



~ inspiring each other ~

Grove Park Primary School Intervention Policy

April 2011

A Policy to promote the successful inclusion of all pupils.

At Grove Park Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with special educational needs meet the definition of disability but this policy covers all these pupils.

‘Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.’

‘Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision made for them that is anything that is additional to or different from what is normally available in school in the area’.

The DfES defines gifted and talented children as: ‘Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)’. This is the definition used at Grove Park Primary School.

This school is also committed to making appropriate provision of teaching and resources for pupils for whom English is an Additional Language (EAL) and for raising the achievements of minority ethnic pupils who are at risk from under-achievement.

The specific objectives of our intervention policy are as follows:

- To identify those pupils who have special educational needs and disabilities; to identify those pupils who have abilities developed to a level significantly ahead of their year group (Gifted and Talented); and to identify those pupils for whom English is an additional language (EAL). Together these pupils are referred to as ‘special needs’ throughout this policy.
- To ensure that parents are informed of their child’s special needs and provision and to ensure that there is effective communication between parents and school.
- To ensure that special needs pupils express their views and are fully involved in decisions which affect their education.
- To promote effective partnership with outside agencies when appropriate.

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

The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of intervention in the school each year is kept in confidence by the Inclusion Coordinator in the Provision Map. Governors are updated annually of the range of provision to ensure fair access.

See Appendix A for named staff/Governors with responsibility for intervention.

Admissions

The Governing Body is bound by the LA admissions criteria which does not discriminate against pupils with special educational needs or disabilities, and has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school has an Accessibility Strategy which is appended to this policy.

See Appendix B for Accessibility Strategy.

The Governing Body has the right to decline an application for the following reasons:

1. The placement will result in an inefficient use of the school's resources.
2. The placement will effect the efficient education of other pupils with whom the child will be educated.
3. The placement is inappropriate for the child's age, aptitude or educational needs.

Identification and Assessment of Special Needs

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational need in line with the Code of Practice 2002. All special needs pupils are identified within data meetings (see Assessment Policy) and through a range of evidence being collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the Inclusion Coordinator in order to decide whether additional and / or different provision is necessary. An initial concerns form will be put in place during this consultation period. There is no need for pupils to be registered unless the school is taking additional or different action to that required by the pupil's peers.

See Appendix C for Initial Concerns Form

Staff will assess the needs of EAL pupils, identifying pupils' level of English and requesting mother-tongue assessments when appropriate. This is reported to the LA and governing body. Should SEN needs be identified during assessments, EAL pupils will have equal access to school SEN provision. Class teachers will settle new arrivals with little or no English by buddy system, highly differentiated work and IT software. This will be followed by an initial meeting with our in-house EAL co-ordinator when a programme of EAL sessions will be established.

Staff will assess the needs of Gifted and Talented pupils. During the first parent consultation parents are asked if their children have any skill or ability that is significantly ahead of their year group that the school might not know about.

Every pupil in the school will be part of the Assertive Mentoring strategy, which tracks the progress of all pupils through a targeting system. If a pupil falls 2 or less sub-levels behind the national average expected for their age group, intervention will be put in place to provide support for that child's learning. The specific intervention will be decided upon by the Class teacher (in consultation with the Inclusion Coordinator). This provision, along with the teaching strategies, will be shared with the child and his/her parents/carers. The intervention will be logged on a provision map.

See Appendix D for Assertive Mentoring Target sheet.

The teaching and learning policy dictates that pupils with EAL are provided for by differentiated planning. Grove Park Primary School's environment and curriculum is language rich which supports all pupils with EAL. However, if necessary EAL pupils can be put in intervention groups to support their learning.

Gifted and talented provision is embedded in normal school practices. It is integrated in the school's ongoing teaching and learning developments, Assessment for Learning, target setting, personalisation, and specific curriculum development initiatives. This allows staff to understand and engage with it in context and avoids the risk of 'initiative fatigue. All lessons are differentiated, therefore work set is level appropriate so all children reach their full potential. Grove Park Primary School is a member of the local G&T cluster. The purpose of this is to get G&T children from different schools working together and extending each other's learning. A number of different events are held each year to extend G&T children's learning.

If a pupil falls more than 2 sub-levels behind the national average expected for their age group then a School Action Plus IEP will be triggered, in consultation with the Inclusion Coordinator, the parents, the pupil and with advice from external agencies. Again short term targets will be set after discussion between all parties and provision will be put in place in the form of intervention groups. The SAP IEP will be reviewed at the end of each term in consultation with all parties. Pupils will participate fully in the review process according to their age and abilities. Parents/carers will be invited to participate in the review and target-setting meeting. This enables us to ensure that external advice is followed and smooth communication between parents, teachers and external professionals occurs. In addition to the SAP IEP, the pupil will still receive Assertive Mentoring targets which will be reviewed every half term, as will every pupil in the school.

See Appendix E for SAP IEP

Statements are triggered when a pupil falls 2 years or more below the national average expected for their age group or if the pupil has profound physical disabilities. The pupil will receive a statement IEP every term which will be written by the class teacher in consultation with the Inclusion Coordinator, the pupil, the parents and any external agencies which have been involved in the Statement. Short term targets will be set in the IEP as well as the teaching strategies to be used and the intervention which will be put in place to support that child's learning. The Statement IEP will be reviewed at the end of every term in consultation with all parties. Pupils will participate fully in the review process according to their age and abilities. Parents/carers will be invited to participate in the review and target-setting meeting. This enables us to ensure that external advice is followed and smooth communication between parents, teachers and external professionals occurs. In addition to the Statement IEP, the pupil will still receive Assertive Mentoring targets which will be reviewed every half term, as will every pupil in the school.

A Personal Education Plan (PEP) will be provided for pupils who are in public care.

See Appendix F for PEP.

If a pupil has a severe or chronic medical need which needs to be managed in school, then a Personal Care Plan will be put in place for that child. This involves close liaison with the Primary Care Trust and if necessary, occupational health or physiotherapy to ensure the school can meet their needs.

See Appendix G for PCP