



Article 2: *All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.*

Intervention Policy

Policy Status: Statutory

Review Cycle: 2 Years

Owner: Rachel Timms - Headteacher

Date: March 2026

Approved by: SLT

Date: March 2026

Review Date: March 2028

Rationale

At Grange Academy all teachers are expected to adapt their curriculum and provisions to meet the needs of the children in their care. They are expected to include bespoke activities within wave one provision to ensure that pupils achieve their EHCP targets and also work on personal targets dependent on each pupil's need at any time. In order to do this, all classes have sessions daily with their Form Team which allows for opportunities to work on Probes, Maths, Reading, Spelling, Life Skills and bespoke targets.

Philosophy

We want all our pupils to make progress in accordance with their ability and talents. Therefore, any intervention will always identify strengths, gaps, target support, and then review progress. In every class there is a high staff to pupil ratio to ensure that every teacher can deliver outstanding wave 1 provision. This includes quality first teaching but also targeted intervention during subject lessons and form time. Where it is identified that despite a high level of support, pupils are still not making expected progress, additional consideration will be given to wave 2 interventions.

This will include small group sessions or 1:1 sessions being delivered by staff in school. If this is still not helpful in closing the gaps, pupils will be put forward for wave 3 intervention. This includes support and guidance from outside agencies. It may also be that 1:1 is allocated to ensure that intervention can occur in real time in order to have maximum impact. If pupils are still not making expected progress, then intensive wave 4 provision will be considered. This may include regular targeted 1:1 teaching from a specialist team or direction off site.

Intervention is allocated via class team referrals and discussed in weekly safeguarding/ well-being team meetings. Intervention impact is closely tracked and discussed in half termly pupil progress meetings.

We recognise that sometimes pupils need a longer period of intervention and will always use pupil, parent and staff views when deciding whether to close or continue intervention support.

At Grange our wave of provision can be summarised as follows, please note that provision is always planned to meet individual need of our pupil therefore, this is not an exhaustive list.

	English	Maths	Social and Communication	Fine and Gross Motor Skills	Emotional Regulation and Wellbeing
Wave 1	First quality teaching Additional support in class from an adult with particular focus on green pen work Additional support in Form Time with targeted form time activities including time in the circuits/ sensory room Communication with parents and extra work sent home Wellbeing support Behaviour support Universal communication offer				
Wave 2	English Booster group Phonics Booster	Maths Booster	Sensory with KC SALT with KC	Fine Motor with KC Discrete 1:1 session in circuits room	Food share Allocated time in sensory room 1:1 drop ins with KF Sand Therapy with KF My Best Self Group with AFr Thrive with LC

					Protective behaviours KF Lego Therapy with LC TAF
Wave 3	1:1 targeted teaching for GCSE/ Functional skills by Grange Staff Member	1:1 targeted teaching for GCSE/ Functional skills by Grange Staff Member	Hearing / visual advice Impairment team advice	Occupational therapy	School Nurse drop in Care Plans CAMH Advisory Nurse advice Advice from Autism Team EHA 1:1 support from family worker
Wave 4	External Tutor	External Tutor	1:1 Support from Hearing / visual advice Impairment team		School nurse Alternative provision CAMH session Chums Sessions CIN/ CP/CWD

Pupil who require a higher level of support will need a higher band of funding, any financial decision will be made by the head teacher and the local authority.

Principles

- Any member of staff can complete a referral form for a child if they feel that there is a need that is not being met under wave 1 provision. **(Appendix a)**
- The referral will be discussed at a safeguarding meeting and next steps agreed.

Organisation

- Any member of staff can complete a referral form – parent/carer should be made aware of intention and agreement given verbally in the first instance
- They should then give it to the Intervention Lead who will review it and submit it to the safeguarding and inclusion team for consideration
- At the Safeguarding meeting a discussion will be held and one of the following decisions reached:

☐ Agreed Start Date: _____

☐ Put on Waiting List

☐ Not agreed

- Recommended next steps will be shared with the Intervention lead who will discuss the outcome with the referrer.
- Intervention will be discussed with parents by the Form Teacher and consent given
- A discussion about intervention will be held every 6 weeks and progress evaluated. If a pupil is not engaging with the intervention they may be withdraw earlier.

Expectations

- All Intervention Leads are expected to deliver high quality intervention that is planned and adapted to ensure that pupils make progress following the sessions.
- They will carry out base- line assessments, these may be in the form of a discussion, questionnaire, online quiz etc.
- They will then carry out a set number of sessions which will be recorded **(see appendix b)**
- At the end of agreed timeframe, they will carry out an assessment to evaluate the intervention and write a brief report which will be shared with the Safeguarding and Inclusion Team and parents/carers.

Intervention Referral form



Name of Intervention Group: _____

Adult Lead: _____

Name of Pupil: _____

Date: _____

Name of Referrer: _____

Reason for referral:

What support has already been put in place?

Parent View:

Pupil View:

Intervention Lead View:

Discussed at Safeguarding meeting on _____

☐ Agreed Start Date: _____

☐ Put on Waiting List

☐ Not agreed

Recommended next steps:

Appendix B

Weekly Activity Log



Name of Child: _____
Session Start Date: _____

Reason for referral :

Session Number	Date	Stage of process	Notes
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Number of sessions attended: _____

Number of sessions offered: _____

Date of final session: _____

Pupil voice :

Practitioner Comments :

Next steps:

Practitioner:

Appendix C

Letter Template

Dear Parent/ Carer

As discussed, your child has been put forward for _____ intervention.

It has been agreed that your child can access _____ weeks of this intervention.

The session will start on the _____.

I will be in touch to tell you how they are getting on and agree next steps at the end of the session.

We hope that you child will benefit from this support.

If you have any queried or concerns, please do not hesitate to email or call me.

Kind regards