



## **SEN & Inclusion - Progress Tracking and Intervention Policy**

*This policy needs to be read in conjunction with other relevant documents such as the SEN/Inclusion Policy and the Policy on Individual Education Plans.*

### **1. Background**

Information is collated about a student's attainment and progress from a large variety of sources as follows:

- MidYis scores;
- Information from Primary Schools;
- KS2 Sats results;
- Internal assessments:
  - Basic Literacy scores (WRAT4)
  - Dyslexia Screening Test
  - Other standardised tests
  - IEP reviews;
- External assessments;
- Teachers assessment;
- Students self-assessment;
- Parental views.

### **2. Evaluation**

An evaluation of the available information is carried out in order to establish the area of need (e.g. Literacy, Maths, handwriting, self-esteem). If the area of need identified involves Maths or Literacy, the Inclusion Department consults with the relevant Curriculum Area (English and Maths). With regards to pastoral issues, further advice is sought from the Key Stage Managers and the Pastoral Team during the fortnightly-held Pastoral meetings.

### **3. Academic Intervention**

A student is identified as high-priority if they are falling significantly behind the National Curriculum Levels, if they have standardised scores in the below normal range or if any other external or internal assessment warrants this. High-priority students receive the most intense intervention from the Inclusion Team. Possible strategies are 1:1 withdrawals or very small group sessions, breakfast clubs, set reading programmes, all of which are specified in the Provision Map. These students also usually receive an IEP in line with the IEP process of the department.

A medium or low level of intervention is deemed to be appropriate, when the scores of the students are:

- not consistently in the below average range;

- are thought to be lower only in the short-term;
- are above 85.

<b>LEVEL OF INTERVENTION</b>			
<b>CRITERION: STANDARDISED SCORES</b>			
<b>at and below 85</b>	<b>86 - 94</b>	<b>95 and above</b>	
<b>High priority</b>	<b>medium – low priority</b>	<b>None</b>	
<b>IEP</b>	<b>no IEP</b>	<b>no IEP</b>	
<b>CRITERION: NATIONAL CURRICULUM LEVELS</b>			
<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>	<b>YEAR 10/11</b>
<b>High priority</b>	<b>High priority</b>	<b>High priority</b>	<b>High priority</b>
<b>at or below Level 3 in English or Mathematics</b>	<b>at or below Level 4b in English or Mathematics</b>	<b>at or below Level 4a in English or Mathematics</b>	<b>at or below Grade D in English or Mathematics</b>
<b>IEP</b>			

Provision for the students is planned by the Provision Leaders from Inclusion within Literacy and Maths (Ms. Thelen, Literacy and Mrs. Marshall, Maths), coordinated by Ms. Foley (Inclusion Manager). A synopsis of the currently undertaken provision is outlined in the latest version of the Provision Map.

Consultations are also held regularly with Curriculum Leaders of Maths and English in order to monitor and track progress of students.

Students who receive a high-level of intervention will usually also have an IEP (cf. the departmental policy on IEPs).

#### **4. Pastoral Intervention**

Students who have been identified in need of pastoral support according to their need receive a Pastoral Support Plan. This Plan is usually written by the relevant Key Stage Manager. However, if an outside agency is involved, the PSP process is overseen by the Inclusion Manager, Ms. Foley. They are written in consultation with parents and students. The PSP identifies clear strategies to support students in their ability to make progress. The Inclusion Department works with a wide range of outside agencies from the community, to which students can be referred, e.g. for counselling, for medical advice, for self-esteem boosting, for family or parental support.

#### **5. Progress**

Students' progress is tracked and monitored at regular intervals through:

- the IEP cycle;
- Academy wide tracking points;
- Departmental assessments in English and Maths for NC Levels;
- a repeat of standardised tests in Literacy at the end of the Academic year.

Through monitoring a student's progress at regular intervals, the provision can be well reviewed and evaluated. Provision leaders decide whether the support needs to be:

- Kept stable;
- Intensified;
- Decreased;
- Discontinued;
- Altered.

## **6. Review**

This policy will be reviewed annually and when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the ATB.

**Last Revised and Modified: April 2010**