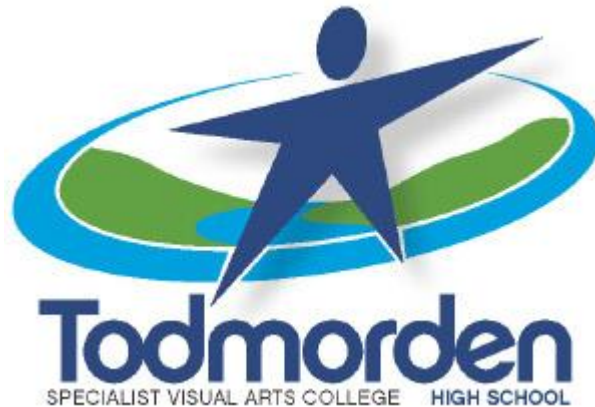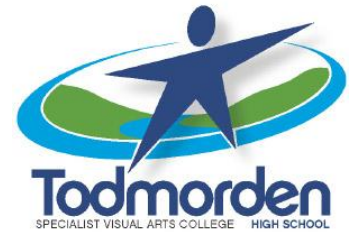# Intervention and what it means for us at Todmorden High
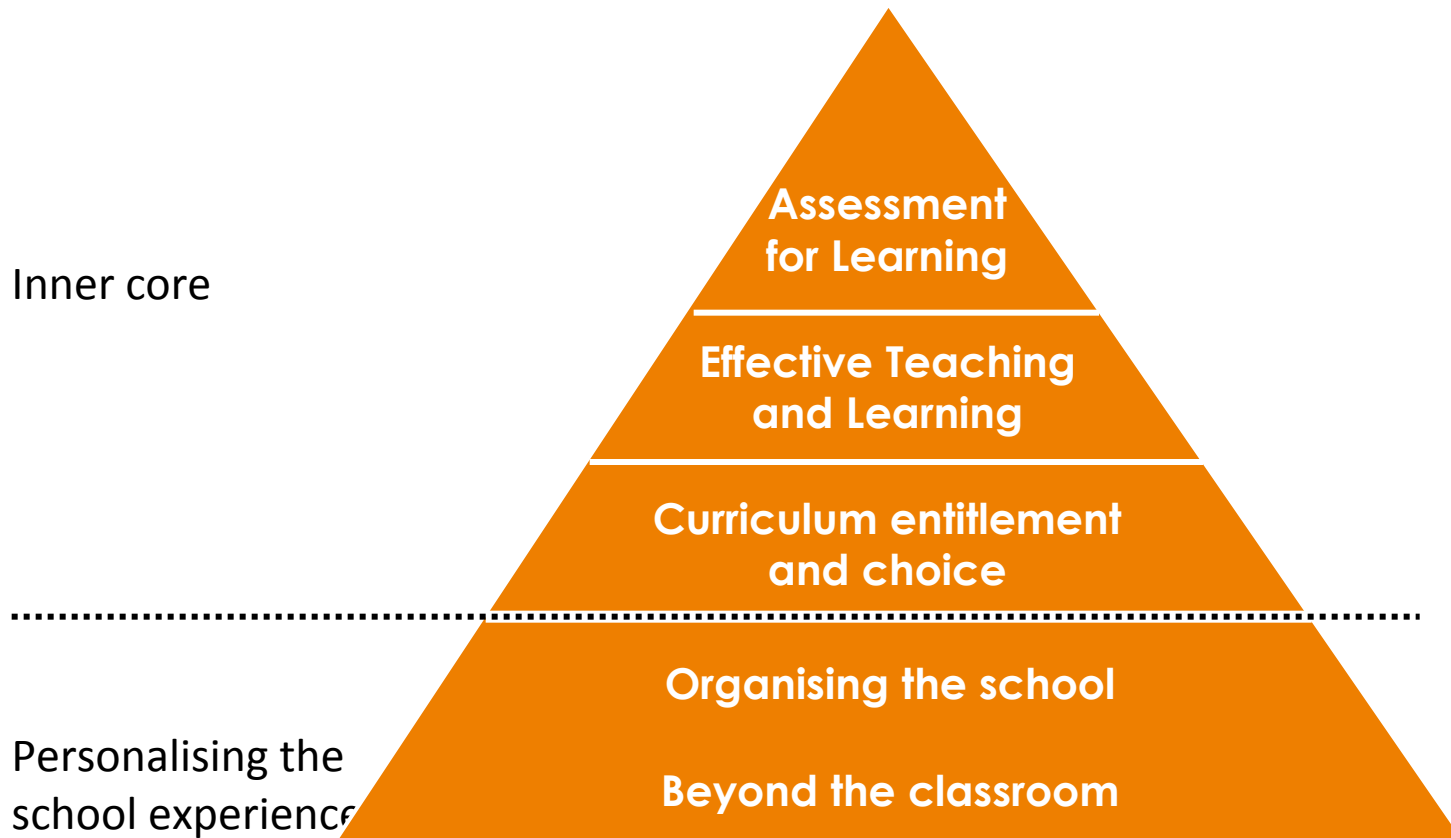
What is Intervention?

- Intervention helps pupils make up for shortfalls in their learning. Effective intervention enables them to make fast progress in the key areas of literacy and mathematics so that they can close learning gaps and meet or exceed expectations.

- It is obvious that intervention is integral to personalised learning

The five components of personalised learning

Inner core

Assessment for Learning

Effective Teaching and Learning

Curriculum entitlement and choice

Organising the school

Beyond the classroom

Personalising the school experience

Priorities in Intervention

- Intervention is planned to improve the progress of targeted pupils who have been identified as underachieving and who are at risk of not fulfilling their potential. Intervention implies that these pupils will receive some additional provision at certain times, but effective intervention requires that the needs of these pupils are also met through tailored teaching in main lessons.

Calderdale Core Intervention
Intervention starts with the pupils.

- Identify pupils –we have identified 20 students, non-free school meals, level 4 at KS2, not SEN and not EMG. We picked this group after studying R-O-L and identifying a trend of underachievement at THS. LYK, LPF and HMS have been working with the LA on this.
- Assess learning needs- teachers to assess learning needs and set curricular targets (in the same way as we already do for all our learners.)
- Set curricular targets- I now need details of these targets, let me have your books, target sheets, copies of stickers, any generic targets, examples of 'next steps' set etc. (any examples of written feedback in your marking would be great.)
- Tailor teaching in main lessons/ additional or alternative provision (Waves)
- Assess progress against targets
- Repeat the process.
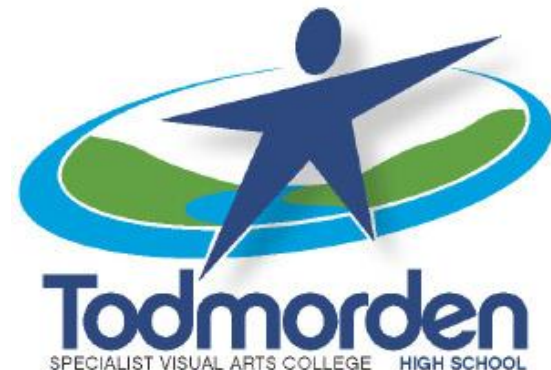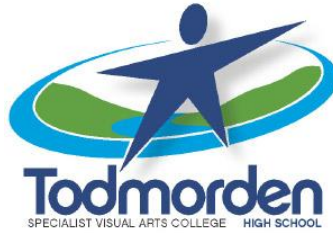
At THS we need to decide on our priority groups, analysis of data and use of page 29 of the VIPSEF will help us.

Study RAISEONLINE for patterns/dips/trends in attainment of particular groups. We need to address any gaps in attainment.

We need to identify and be pre-emptive. Adapting our priorities to our learners' needs.
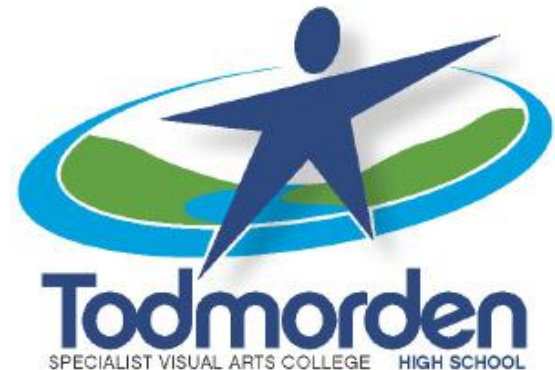
Top Priority for TOD.

- Provide and intervention group who;
- Are below the expected level for their age
- Have the potential to reach that level.
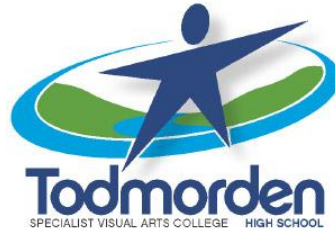- This term's priority yr 11 and mentoring group.

Data
The corner stone underpinning good intervention practice

- Progress with our robust information system.

- DAPs and their analysis

- APP and AFL

Waves of Support

The National Strategy assume three 'waves' of support for children. These are mapped onto the graduated response:

(Draft) Wave model of intervention

Use data to identify how learners are doing & track progress.
Use data to track progress & identify need for intervention for all learners.
Formalise school referral Systems as a means of identification.
Use Inclusion agenda and VIPSEF.
Use Wave model to Provision Map.

Todmorden High School

Wave 3. Personalised programmes. For Vulnerable learners, e.g. EAL,G&T,B4L, Alternative Curriculum &exam arrangements, counselling, mentoring, speech therapy.

Meeting the needs of all learners.

Wave 2 classroom based additional Interventions, use of TA, grouping, differentiation.

Wave 1   Inclusive Quality First Teaching and Learning For All.

THS's Groups: Year 11, EMAG, AIMHIGH,G&T,SEN,CCI,B4L,INVISIBLES etc.
(see page 29 of VIPSEF)

GAP

So what have we done so far?

*CCI – Calderdale Core Intervention, following the model explained 21 'no excuses group' identified from trends in RAISE on LINE working with LA on Intervention Wave 1 AFL.

- Year 11,Year 11, Year 11
- Making Good Progress
- Study Plus
- Progression Maps
- All building on good practice from prev
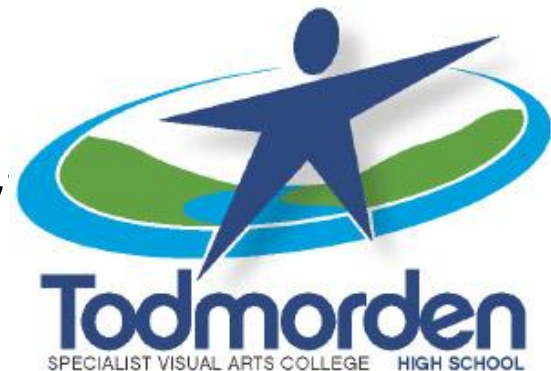
Mentoring

- Boys' Achievement Groups in 2006 and Mixed Group in 2007 used academic mentoring to focus students on achieving full potential. The one to one element had a major positive impact on some and boosted learning skills. Some now mentor younger student themselves, passing on the skills th learned.
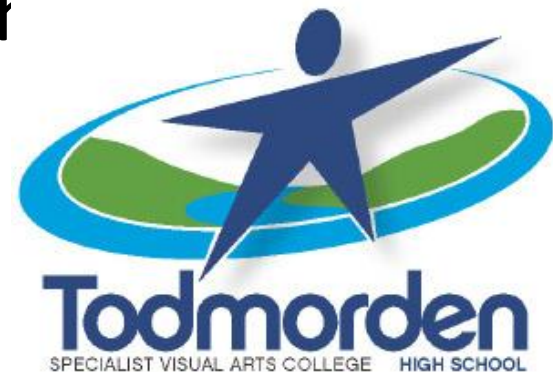
Mentoring 2008

- Staff-based and student-based mentoring is designed to develop S.E.A.L. skills to lower the barriers to learning some of our students build up. There is a feed-back loop so that teachers can be made aware of specific barriers within their lessons. High-need students selected as this is where impact can be most profound

- Narrowing the SEAL gap will also reduce the numbers floundering well below their C.V.A. predictors. Our whole school C.V.A. will improve!

Mentoring continued…

- As some students cease to need additional SEAL based support we can switch the focus to more specifically academic based mentoring, targeted at those who underachieve "quietly".
- Whilst the numbers being mentored is logistically difficult, the benefits are potentially huge. It's worth it!

Learning Support/SEN Intervention
September 2008 – January 2009

LTAs work in the classroom

- Much clearer about why they are supporting particular classes/individuals
- Expectations raised about the range of support tasks they can undertake in lessons
- Greater consistency of support to target classes and individuals across the curriculum

- CHALLENGE
- To see LTAs and teachers sharing preparations for lessons and reflecting on student progress

Learning Support Base

- Fresh start in September 08 that prevented Room 21 continuing to be a parking lot for students with low- medium level disruptive behaviours
- Liaison with pastoral staff and senior leaders prior to student placements in first cohort – laying the ground for current good practice with second cohort
- All staff accepting purpose of LSB is to prepare students for a return to their lessons wherever possible

- CHALLENGE
- To encourage, share good practice, advise, counsel and model
- successful B4L strategies with individual students (Coaching model)

Parents/Carers

- Addressed a backlog of concerns and issues with parents/carers
- Catch-up on statutory tasks not completed within LA timescales last school year
- Seek parents/carers consent for proposed intervention strategies eg withdrawal from lesson for 1:1 literacy

- CHALLENGE
- To regularly communicate with a target group of parents/carers through newsletters and support groups

Assessment for Learning

- Assessment data (academic and/or behaviour) considered before any student is given Wave 2-3 intervention support
- SEN Register reviewed and support more focussed on learning needs in light of data
- Speech Communication and Language Needs (SLCN) intervention project through the Inclusion Development Programme

- CHALLENGE
- To co-ordinated the work of THS staff and external agencies with target students to raise students' L2L and B4L skills level
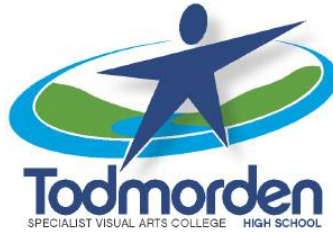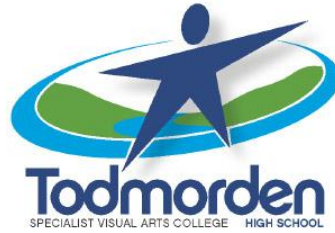
Identifying Vulnerable groups

Need a shared understanding: Underachieving or in danger of!

Track progress.

Monitor and evaluate provision.

A Shared Understanding or Vulnerable.

Dependent on context.

Under attaining/achieving or potentially at risk.

Higher attaining. (see our last Ofsted report-we need to improve provision for this group of vulnerable learners)

Everyone can be vulnerable at some point in their life

Provision Mapping

What is Provision Mapping?

A succinct way of showing the range of provision available to all pupils within a school.

Accounts for SEN provision.

Tool to describe good inclusive practice as well as additional provision.

Shows provision for pupils who may or may not have SEN.

Why Provision Map?
It will;

- audit how well provision matches need;
- recognise gaps in provision;
- Plan development to identify students' needs;
- Demonstrate accountability;
- Set annual success criteria for the SEN policy;
- Report annually on the success of the SEN policy.
- Focus attention on whole-school issues of teaching and learning rather than on individual child issues.

Wave model of intervention (SEN)

Strands of support. Graduated response, some learners will be accessing provision from all three waves.

Todmorden High School

Meeting the needs of all learners.

Wave 3. Personalised programmes. For Vulnerable learners, e.g. EAL,G&T,B4L, (School Action Plus, School Action)

Wave 2 classroom based additional Interventions, use of TA, grouping, differentiation. (School Action)

Wave 1   Inclusive Quality First (School Action, School Action Plus.)

THS's Groups: Year 11, EMAG, AIMHIGH,G&T,SEN,CCI,B4L,INVISIBLES etc.
(see page 29 of VIPSEF)

GAP

Impact

- We must set ourselves SMART targets.
- Our Interventions must have a measurable IMPACT.