

**Intervention**

**with *impact***

A support manual for service staff who provide regular intervention to identified learners across the service

***No*** child left behind

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**Purpose of guide**

This guide gives a clear steer to all relevant service staff on the expectations in relation to the management and delivery of regular interventions to learners at WPES.

WPES is a service with several provisions and centres. WPES has an obligation to ensure equality of opportunity and equity in relation to the use of resources and securing consistent high quality provision across all WPES settings.

In essence, this guide exists to:

* Ensure that all learners get the same entitlement to consistent, high-quality provision across all WPES settings
* Provide clarity to service staff on expectations
* Ensure that interventions are robust, purposeful and lead to measurable impact and outcomes
* Ensure that there is transparency and accountability in the use of human resources
* Ensure that impact and outcomes are reported in a consistent manner across all settings
* Provide an evidence-based track record of success with intervention



**Purpose of intervention with WPES learners**

Intervening regularly with WPES learners should have a clear, transparent purpose. It should be goal-orientated and the reason for intervening needs to be expressed coherently as a clear outcome or series of outcomes. These outcomes should be evidence-based and where possible, data-driven.

Clearly, the broad expectation is that intervention is ultimately instigated to ensure that a vulnerable learner achieves academically and personally in line with expectation and is enabled to make the progress in learning as well as emotionally.

The following are clear purposes for intervening:

* Attendance and punctuality
* Attitudes to learning
* Attitudes to self
* Attitudes to others
* Low progress in subjects

The broad range of outcomes are:

* Improved attendance and punctuality
* Improved engagement in learning
* Reductions in challenging behaviour incidents
* Reductions in fixed-term exclusions or off-siting
* Reductions in bullying incidents
* Improved self-esteem (attitude questionnaire)
* Improved academic / progress scores



**Timetabling interventions**

Members of staff who provide regular intervention to a range of students are required to publish a weekly timetable that clearly indicates:

* The names of learners
* The reason for intervention and the desired outcome
* The day, time and location of any planned intervention

This weekly timetable is to be presented to the relevant Senior Leader to check before it is presented in a staff briefing and placed on a noticeboard in the staffroom for reference. This is to ensure transparency and accountability and also to secure the highest standards of safeguarding – everyone knows where every learner is at any given moment in the school day.

The timetable to be used is presented here:

**Intervention Timetable for week commencing: \_\_\_/\_\_\_\_/\_\_\_\_\_**

Learners requiring intervention:

| Name | Reason for intervention | Desired outcome |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| --- | --- | --- | --- | --- | --- |
| Lesson 1 |  |  |  |  |  |
| Lesson 2 |  |  |  |  |  |
| Lesson 3 |  |  |  |  |  |
| Lesson 4 |  |  |  |  |  |
| Lesson 5 |  |  |  |  |  |
| Lesson 6 |  |  |  |  |  |

Maths and English lessons will be avoided.

**Setting up an intervention**

Identifying learners for intervention should be done in liaison with the Head of Centre and other Senior Leaders to ensure that the use of human resources is targeted, purposeful and impactful. With limited resources, it is also important to make sure that the most appropriate learners are identified and that the reasons for identification and the desired outcomes are clear from the start.

The simple process to be followed is:

* Through weekly meetings between intervention staff and Senior Leaders, learners are reviewed and intervention discussed.
* Learners are identified with a clear reason and clear outcome in mind
* The appropriate programme is chosen for each learner
* Intervention staff write to parents / carers to inform them that their child will be offered an intervention programme
* The intervention staff will populate their weekly timetable and find time to approach identified learners to have an initial set-up meeting
* The intervention staff will get an electronic copy of the learner’s Personal Learning Development Passport OR create a new Intervention Passport

At the initial set-up meeting, intervention staff will:

* Explain the reason why the learner has been identified as needing additional support and guidance
* Explain the chosen intervention programme
* Outline the desired outcomes
* Start work on the learners Personal Learning Development Passport OR start an Intervention Passport, where targets, outcomes and progress will be noted and charted for reporting back purposes



**The format of an intervention**

All WPES learners need strong attachments with non-judgemental adults who can offer a relationship with clear expectations and boundaries.

Interventions need to be structured to ensure there is evidenced impact and opportunity for effective monitoring. Interventions will usually follow one of the WPES pre-designed programmes. These programmes can be further personalised, extended and adapted according to need.

Wrapping around the structure and the pre-designed programme, there needs to be opportunity for general talking and it may be appropriate to use relaxation techniques or distraction strategies in order to get a learner to a point of trust and in a position to discuss the identified concern. Such strategies might include: play therapy, games, role play, a learning activity, music or sport.

It is not appropriate for intervention sessions to be vague, unstructured times with no purpose. It is not appropriate to sit with learners, watching youtube or playing online games – this is not an appropriate or professional use of intervention time and is a waste of taxpayers money.

The simple flow of an intervention will be:



**Consistent Intervention Programmes available at WPES**

Sometimes it might be necessary for intervention staff to spend some ‘talk-time’ with a learner before deciding which is the most appropriate intervention programme; especially where there are multiple concerns.

**Where a member of intervention staff wishes to construct a more tailored support package, this needs to be discussed with the relevant Senior Staff with clarity around the start-up and finish pupil questionnaire to be used and the measures-for-impact to be used to show progress. The Personal Learning Development Passport of Intervention Passport will always be used for target-setting and monitoring purposes, and for reporting back.**

Ultimately, the broad outcomes from any intervention will always be:

* Improved attendance and punctuality
* Improved engagement in learning
* Reductions in challenging behaviour incidents
* Reductions in fixed-term exclusions or off-siting
* Reductions in bullying incidents
* Improved self-esteem (attitude questionnaire)
* Improved academic / progress scores

The list of current available intervention programmes across WPES are:

* Stopping me from bullying
* Managing my anger
* Managing my foul language
* Managing my relationships at home
* Managing my online presence
* Improving my self-esteem
* Managing my mental health
* Getting ready for a return to mainstream school
* Improving my attendance and punctuality
* Using Music as a therapy-style intervention
* Using Play Therapy-style activities to support learners

**Monitoring and evaluating learner progress during an intervention programme**

Intervention staff will pick up an existing Personal Learning Development Passport for a learner and use this for setting targets for improvement.

If a learner does not have an existing PLDP, the intervention staff will start a new Intervention Passport and this will be the tool for:

* Drilling down into how a learner is feeling
* Drilling down into why a learner is presenting themselves in the way they are
* Establishing what the triggers are for challenging or stress behaviours
* Providing wider service staff with clarity over what strategies need to be adopted to make the situation better for a learner
* Setting clear SMART targets for improvement

The Personal Learning Development Passport OR Intervention Passport is the vehicle for monitoring and evaluating on an ongoing basis the SMART targets set for learners, progress against these targets and whether they are on track to meet their outcomes.

**A Senior Leader should meet with intervention staff at least fortnightly to discuss the progress of interventions for learners and to assess whether they are making progress and will achieve agreed outcomes.**

**Where a Senior Leader is concerned about a lack of progress or that outcomes will not be met, a Review Meeting should be called with parents / carers and supporting external agencies to plan forward and reassess the intervention. This is in line with the PLDP and Intervention Passport. The outcomes of meetings need to be captured in the PLDP or intervention Passport.**

**Reporting back on the impact and journey travelled at the end of an intervention**

The PLDP or Intervention Passport is the vehicle and mechanism for reporting back to Senior Leaders, to parents / carers and any supporting agencies at the end of an Intervention Programme.

It is important that completion of these documents is taken seriously as it is likely that they will form part of an evidence-base and documentation that will be used in formal meetings and panels to discuss appropriate placements.

Senior Leaders need to ensure that there are regular management meetings to discuss the impact of Intervention Programmes and that impact is evidence-based. The SMART Targets set at the start of the programme need to be reviewed and an analysis of the difference between data at the start of the programme and at the end of the programme for:

* Improved attendance and punctuality
* Improved engagement in learning
* Reductions in challenging behaviour incidents
* Reductions in fixed-term exclusions or off-siting
* Reductions in bullying incidents
* Improved self-esteem (attitude questionnaire)
* Improved academic / progress scores

Every half-term, Senior Leaders will attend a Vulnerable Learners Forum and report back on the learners who are receiving intervention, the progress being made and the impact of any learner coming off an Intervention Programme.

Senior Leaders can also seek advice and support from the Vulnerable Learners Forum where there is evidence that an Intervention Programme is not working and something different might need to be tried.

**Exemplar toolkits for attitude questionnaires and scales**

| **Statement** | **Strongly diSagree** | **moderately diSagree** | **mildly diSagree** | **mildly agree** | **moderately agree** | **Strongly agree** |
| --- | --- | --- | --- | --- | --- | --- |
| My life is going well |  |  |  |  |  |  |
| My life is just right |  |  |  |  |  |  |
| I would like to change many things in my life |  |  |  |  |  |  |
| I wish I had a different  kind of life |  |  |  |  |  |  |
| I have a good life |  |  |  |  |  |  |
| I have what I want in life |  |  |  |  |  |  |
| My life is better than most kids |  |  |  |  |  |  |

## STUDENT RESILIENCE SURVEY (SRS)

##### Please read every statement carefully and circle the answer that fits you best.

| **at home, there iS an adult who...** | **never** |  |  |  | **alwayS** |
| --- | --- | --- | --- | --- | --- |
| ... is interested in my school work | 1 | 2 | 3 | 4 | 5 |
| ... believes that I will be a success | 1 | 2 | 3 | 4 | 5 |
| ... wants me to do my best | 1 | 2 | 3 | 4 | 5 |
| ... listens to me when I have something to say | 1 | 2 | 3 | 4 | 5 |

| **at School, there iS an adult who...** | **never** |  |  |  | **alwayS** |
| --- | --- | --- | --- | --- | --- |
| ... really cares about me | 1 | 2 | 3 | 4 | 5 |
| ... tells me when I do a good job | 1 | 2 | 3 | 4 | 5 |
| ... listens to me when I have something to say | 1 | 2 | 3 | 4 | 5 |
| ... believes that I will be a success | 1 | 2 | 3 | 4 | 5 |

| **away from School, there iS an adult who...** | **never** |  |  |  | **alwayS** |
| --- | --- | --- | --- | --- | --- |
| ... really cares about me | 1 | 2 | 3 | 4 | 5 |
| ... tells me when I do a good job | 1 | 2 | 3 | 4 | 5 |
| ... believes that I will be a success | 1 | 2 | 3 | 4 | 5 |
| ... I trust | 1 | 2 | 3 | 4 | 5 |

| **away from School...** | **never** |  |  |  | **alwayS** |
| --- | --- | --- | --- | --- | --- |
| ... I am a member of a club, sports team, church group, or other group | 1 | 2 | 3 | 4 | 5 |
| ... I take lessons in music, arts, sports, or have a hobby | 1 | 2 | 3 | 4 | 5 |

| **are there StudentS at your School who would...** | **never** |  |  | **alwayS** | |
| --- | --- | --- | --- | --- | --- |
| ... choose you on their team at school | 1 | 2 | 3 | 4 | 5 |
| … tell you you’re good at doing things | 1 | 2 | 3 | 4 | 5 |
| ... explain the rules of a game if you didn't understand them | 1 | 2 | 3 | 4 | 5 |
| ... invite you to their home | 1 | 2 | 3 | 4 | 5 |
| ... share things with you | 1 | 2 | 3 | 4 | 5 |
| ... help you if you hurt yourself | 1 | 2 | 3 | 4 | 5 |
| ... miss you if you weren’t at school | 1 | 2 | 3 | 4 | 5 |
| ... make you feel better if something is bothering you | 1 | 2 | 3 | 4 | 5 |
| ... pick you for a partner | 1 | 2 | 3 | 4 | 5 |
| ... help you if other students are being mean to you | 1 | 2 | 3 | 4 | 5 |
| ... tell you you’re their friend | 1 | 2 | 3 | 4 | 5 |
| ... ask you to join in when you are all alone | 1 | 2 | 3 | 4 | 5 |
| ... tell you secrets | 1 | 2 | 3 | 4 | 5 |

|  | **never** |  |  | **alwayS** | |
| --- | --- | --- | --- | --- | --- |
| I do things at home that make a difference  (i.e. make things better) | 1 | 2 | 3 | 4 | 5 |
| I help my family make decisions | 1 | 2 | 3 | 4 | 5 |
| At school, I decide things like class activities or rules | 1 | 2 | 3 | 4 | 5 |
| I do things at school that make a difference (i.e. make things  better) | 1 | 2 | 3 | 4 | 5 |
| I can work out my problems | 1 | 2 | 3 | 4 | 5 |
| I can do most things if I try | 1 | 2 | 3 | 4 | 5 |
| There are many things that I do well | 1 | 2 | 3 | 4 | 5 |
| I feel bad when someone gets their feelings hurt | 1 | 2 | 3 | 4 | 5 |
| I try to understand what other people feel | 1 | 2 | 3 | 4 | 5 |
| When I need help, I find someone to talk to | 1 | 2 | 3 | 4 | 5 |
| I know where to go for help when I have a problem | 1 | 2 | 3 | 4 | 5 |
| I try to work out problems by talking about them | 1 | 2 | 3 | 4 | 5 |
| I have goals and plans for the future | 1 | 2 | 3 | 4 | 5 |
| I think I will be successful when I grow up | 1 | 2 | 3 | 4 | 5 |