



**Riverside Meadows**  
Academy

# Interventions Strategy

St Neots

2023 / 24

Riverside Meadows is a small SEMH school set across two sites in Cambridge, St Neots and Wisbech.

Both sites are very different, with St Neots a small former technical college and Wisbech about to move into a large purpose built school in September 2023. Due to these needs we consider each application very carefully to how they match with our current cohorts and we advise parents and the local authority to which site may best meet a young person's needs. Each class at Riverside Meadows is between 8 and 10 students which enables each teacher and the support staff allocated to each groups gain a strong insight into the individual learner's progress, needs and develop relationships with the young people.

### **Interventions Intent**

We know that most of our students come to the school with a range of Social, Emotional and Mental Health needs and, normally as a direct result, they have missed a significant amount of school and personal development in these areas.

Our intent is to use a range of therapeutic and educational interventions to afford students a range of opportunities to catch-up to their age related expectations and to access school successfully. Interventions are split into five Levels which are explained below:

#### **Level 1 Interventions**

These are a range of standard interventions that are offered through the normal curriculum when the student starts. They include a bespoke introduction and attendance timetable, needs screening, buddying, robust PSHE curriculum, and therapeutic and trauma informed staff that enable the young person to find comfort and form relationships in a supportive environment.

#### **Level 2 Interventions**

These are interventions that are more personalised to the young person but still offered as part of the normal curriculum. They are based around providing additional support and structure to learning and improving communication. These interventions would normally take place in small group provision, but may also be on an individual basis or as a whole class.

#### **Level 3 Interventions**

These are targeted and specific interventions designed to support the development of the young person with a particular need or focus. They are usually carried out on a 1:1 basis, out of class room, by members of our interventions team.

### Level 4 Interventions

These interventions are more complex and therapeutic than the other interventions. They are designed to support students with Adverse Young personhood Experiences (ACEs), to support the development of social influence, or as a direct need of their SEND needs.

### Level 5 Interventions

These are the most complex and therapeutic interventions we offer as a school. Students on this Level of interventions require substantial and intensive support to access education. This support is usually provided by external support, including therapists, counsellors and psychologists; or may take place in alternative provision with specialist environments.

## **Interventions Implementation**

All pupils at Riverside Meadows receive taught PSHE lessons and have the opportunity for reactive PSHE sessions during tutor time. Assemblies on Mondays and Fridays serve as a launch and round-up of any issues, thoughts or foci for the week.

Interventions start as soon as the young person's placement is agreed at RSM. Our team of Family Inclusion Workers and SEND Caseworkers will work with the new students and their families to ascertain the best way to introduce them to school, depending upon their prior experiences and needs.

Once attending school our interventions team will carry out a range of assessments to check the validity of information that has been provided to us by previous settings, to complete any gaps in information and to set a baseline from which the student works from.

Using the EHCP, assessments and input from other professionals the interventions team will work with teachers to develop a bespoke interventions plan for the student which is reviewed termly.

## **Interventions Impact**

The impact of the interventions will be assessed through progress from the baseline. SEMH needs are assessed through Boxall Profiles, with the academic progress assessed through WRATs, internal assessments and external assessments.

All interventions are reviewed termly by the interventions team, with a progress report created. These are then shared with the SEND Caseworker to feedback into the EHCPs and to the Assistant Headteacher in charge of progress

## Riverside Meadows Academy Level Interventions

School Provision		Bespoke Provision		
Level 1	Level 2	Level 3	Level 4	Level 5
Admission to Specialist Provision	Curriculum Supported by Adaptive Teaching	Dyscalculia Support	Bespoke Timetable / Phased Return Timetable / Reintegration Timetable	Family and School Support Programme
Low Staff to Student Ratio	Additional Adult Support	Targeted evidence based Numeracy Recovery	Lego Therapy	Alternative Provision
Bespoke Behaviour Plan	Exam Support	Dyslexia Support	Therapeutic art	Monarch Farm
Post Admission Meeting	Outdoor Education (inc Forest School)	Reading & Phonics Recovery	Therapeutic play	Additional Funding to maintain placement
PSHE Curriculum	Social Stories	SPaG Recovery	Animal Therapy	Cognitive Behaviour Therapy external
Phased Nurture Class	Sensory Circuits	Handwriting Support	Equine Therapy	Counselling external/ MHST
Team Teach	Yoga, Visualisation and Mindfulness	Emotional Literacy	Therapeutic social interaction	Long-term external Therapies by referral
Restorative Practice /	Cycling Proficiency / Bikeability	Emotional Awareness	Behaviour Intervention Plans	Home Visits
Attendance Procedures	Key-Stage Transition	Swim25 / Swimming Therapy	PCSO Workshops	Camb & Peterborough "Keep Your Head"
Allocated Safe Persons	Post 16 Transitional Intervention	Therapeutic Story Writing	Anger Management program	Facilitating External Support
Screening and Assessment	Digital Literacy		Targeted Sensory Support	
Evidence based Phonics and Reading program	Brain Training		Healthy Heart, Healthy Mind	

## **Level 1 Interventions –School Provision**

### **Admission to Specialist Provision**

See Admissions Policy

### **Low Staff to Student Ratio**

#### **Intent**

Riverside Meadows intends to offer a maximum staff to student ratio to enable close trusting working relationships to form between students and staff. Having a low ratio of students in a group allows further individualised attention and staff to carry out adaptive teaching to ensure a personalised experience for students.

#### **Implementation**

All lessons are staffed at least 1:10 but ordinarily 2:8. This is made up of a class teacher and a TLM (Teaching and Learning Mentor) that is allocated to that teaching group for all lessons and tutor periods.

#### **Impact**

- Improved social emotional skills – develop confidence and self-esteem, able to manage emotions, empathise with others, form more positive relationships with peers and teachers.
- Improved attendance – Enjoy a safe school environment, leading to an overall increase in attendance.
- Improved attainment – Progress in academic performance
- Improved behaviour and reduced exclusions – Behaviour significantly improves. Students settled in nurture environment, can cope with challenges within the school day reducing risk and of outburst and disruptive behaviour.
- Improved parent-young person relationships - Young person more affectionate and communicative at home with parents feeling more confident in being able to help their young person.
- Whole school nurturing ethos – affective bonds between teachers and pupils
- There will be no significant gaps in the progress of different groups of pupils (ie LAC, PP)

### **Bespoke Behaviour Plan**

See Behaviour for Learning Policy

### **Post Admission Meeting**

See Admissions Policy

### **PSHE Curriculum**

See PSHE Delivery Statement

## Phased Nurture Class

### Intent

We aim to:

- Address the social, emotional and learning needs of individual pupils
- Provide the necessary help to remove the barriers to learning.
- Immerse pupils in an accepting and warm environment that helps replace missing early nurturing experiences
- Develop pupils' positive relationships with both teachers and peers.
- Give them the skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life.

### Implementation

At Riverside Meadows Academy:

- Student specific personalised development timetables relating to specific EHCP recommendations.
- An exciting, engaging nurture curriculum with opportunities for intervention dependant on student's needs.
- Safe nurture classroom environment with lessons/activities focusing on social emotional skills accompanying academic progression.
- Caring and affectionate nurture practitioners offering unconditional positivity leading to strong student-teacher relationships.
- Learning implements skills that will carry throughout a student's academic life and further.
- Positive school-Parent/carer relationship through continuous communication.
- Nurture approaches are phased throughout KS3 to remove the 'cliff-edge' factor in transition.
- Detailed Year 6 transition planning for individual and groups in July.

### Impact

- Improved social emotional skills – develop confidence and self-esteem, able to manage emotions, empathise with others, form more positive relationships with peers and teachers.
- Improved attendance – Enjoy a safe school environment, leading to an overall increase in attendance.
- Improved attainment – Progress in academic performance
- Improved behaviour and reduced exclusions – Behaviour significantly improves. Students settled in nurture environment, can cope with challenges within the school day reducing risk and of outburst and disruptive behaviour.
- Improved parent-young person relationships - Young person more affectionate and communicative at home with parents feeling more confident in being able to help their young person.
- Whole school nurturing ethos – affective bonds between teachers and pupils
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## Team Teach

Most staff at Riverside Meadows are trained in Team Teach, a technique used to deescalate students in crisis, and if required, to implement a safe Restrictive Physical Intervention (RPI) to prevent the student causing injury, damage to property or creating a disturbance.  
*See Physical Intervention Policy and Positive Touch Policy*

## Restorative Practice

### Intent

We aim to:

- Encourage students to become reflective of their behaviours and their impact
- Realise that their behaviours can hurt other people and cause damage to relationships
- Use specific strategies to manage thoughts and feelings effectively

### Implementation

At Riverside Meadows Academy:

- Student specific personalised development timetables relating to specific EHCP recommendations.
- Safe nurture classroom environment with lessons/activities focusing on social emotional skills accompanying academic progression.
- Caring and affectionate nurture practitioners offering unconditional positivity leading to strong student-teacher relationships.
- Learning implements skills that will carry throughout a student's academic life and further.
- Positive school-Parent/carer relationship through continuous communication.
- Nurture approaches are phased throughout KS3 and KS4

### **Impact**

- Improved social emotional skills – develop confidence and self-esteem, able to manage emotions, empathise with others, form more positive relationships with peers and teachers.
- Improved attendance – Enjoy a safe school environment, leading to an overall increase in attendance.
- Improved attainment – Progress in academic performance
- Improved behaviour and reduced exclusions – Behaviour significantly improves. Students settled in nurture environment, can cope with challenges within the school day reducing risk and of outburst and disruptive behaviour.
- Improved parent-young person relationships - Young person more affectionate and communicative at home with parents feeling more confident in being able to help their young person.
- Whole school nurturing ethos – affective bonds between teachers and pupils

### **Attendance Procedures**

*See Attendance Policy*

### **Allocated Safe Persons**

#### **Intent**

We aim to:

- Encourage students to have three allocated safe persons within school
- Be able to confidently talk to those persons about issues, problems and what is going well in school
- Have a single TLM (Teaching and Learning Mentor) allocated to each group throughout the day
- Train all staff to identify triggers for young people and acknowledge when they are struggling

#### **Implementation**

At Riverside Meadows Academy:

- We ask students to identify at least one safe person per term
- Allow opportunity for that safe person to have a conversation with a young person
- Through tutor time and PSHE sessions to give opportunity for students to explore feelings, emotions and society expectations

#### **Impact**

- Improved social emotional skills – develop confidence and self-esteem, able to manage emotions, empathise with others, form more positive relationships with peers and teachers.
- Improved attendance – Enjoy a safe school environment, leading to an overall increase in attendance.
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- Whole school nurturing ethos – affective bonds between teachers and pupils

## Screening and Assessment

See Assessment Policy

## Phonics and Reading

Young person quickly learn to read using the phonics program and Reading program We believe that these evidence based phonics programmes recommended by the EEF, provide the foundations of learning to make the development into fluent reading and writing easier. Young person learn to read fluently and at speed so they can focus on developing their skills in comprehension, using the Accelerated reading program which access a wide range of books so that we can be sure our learners are reading for interest and enjoyment.

Through these interventions, young person learn a simple alphabetic code followed by a more complex code. All reading books progress cumulatively, matched to the sound's young person are learning and already know. The teaching of phonics is of high priority. Young person are assessed and placed in ability groups, specific to their needs.

### Intent

- To create an inclusive, inspired and challenging curriculum, which develops young person's knowledge of phonics, enabling them to become successful readers who develop a life-long love of reading.
- To ensure young person are given the best opportunity to achieve expected progress, or more, in reading.

### Implementation

- In our school, phonics is taught as an intervention using RWI. This is a scheme, developed by Ruth Miskin, which provides a structured and systematic approach to teaching Literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers. We teach in this way because, research shows that, when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young person to read. According to the DfE (Department for Education), 'almost all young person who receive good teaching of phonics, will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.
- The RWI sounds and tricky red words are taught to encourage fluency of reading and writing in KS3 and above. The young person are encouraged to use these to support their writing in all lessons across the curriculum.
- Young person are assessed using the RWI assessments test at the end of each term (where appropriate). The test identifies the young person's progress so far as well as their targets
- Accelerated reading programs ensure learners can choose a book of interest, develop comprehension skills and gain points which work towards rewards to support motivation

### Impact

- The result of phonics teaching at our school will be that young person will have a secure knowledge of phonics, enabling them to become confident readers, making expected progress or more, with a life-long love of reading.
- Young person will be able to apply their phonic knowledge to confidently spell many words either correctly or phonetically using the sounds they have learnt. They will know spelling alternatives for different sounds and be able to apply these consistently.
- Learners enjoy and get excited about reading



## **Level 2 Interventions – Ordinary School Provision**

### **Curriculum Supported by Adaptive Teaching**

See Curriculum Policy

### **Additional Adult Support**

Occasionally an EHCP or school may decide a student needs additional 1:1 support for a period of time. This extra support fulfils the same Intent, Implementation and Impact criteria as "Low Staff to Student Ratio" in Level 1 Interventions.

### **Exam Support**

Some student with EHCPs are assessed and allowed extra assistance in examinations.

Reason/s for Referral

- Require additional support within subjects
- Sentence building
- Pupils who will be given extra support (access arrangements) in their exams (Scribe/readers)
- To Know how to use a scribe within exams

#### **Intent**

- To give pupils the best possible outcome in their exams, to boost their confidence and to help them understand how a scribe will write their answers down for them.
- So that pupils understand they have to state when they want a Capital letter or the use of punctuation so that they get those extra marks in their exams.

#### **Implementation**

- For Pupils to gain confidence when reading words/books, writing and different techniques. Pupils are then able to access the curriculum in class, this will have a positive impact on behaviour and attainment.

#### **Impact**

- Improved communication
- Improved understanding of the process of exams
- Improved confidence
- Reduce stress in working environment
- Improved progress in their academic attainment
- Able to access the curriculum leading to increased attainment

### **Outdoor Education (including Forest School) (\*to start in September 2024)**

#### **Reason/s for Referral**

- To develop and improve self-esteem and build confidence.
- Gain essential skills, knowledge and awareness of the environment and safety within.
- Develops motivation, determination, resilience and to gain or improve aspirations.
- To enhance team-work skills, communication skill, promote and enhance personal values.
- To support and enhance emotional, physical and social wellbeing.

#### **Intent**

- Outdoor education enables pupils to participate in a range of social, emotional and physical activities confidently, competently and creatively whilst having an impact fundamentally on mental wellbeing. Outdoor Education is a vehicle to support pupils to make meaningful connections across the curriculum and life outside of school.
- Pupils will grow to exhibit the values of teamwork, respect, aspiration and competition.
- Outdoor education also enables pupils to develop a wider sense of self and aspirational direction, understand and care for their physical and mental body, express and develop their emotions, knowledge and skills through means beyond a class room environment through exploration and actual experiences.

**Implementation**

- Outdoor education will be made part of the timetable for KS3 and KS4 students

**Impact**

- Improve physical, emotional and social wellbeing

**Social Stories****Reason/s for Referral**

Social stories are stories that relate to real life situations and are very 'young person specific' stories can relate to anything a young person is struggling with such as:

- Bullying or being bullied
- Sharing and being kind
- Building friendships
- Taking turns, Sharing and co-operation
- Being brave and trying something new
- Making mistakes
- Waiting your turn
- Blurting out and Swearing
- Trauma in the family (death, split up, new baby)

**Intent**

To share stories together through visual and audio format and discuss how we can manage situations (see examples above) we find ourselves in, in a more positive manner. To give the young person the opportunity to share any concerns or worries they may have and help them manage these situations.

**Implementation**

Within these sessions we will look at the area/s and share a simple to follow picture or audio-based story. Sometimes we will include role play or puppets, which allow the young person to feel more at ease by talking through someone else. The stories usually start with the problem faced and then give a more positive way to deal with it. The young person will also have the opportunity to make their own social stories.

**Impact**

The young person will be able to build more positive relationships within the classroom and have more access to small group work. They will have a better understanding of right's and wrong's and why there are some instructions that need to be followed in school. The young person will be better equipped to manage difficult situations in a more positive way and understand how the implications of negative behaviour and the feelings of others are important.

In the case of a young personhood trauma, the young person will have a better understanding of their feelings.

**Sensory Circuits****Reason/s for Referral**

- Improve fine and/or gross motor skill
- Develop core stability and improve posture or walking gate
- Refine stimulus response and directional response
- Improve fluency and consistency of movement
- Facilitate movement expression, confidence and esteem

**Intent**

Support and develop specific movements or movement patterns to allow the young person to have a better fluency of movement, and be more comfortable in day to day life. Intervention is individual to each young person and will depend on their needs and their referral.

**Implementation**

To learn through movement and sensory experiences which allows the young person to experience success and enjoy the journey towards positive learning at home and at school. During these sessions, we will focus on the specific needs of the young person, building up slowly but also pushing them out of their comfort zones, when the time is right, to allow for

progress to be made. By practicing specific movements and using a variety of different pieces of equipment, it allows the young person to practice daily tasks or use parts of their body they may not be used to.

### **Impact**

The young person will have a better understanding of their body, and how it works. They will also be able to perform daily tasks more fluently and efficiently. This will benefit them in a variety of ways, with hopefully increasing their overall self-esteem and confidence.

## **Yoga, Visualisation and Mindfulness**

### **Reason/s for Referral**

- To reduce stress levels
- To promote better focus within the classroom, therefore better academic performance
- To enhance memory skills
- To help build a positive self-esteem and good mental health
- To help reduce anxiety
- To build a better understanding of oneself
- To create a fitter body and mind

### **Intent**

In these sessions the young person will have access to lots of different games and activities that will focus on building a strong positive mindset. The focus will be on specific breathing exercises to promote a sense of calm, Yoga poses for strong Mind and body and sensory awareness activities to help build a better understanding of oneself.

### **Implementation**

In these sessions the young person will have access to lots of different games and activities that will focus on building a strong positive mindset. By practicing specific Yoga poses we will use our minds and bodies to create a better sense of self control. They will discover how music can be a useful tool and how it can be used to express how they are feeling. Learning new breathing techniques will also be part of these sessions and can be used to control situations when a sense of calm is required.

### **Impact**

The young person will be able to stay calmer in the classroom and have more focus on their work. They will be able to manage their emotions better and reduce negative behaviour. The young person will have a better understanding of oneself and have the tools to build on a more positive self-esteem and better mental health.

## **Cycling Proficiency (Bikeability with DfT)**

### **Reason/s for Referral**

- Pupil bikes to and from school
- Pupil need fitness and stamina building
- To improve balance and motor skills
- Pupil is unable to ride a bike

### **Intent**

During the 2-day course pupils will learn basic bike skills which will include riding at different speeds, using arm signals, changing direction and road safety. Day 1 will be on site to allow the pupils to gain confidence before day 2 where, if confident enough, they will be taken out onto the roads to practice what they have learnt.

### **Implementation**

- Two-day course
- In school during school hours
- Bikes provided by students
- Bikeability trained coaches

### **Impact**

- Safer travel by bike
- Healthier lifestyle

- Develops muscular endurance and bone strength
- Better social life
- Aid motor skills and improve balance

### **Key-Stage Transitional Intervention**

#### **Reason/s for Referral**

- Transition from primary to secondary
- Significant transition for other reasons
- Transition into school

#### **Intent**

At Riverside Meadows Academy we recognise that many of our students find transitions particularly difficult, due to their previous experiences and/or additional needs. Transitional interventions are designed to help reduce anxiety around transitions and give students an opportunity to express their feelings, worries and questions about the transition. When completed as a group, this also provides a shared experience which helps to normalise the challenges posed by transitions.

#### **Implementation**

Usually this intervention would be delivered as a group, for around 6 weeks, by the FIW (Family Inclusion Worker) or other intervention team member and a member of staff who the students know well, such as a key worker. The group follows the same structure each week and is a mix of games, creative activities, relaxation ideas and discussion, tailored to the needs of particular group of students. Occasionally it may be deemed appropriate for a young person to receive 1:1 support from the therapist around the time of transition, for example if they are moving to another school at a different time of year to usual or a year 11 student who is finding the idea of leaving school particularly difficult.

#### **Impact**

It is hoped that the impacts of this support would include:

- Reduction in anxiety around the idea of transitioning to a new school/department
- Normalising of the whole range of feelings that may be experienced around transition
- Strengthening of the group dynamics and improved communication between group members

### **Post-16 Transitional Support**

#### **Intent:**

To provide pupils with advice and guidance for post 16 placements. To support pupils with application and interview skills, visits to different post 16 provisions, and general guidance over future plans and how to get their end goals.

#### **Implementation is in partnership with ANPA (the local authority Additional Needs Pathway adviser):**

- Regular 1-1 and/or small group sessions with pupils about their ideas for post 16 placements
- Support with finding post 16 provisions
- Support with finding predicted grades
- Arranging and attending Post 16 provisions for visits.
- Discussions with parents on their views of the pupil's choices
- Support with application forms
- Support with personal statements
- Support with coming up with second choices for post 16 placements
- Support with CV writing
- Interview skills role play
- General knowledge of what's needed for applying and attending post 16 placements
- Support with transport arrangements or how to go about arranging transport to and from post 16 placements- e.g. bus routes, how to catch a bus, walking- how to get there?

- Support on who to contact in regards to funding (if applicable)
- Support in finding work experience or work placements
- Support with setting up a personal email address and or other contact methods
- Visits to workplaces to find out further information about the roles
- Visits from professionals within school

**Impact:**

It is hoped that the impact of the support will give students:

- Further knowledge into post 16 placements
- Application and interview skills to aid with their post 16 and future placements
- Support in applying for their placements
- A goal to aim for when completing their current qualifications

**Digital Literacy**

**Reason/s for Referral**

- Pupils who struggle with concentration
- Pupils who may take longer to complete tasks
- Pupils with ADHD
- Pupils with Dyslexia
- Poor handwriting
- Poor fine motor skills

**Intent**

For Pupils to gain confidence when reading words/books and different techniques. Pupils are then able to access the curriculum in class, this will have a positive impact on behaviour and attainment. It engages in various cognitive aspects of the brain as it is a demanding motor activity. To improve pupils processing speed.

**Implementation**

In these sessions' pupils will learn the home row of the key board (the row beginning with caps lock key) followed by the lower and upper rows, number row, upper case letters and special symbols. Pupils will then move on to sessions which focus on memorising frequently used syllables and typing words that contain these syllables. Pupils will then go on to their final stage of typing actual text using their previous knowledge gain in previous sessions.

**Impact**

- Improved speed and accuracy
- Improved muscle memory
- Improved confidence and behaviour in classroom
- Improved English Language skills
- Improved progress in their academic attainment
- Able to access the curriculum leading to increased attainment

**Brain Training**

**Reason/s for Referral**

- Pupil struggles with concentration
- Pupil cannot retain information through memory
- Pupil struggles to focus
- Pupil takes long time completing tasks
- Pupils who struggle with logical tasks
- Pupils with ADHD

**Intent**

For pupils to increase their mental sharpness and keep their brain healthy, allowing daily tasks to be carried out quicker and with more ease. To give the pupil the capacity to retain information through improved memory skills.

**Implementation**

In these sessions the young person will have access to lots of different games and activities that will focus on using the brain to adapt and work at different speeds. The activities will become more challenging so that the brain does not become 'bored' and start to automatically process information. Activities will include, drawing challenges using memory, identifying the missing object tasks, card games (pairs), puzzles, mazes, name the object, shopping lists, waiter/waitress roleplay.

**Impact**

Pupils will improve in speed and accuracy when performing \*cognitive tasks. They will have increased memory skills therefore will be able to retain information for longer periods which will help in academic performance. They will be able to concentrate and remain focussed for longer periods of time, therefore able to complete a higher quality of work.

**\*relating to conscious intellectual activity such as intellectual capacity, perception, judgement, memory and reasoning.**

## **Level 3 Interventions – Specialist Provision**

### **Dyscalculia Support**

**Reason/s for Referral**

- Difficulty recognising numbers when presented verbally
- Trouble in listening, comparing and manipulating mathematical equations
- Trouble in reading and understanding mathematical symbols, numbers, mathematical expressions, and/or equations
- Trouble while writing or using the correct corresponding symbols
- Difficulty with completing mental operations
- Difficulty remembering mathematical concepts after learning them
- Inability to carry out mathematical operations or calculations due to the typical occurrence by an interchange of operations
- Difficulty with core number – basic number sense, number system, estimating, differences in quantity
- Poor memory – remembering and retrieving numerical facts, remembering and recalling mathematical terminology, word problems, accurate mental maths, remembering and carrying out procedures such as rules and formulae

**Intent**

For Pupils to gain confidence when working with numbers and word problems. Pupils are then able to access the curriculum in class, this will have a positive impact on behaviour and attainment.

**Implementation**

Programs are designed on an individual basis to meet specific needs. Our implementation methods and resources include: Mathswizz programme, Numicon, Dance Matt App, physical and pictorial methods and ASD friendly games and activities. Use mathematical language as much as possible and encourage the young person to do the same. Give multiplication tables and number bonds to reduce the stress of having to remember these facts

**Impact**

- Improved numeracy and mathematical skill
- Improved progress in their academic attainment
- Confidence when working with numbers
- Able to access the curriculum leading to increased attainment

### **Numeracy Recovery**

#### **Reason/s for Referral**

- Pupil cannot access specific areas of the numeracy/maths curriculum due to attainment gaps.
- Pupil needs basic attainment gaps addressing, e.g. times tables, addition, subtraction, multiplication
- Pupil has extra numeracy/maths provision needed on their EHCP

**Intent**

For Pupils to gain confidence when working with numbers and different mathematical techniques. Pupils are then able to access the curriculum in class, this will have a positive impact on behaviour and attainment.

**Implementation**

Programs are designed on an individual basis to meet specific needs. Our implementation methods and resources include: Mathswizz programme, Numicon, Dance Matt App, physical and pictorial methods and ASD friendly games and activities.

**Impact**

- Improved numeracy and mathematical skill
- Improved progress in their academic attainment
- Confidence when working with numbers
- Able to access the curriculum leading to increased attainment

**Dyslexia Support**

**Reason/s for Referral**

- Suspected signs of Dyslexia within the learning environment such as:
- Problems learning the names and sounds of letters
- Putting letters and figures the wrong way around
- Reading slowly or making errors when reading aloud
- Avoiding activities that involve reading
- Slow writing speed/ poor handwriting

**Intent**

For pupils to gain confidence reading and writing using different techniques to help their suspected dyslexia. Pupils are able to access things freely within the classroom environment to help their learning. Things can include:

- Pen grips
- Coloured overlays
- Fiddle toys
- Noise reducing headphones
- Mini whiteboards

**Implementation**

Pupils to receive a test for Dyslexia (not a formal diagnosis) using DST- J/ DST- S.

**Impact**

- Improve reading skills
- Improve handwriting skills
- Improve memory skills
- Reduce stress in working environment

**Reading & Phonics Recovery**

**Reason/s for Referral**

- Pupils has significant gaps in attainment when reading
- Pupil has little to no fluency when reading
- Pupil struggles with basic sounds
- Pupil has extra Reading/ Phonics provision needed on their EHCP

**Intent**

For Pupils to gain confidence when working with sounds and reading. Pupils are then able to access the curriculum in class, this will have a positive impact on behaviour and attainment.

**Implementation**

Programs are designed on an individual basis to meet specific needs. Our implementation methods and resources include: Read, Write Inc, Fresh start and various other friendly games and activities to help improve our pupils Reading & Phonics ability.

**Impact**

- Improved Reading & Phonics skills
- Improved progress in their academic attainment
- Able to access the curriculum leading to increased attainment

**SPaG Recovery****Reason/s for Referral**

- Pupils has significant gaps in spelling skills
- Pupil struggles with high frequency words
- Pupil struggles with basic spellings
- Pupil has extra spelling provision needed on their EHCP

**Intent**

For Pupils to gain confidence in spelling. Pupils are then able to access the curriculum in class, this will have a positive impact on behaviour and attainment.

**Implementation**

Programs are designed on an individual basis to meet specific needs. Our implementation methods and resources include:

- Practicing spelling using sand, Lego and playdough to make the session more engaging and enjoyable.
- Having a personalised spelling book that pupils can access outside of intervention in their own classroom.
- Practicing spelling in sentences to also enforce handwriting skills.

**Impact**

- Improved spelling skills.
- Improved handwriting skills (when practicing sentences)
- Able to access the curriculum leading to increased attainment

**Handwriting Support****Reason/s for Referral**

- Poor handwriting
- Lack of knowledge of handwriting skills eg spaces, full stops, capital letters etc
- Refusal of writing in lesson due to lack of confidence of writing
- Poor fine motor skills such as holding pen/ pencil properly
- Pupil has extra Handwriting provision needed on their EHCP

**Intent**

For Pupils to gain confidence in handwriting. Pupils are then able to access the curriculum in class, this will have a positive impact on behaviour and attainment.

**Implementation**

Programs are designed on an individual basis to meet specific needs. Our implementation methods and resources include:

- Read, Write Inc
- Schofield & Sims
- Free handwriting on tables with white board to easily remove mistakes taking away fear of embarrassment and shame of handwriting



**Impact**

- Improved handwriting skills.
- Improved spelling skills (when practicing sentences)
- Able to access the curriculum leading to increased attainment

**Emotional Literacy****Reason/s for Referral**

New ideas and behaviours are then taken into the classroom, thus breaking down barriers to learning and disruptive behaviour. Targeted interventions can be the foundation on which curriculum-based learning takes place. For example, a referral may be made for a pupil who has exhibited bullying behaviour, research has shown that 'a targeted intervention can lead to a significant decrease in peer-reported engagement in bullying behaviour. A positive feature of the intervention was that it was delivered by *in situ* school personnel as is widely recommended' (Braswell et al., 1997).

Reasons to refer can include:

- Poor peer relationships
- Low self-esteem and confidence
- Problems with self-control
- Low empathy
- Disruptive behaviour in the classroom
- Poor social skills
- Poor regulation of anger and emotions
- Shyness

**Intent**

At Riverside Meadows Academy we promote a warm and open environment in which our pupil's Emotional Literacy needs are met. We aspire for each pupil to feel a sense of belonging in their school community. Only when a young person feels emotionally safe and secure in their learning environment will they undertake the challenge and risk needed to learn, (Pringle, 1996).

Emotional Literacy is made up of four distinct branches; Self-Awareness, Emotional Control, Self-Motivation, Empathy and Managing Relationships. Effective intervention in these areas provide pupils with alternative ways to think, behave and deal with emotions. They learn what behaviours are appropriate and inappropriate and this increases resilience. Behavioural options that were not modelled during early years interactions can be learnt through Emotional Literacy interventions.

**Implementation**

To use a variety of resources designed to promote social emotional learning such as games, talking prompts and worksheets.

**Impact**

- Improved emotional literacy
- Improved behaviour in the classroom
- Better peer interactions
- Increased confidence

**Emotional Awareness****Reason/s for Referral**

When a young person struggles to identify emotions, they are experiencing. Some of these emotions may include

- Being able to recognise that it is okay to have certain feelings in different situations
- Being able to express those feelings in a controlled way
- Being able to talk about their feelings
- Being able to identify the difference in emotions
- Being able to recognise and understand someone else's feelings
- Being able to recognise what things trigger their emotions

**Intent**

Through a wide range of activities, we will look at different situations that trigger different emotions and look at how we manage those emotions in a positive controlled manner.

**Implementation**

- The activities will include
- Wheel of emotions
- Emoji matching cards
- Scenario cards – what would you do if? How would you feel if?
- Emotions word searches
- Emotions board games
- Self-awareness and growth mindset challenges
- Dealing with anger activity cards
- Getting to know you games
- Conversation starter cards

**Impact**

The young person will be able to understand why they have different feelings in different situations and how they can manage those feelings in a more positive way. They will be better equipped to express their emotions through words instead of actions which will allow them to build more positive friendships within the classroom.

**Swim 25 / Swimming Therapy****Reason/s for Referral**

- Aerobic Endurance
- Develop swimming ability
- Increase confidence in water
- To promote a fitter body and mind

**Intent**

Swim 25 aims to increase students swimming ability. The main focus is to develop the students swimming technique and ability to enable them to swim 25 metres comfortably and efficiently. This will also increase self-esteem and confidence, whilst teaching them an important skill.

**Implementation**

Swim 25 will mainly be running for individuals, who cannot swim 25 metres. There will be different ways it can be implemented for pupils, depending on what best suits them. If a pupil is highlighted as not being able to swim 25 metres, we may use the option of having a 1-1 when they go swimming with school. This gives them the extra support they need.

**Impact**

- Improve competency in swimming 25 metres
- Increase confidence in and around water
- Improve self confidence and self-esteem

**Read, Write, Ink / Fresh Start Phonics and Reading**

See Level 1 Support

This intervention is targeted at upper KS3 and KS4

**Therapeutic Story Writing****Reason/s for Referral**

- Students may be referred for therapeutic writing sessions for various reasons such as:
- Introverted behaviours which make it hard for them to communicate their needs and feelings verbally.
- Low mood, low self-esteem or anxiety
- A history of less complex trauma such as repeated school moves, friendship difficulties or illness of the student or family member

This work is only appropriate for students working to at least National Curriculum level 2 in writing.

**Intent**

Young person and young people cannot always express themselves fully verbally and do not always feel ready or safe to openly discuss their own experiences and feelings. The use of metaphor and story help them to express themselves by projecting their feelings onto the characters in their stories – whether they realise it or not.

**Implementation**

Therapeutic story writing usually takes place within a group, although it can work 1:1. Groups run for approximately 6 weeks. Students are given story starters and encouraged to carry the story on, before sharing their story with the group if they wish and illustrating it. The use of illustration is an important aspect, as it allows the young person to integrate the metaphor more fully.

**Impact**

Research commissioned by the South-east Region SEN partnership shows that Therapeutic Story writing Groups help pupils to process difficult feelings, develop social skills and improve pupils' engagement with writing.

## **Level 4 Interventions – Specialist Provision**

### **Bespoke Timetable / Phased Return Timetable / Reintegration Timetable**

#### **Reason/s for Referral**

- Escalating frequency of negative behaviours
- School refusal or sustained poor attendance, below 50%
- New admission
- Transfer from setting with reduced provision
- Short-Term emotional crisis
- Return from fixed-term exclusion

#### **Intent**

Influence the specific referral reason through a planned reduced weekly/daily participation in in-school provision for time-limited period.

#### **Implementation**

With agreement of wider stakeholders reduce a pupils in-school periods/time; with agreed review and success criteria for graded and gradual increase. Behavioural flashpoints, learning priorities and peer interaction are all contributory factors in determining and agreeing reduced provision. A reduced timetable and review periods must have SLT approval prior to consultation with other stakeholders

#### **Impact**

On an individual basis, pupil's in school provision increases over time.

### **Lego Therapy**

#### **Reason/s for Referral**

Lego-based therapy is a speech and language intervention and can be helpful for students with a range of needs including:

A diagnosis of ASD and/or ADHD

Social communication difficulties

Low self-esteem

Difficulties interacting positively with peers

#### **Intent**

Lego-based therapy is a group intervention. It is designed to improve social communication skills and boost self-esteem, while helping students to find a common interest with peers. Many of the students at Riverside Meadows Academy are diagnosed with ASD, ADHD and have other conditions and experiences which impact on their ability to form meaningful relationships. Lego-based therapy helps them to develop these skills while working on a task that is both motivating and challenging.

#### **Implementation**

Lego-based therapy can be run as a whole class intervention or with a group of students from different classes. It runs for 4-8 weeks depending on time available and need of students. Lego sets are chosen carefully to ensure the optimum level of challenge. Ideally students will be grouped in 3s and there will be one adult per group in order to ensure that challenges do not become overwhelming and undermine the purpose of the group. Students (and adults if necessary) take on different roles to work together to build a Lego model. Each role develops different skills and students usually take turns at each role during a session.

#### **Impact**

The potential impacts of Lego-based therapy include increases in:

Social interaction skills

Turn-taking, attention and sharing skills

Collaborative problem-solving and the learning of concepts.

Fine and gross motor skills

Self-esteem and confidence

and a decrease in social isolation

### **Therapeutic Art**

Therapeutic Creative Arts, is an evidence-based psychological intervention for young person and young people, based on the same core principles as person-centred counselling. It is appropriate for young person and young people with a whole range of social, emotional and mental health difficulties including:

- Difficulties forming and maintaining relationships with peers and/or adults
- Bullying issues – both being bullied and being the bully
- Experience of bereavement, separation and loss
- Experience of abuse (including domestic abuse) or other trauma such as medical procedures
- Challenging behaviour that affects their ability to make academic progress
- Anxiety and/or depression

Students referred for short term play intervention (around 12 weeks) will usually have mild to moderate difficulties, a less complex history and/or a greater awareness of their struggles compared to those referred for long term intervention.

Sometimes it will be clear at referral if long term intervention is required. Other times students may be referred for short term intervention but then a decision is made by the Interventions team and others that long term intervention is needed.

In addition to the reasons described for short term play sessions students will also have significant challenges that mean they may need a longer period of time, for example:

- A significant trauma history resulting in complex needs
- Attachment difficulties
- Behaviour that results in a risk of exclusion

### **Intent**

At Riverside Meadows we recognise that many of our pupils have experienced Adverse Young personhood Experiences and/or complex trauma and that these impacts greatly on their daily lives, their relationships and their ability to engage in the classroom. Play interventions allows a young person to safely process their experiences and emotions through the creative arts, metaphor and play, which is the natural language of a young person. A staffmember is able to promote healing by helping the young person to become more self-aware and respond to their innate drive for growth and self-actualisation. In this way they help the young person or young person better understand themselves and their place in the world, as well as the effects their behaviours have on others.

### **Implementation**

The work is confidential and is centred around the relationship of trust and acceptance that is built between the young person and the team. As well as working with the young person, staff will usually also regularly speak with parents/carers and school staff, whilst keeping within the bounds of confidentiality, to enable them to better understand the needs of the young person and the ways that they can best support them to thrive. Some young person and young people are more aware of their challenges and will want to talk about them and/or use more cognitive methods such as CBT activities. Others will work on a more unconscious level, using metaphor and story to project their emotions and experiences. Both methods can be equally as effective in bringing about change. Each young person is individual and so the content of the work may vary greatly from young person to young person. Regular reviews with the young person or young person and others will inform the number of sessions that they are offered.

### **Impact**

Goals are set at the beginning of the therapy, although these may change over time as the work develops. The impact of the therapy may include the following:

- Taking more responsibility for certain behaviours
- Developing coping strategies and creative problem-solving skills
- Greater self-awareness and confidence
- Development of empathy and respect for others
- Alleviation of anxiety
- Learning to fully experience and express feelings
- Stronger social skills
- Stronger relationships with peers and family members

## **Therapeutic play**

### **Reason/s for Referral**

Play is an evidence-based psychological intervention for young person and young people, based on the same core principles as person-centred counselling. It is appropriate for young person and young people with a whole range of social, emotional and mental health difficulties including:

- Difficulties forming and maintaining relationships with peers and/or adults
- Bullying issues – both being bullied and being the bully
- Experience of bereavement, separation and loss
- Experience of abuse (including domestic abuse) or other trauma such as medical procedures
- Challenging behaviour that affects their ability to make academic progress
- Anxiety and/or depression

Students referred for short term play sessions (around 12 weeks) will usually have mild to moderate difficulties, a less complex history and/or a greater awareness of their struggles compared to those referred for long term therapy.

Sometimes it will be clear at referral if long term external therapy is required. Other times students may be referred for short term therapy but then a decision is made by the team and others that long term therapy is needed.

In addition to the reasons described for short term play therapy students will also have significant challenges that mean they may need a longer period of time in therapy, for example:

- A significant trauma history resulting in complex needs
- Attachment difficulties
- Behaviour that results in a risk of exclusion

### **Intent**

At Riverside Meadows we recognise that many of our pupils have experienced Adverse Young personhood Experiences and/or complex trauma and that these impacts greatly on their daily lives, their relationships and their ability to engage in the classroom. Therapeutic play allows a young person to safely process their experiences and emotions through the creative arts, metaphor and play, which is the natural language of a young person. A trained staff member is able to promote healing by helping the young person to become more self-aware and respond to their innate drive for growth and self-actualisation. In this way they help the young person better understand themselves and their place in the world, as well as the effects their behaviours have on others.

### **Implementation**

A young person referred for play sessions will have a weekly 45-minute session with the team. The work is confidential and is centred around the relationship of trust and acceptance that is built between the young person and the therapist. As well as working with the young person, the staff member will usually also regularly speak with parents/carers and school staff, whilst keeping within the bounds of confidentiality, to enable them to better understand the needs of the young person or young person and the ways that they can best support them to thrive. Some young person and young people are more aware of their challenges and will want to talk about them and/or use more cognitive methods such as CBT activities. Others will work on a more unconscious level, using metaphor and story to project their emotions and experiences. Both methods can be equally as effective in bringing about change. Each young person is individual and so the content of the work may vary greatly from young person to young person. Regular reviews with the young person or young person and others will inform the number of sessions that they are offered.

### **Impact**

Goals are set at the beginning of the sessions, although these may change over time as the work develops. The impact of the sessions may include the following:

- Taking more responsibility for certain behaviours
- Developing coping strategies and creative problem-solving skills
- Greater self-awareness and confidence

- Development of empathy and respect for others
- Alleviation of anxiety
- Learning to fully experience and express feelings
- Stronger social skills
- Stronger relationships with peers and family members

### **Animal Therapy**

#### **Reason/s for Referral**

*This is bespoke, external highly therapeutic intervention to be used when all other interventions (W1-3) have not had the desired impact*

- Significant difficulties with emotional and behavioural regulation
- Low self-esteem and confidence
- Social anxiety
- Exam support
- Communication difficulties

#### **Intent**

- Aids attainment in Literacy
- Reduces anxiety and stress
- Increases motivation and attendance
- Improves behaviour and emotional regulation
- Improves emotional wellbeing
- Provides a calming influence in the classroom
- Teaches responsibility and respect
- Boosts confidence and self-esteem

#### **Implementation**

This progressive and innovative therapeutic intervention engages young people through the development of the human-animal bond and is of significant benefit to those who struggle to engage with traditional interventions and therapies.

Trained therapy animals have passed extensive risk assessments to ensure we are providing the highest quality service. Accompanying the animal are experienced handlers.

#### **Impact**

Research has demonstrated that animal-assisted interventions have a positive impact on a range of psychological well-being and challenging behaviours in and out of the classroom, such as: - Improvements in attention (Gee, Crist & Carr, 2010) - Enhancing socialisation (Pope et al., 2016) - Improvements in mood and wellbeing (Daly & Suggs, 2010) - Social-emotional development in young people (Endenburg & van Lith, 2010). Animal Assisted Interventions (AAI) have been shown to improve young people's global functioning and increase school attendance (Stefanini, 2015). Moreover, it has been shown to reduce challenging behaviour in young person and adolescents, whilst increasing psychological functioning (Stefanini, 2016). There have been many studies looking into the positive effects that therapy dogs can have on the literacy levels of young person. Research has demonstrated that they have a beneficial effect on various behavioural processes which contribute to a positive effect on the environment in which reading is practiced, leading to improved performance (Hall, Gee & Mills, 2016).

### **Equine Therapy**

*As Animal Therapy above, but based locally at Monarch Farm and Stables and provided by this external provider.*

### **Therapeutic social interaction**

#### **Reason/s for Referral**

- High levels of anxiety that affect their ability to engage in day-to-day life

#### **Intent**

Sometimes groups of students present with similar challenges such as high levels of anxiety. If the student is able to operate within a group situation, then it can be beneficial to take part in a

group to address the challenges. Meeting with others who experience similar things normalises feelings and enables students to feel less alone in their struggles. They can also share ideas of things that help them and may help others in the group.

### **Implementation**

Sessions takes place once a week for around 6 weeks, with the team. Activities are tailored to the group but may include games, creative activities, discussion, psycho-education and calming techniques. It is confidential in the same way as 1:1 therapeutic work, and students are encouraged to only discuss their own experiences outside of the group environment, not those of others.

### **Impact**

Sessions can help improve mental wellbeing and engagement in school. It can also improve relationships and help to form new friendships.

## **Behaviour Intervention Plans**

### **Reason/s for Referral**

Repeated dangerous behaviours  
Identified negative behaviour pattern  
High Risk Assessment Score (20+)  
Medical need to be considered during physical intervention  
Parent request/specified in EHCP

### **Intent**

Behaviours Interventions Plans (BIPs) aim to control and reduce and identified repeated negative behaviour patterns, including dangerous and violent behaviours. As well as to ensure that all staff are aware of any special medical or risk assessment-based needs and strategies in order to promote pupil safety and progress.

### **Implementation**

BIPs are developed by wellbeing mentors with the support form the middle and senior leadership team. All pupil data is considered when compiling a BIPs including individual behaviour analysis, DPI reports, EHC Plans, wellbeing plans, parental preference and communication, tide profiles and attainment. BIPs can be accessed by all staff via schoolpod. BIPs will include some or all of the following:

- Trigger behaviours
- Topography of behaviours
- Preferred supportive and intervention strategies
- Relevant medical conditions
- Praise points
- Preferred handling strategies
- Preferred debriefing process

### **Impact**

- Reduce impact and frequency of negative behaviour incidents
- Ensure safety of all staff and pupils
- Support to ensure EHCP outcomes are met through appropriate provision offer (Section E)

## **PCSO Workshops**

Riverside Meadows work closely with the local PCSO team, who visit the school on a weekly basis to work with individual or class groups who are demonstrating or experiencing criminal behaviours. This supports pupils to recognise the impact and implications of these behaviours and therefore aims to reduce the likelihood of pupils committing criminal offences in the future.

## **Anger Management**

### **Reason/s for Referral**

- Anger and aggression



- Anxiety
- Unable to control emotions
- Emotional outbursts

**Intent**

To help young person who struggle with their emotions.  
 Help to build better emotional regulation

**Implementation**

Pupils play games to practice cooling down/calming down or “taking a pause”. They will wear a heart rate monitor while they play, which allows them to see their emotions and connect with them directly. As they play, pupils will react to their heart rate. As their heart rates go up, the Mightier game gets harder to play and they practice how to bring their heart rate down (take a pause) in order to earn rewards in the games. Over time and continuous practice, the cool downs will become automatic even when pupils faces real world challenges.

**Impact**

- Pupils will learn and understand how to regulate their emotions, not only during the sessions but in everyday life
- Improve classroom behaviour
- Improve emotional awareness

**Case study**

- Over a 12-week intervention, there was a 62% reduction in outburst.
- Reduce oppositional behaviour by

**Targeted Sensory Support**

**Reason/s for Referral**

- Specific sensory issues
- Sensory overloads
- If there are sensory problems arising in lesson that are affecting their learning
- To support in certain lessons where there are a variety of sensory stimuli

**Intent**

Help and support students who may be affected by different sensory stimuli. Support them in their lessons and through individual interventions to assist their learning and help with their overall development.

**Implementation**

Sensory support can be done through 1-1 work in specific lessons, or through separate individualised interventions. During lessons the student will have extra support and help, to work with them through all the different tasks and activities and help where there may be a sensory issue, or something the pupil is not used to. Support can be offered through guiding them through the task slowly, taking it step by step, or by altering the task slightly to best suit the young person.

Individual interventions will focus more specifically on their sensory needs, and be more precise and targeted for the individual. These sessions would be between 10-20 minutes long, having 1-2 sessions per week. The duration of the intervention block is dependent on the individual, how well they engage in the sessions and their individual needs.

**Impact**

- Decrease the impact of sensory stimuli
- Improve behaviour in the classroom by supporting sensory issues
- Give pupils a better understanding and wider knowledge of how to deal with certain sensory issues, and how to work through a sensory overload
- Support pupils

**Healthy Heart, Healthy Mind**

**Reason/s for Referral**

- High BMI
- Poor posture
- Weak core stability
- To promote a fitter body and mind
- Pupils with poor self-esteem and physical confidence

### **Intent**

Heart. Head, Hands is an intervention aimed at helping students with their overall health and wellbeing. The main aims are:

- Reduce BMI
- Increase self- esteem and physical confidence
- Improve muscle tone and posture
- Increase aerobic endurance
- Increase core stability
- Develop a greater knowledge around health, exercise, well-being and fitness
- Improve knowledge and understanding on healthy eating and the body

### **Implementation**

Pupils referred for HHH will take part in 1 or 2 10-20-minute sessions each week for around 6-12 weeks, depending on the aims for the student and how they engage during the sessions. HHHM can be done individually or in 2's or 3's. Each session will have a different aim, dependent on the pupil and the week. At the start of the intervention pupils will take part in fitness tests specific for their individual needs. These tests will then be re-done at the end of their intervention block to see if there have been any improvements in what was being targeted. The weeks in between will consist of tasks, games and challenges focusing on their needs and why they were referred. The sessions will consist of a mixture of physically active sessions, and more learning-based sessions, where we may look at healthy eating, healthy lifestyles, and both physical and mental health.

### **Impact**

- Improve overall health and well being
- Give a greater knowledge and understanding of both physical and mental health
- Increase pupil's self-esteem and self-confidence.

## **Level 5 Interventions – Specialist Provision**

### **Family and School Support/online Programme**

#### **Reason/s for Referral**

- Poor school attendance
- When a pupil is unable to safely access the (in-)school day
- Repeated and significant disruptive and violent behaviours when in school

#### **Intent**

To help the pupil return to a school setting as soon as possible by way of part time table agreed with the Local authority to move toward full integration.

#### **Implementation**

This is an outreach programme for pupils who struggle with their attendance and find it difficult to cope/ engage in a school setting. Visits are arranged on a weekly basis to meet with the pupil either at home, online or at a local venue where the family support worker/Interventions team member and the family or pupil will work together in helping them with their school curriculum work.

#### **Impact**

- To increase attendance, initially off-site with the view to move to on-site provision when appropriate.
- To increase attainment outcomes in specific areas of the curriculum (including social and life skills and vocational qualifications)

### **Alternative Provision**

#### **Reason/s for Referral**

- Reducing or significantly low engagement in academic learning
- Escalating non-compliant or confrontational behaviours which create a 'risk of exclusion'
- Persistently low attendance
- Geographical factors affecting engagement

#### **Intent**

For at-risk students, Alternative Provision or Settings have the potential to offer a more personalised and engaging environment in which to learn and form strong connections with their aspirations, interests and more flexible expectations. This intervention may present a different pathway in which to achieve educational success and often prolong or raise engagement and value in learning.

#### **Implementation**

Alternative provision can be defined as something in which a pupil participates as part of their regular timetable, away from the site of the school where they are enrolled, and not led by school staff. Within the intervention, providers may be a combination of formal AP centres, a Therapeutic or Themed setting. All settings and provisions are checked for safeguarding and provisional compliance. Pupils are referred to the various provisions or setting with which we have existing relationships, or where possible new or bespoke settings are identified.

#### **Impact**

- Academic and/or vocational attainment
- Secure post-16 opportunities
- Increase or sustain attendance
- Reintegration to in-school learning
- Gains in learning confidence and self-worth
- Reduce likelihood of NEET

### **Monarch Farm**

#### **Reason/s for Referral**

- Poor school attendance

- Complex SEND preventing pupil from accessing/achieving standard curriculum qualifications
- SEMH needs creating significant barriers to developing social skills
- Pupil desire to work/study in animal care post-16.

**Intent**

This is a setting for pupils who struggle to cope in a school setting every day and who may struggle with attendance and interaction with their peers. This venue offers pupils with low self-esteem / Autism to engage and interact with others in a safe, quiet setting. The farm has a variety of animals for the pupils to interact with as well as activities to stimulate their engagement. Pupils attend the farm either once or twice a week.

**Implementation**

The pupils are encouraged to clean and feed the animals and interact with them. All pupils are asked to work towards an ASDAN qualification or Functional Skills qualifications while they attend the farm, either in Animal Care.

**Impact**

- Increased off and on-site attendance.
- Pupils over time build up a caring relationship toward the animals
- To develop social and life skills by engaging and interacting with staff and pupils from other schools.
- ASDAN qualification / Functional Skills qualification

**Additional Funding to Maintain Placement**

In some cases, Riverside Meadows Academy will apply for additional funding for additional adult support or specific intervention to ensure we can fully meet the needs of our most complex pupils. All applications for additional funding will be completed and supported with a package of evidence by the SLT.

**Cognitive Behaviour Therapy**

**Reason/s for Referral**

- Specific difficulties with one aspect of day-to-day life such as anxiety, mild stress, social skills or anger
- No history of complex trauma that may be the cause of the above difficulties
- Must be cognitively able - secondary or older primary age

Usually, the decision to use CBT will be made by the external therapist from organisations such as CAMHs, once they have assessed the needs of the young person.

**Intent**

The approach of CBT is about thinking more positively about life, looking at how you can get stuck in patterns of behaviour and ways of changing these rather than dwelling on past events. It aims to help students become more aware of their patterns of thought and behaviour that hold them back and to give them a sense of agency and an understanding of their ability to change things for themselves.

**Implementation**

CBT is a 1:1 intervention carried out by a therapist. Typically, it would run for 6 to 12 weekly sessions and the therapist sets goals with the young person, often with 'homework' to do in between.

**Impact**

CBT can help improve confidence and self-esteem as well as reducing anxiety and teaching specific coping skills in given situations.

**Counselling/Mental Health Support Team intervention**

**Reason/s for Referral**

- Significant recent/lasting trauma

- Given a clear focus for up to 6 weeks of sessions
- The school's Mental health lead makes referrals to the service

Counselling sessions have a primary aim to help pupils understand their feelings and experiences and support them explore positive ways of approaching and managing them. They offer a Person-Centred approach to counselling whereby the pupils are invited to discuss their experiences and emotions around an agreed focus in a safe and confidential environment. The sessions are agreed on a weekly basis with the pupil and a letter of consent is sent to parent / carer prior to any sessions starting. Counsellors may decide to refer to a long term service at the end of the 6 week period.

### **Long-Term Therapies (6 weeks +)**

#### **Reason/s for Referral**

In addition to the reasons described for short term therapy (in Level 4) students will also have significant challenges that mean they may need a longer period of time in therapy, for example:

- A significant trauma history resulting in complex needs
- Attachment difficulties
- Behaviour that results in a risk of exclusion

Long term therapy is provided by external professionals and is subject to the school's referral being accepted.

### **Home Visits**

#### **Reason/s for Referral**

- Repeated poor attendance
- Significant sudden drop in attendance
- Repeated unexplained absence

Home visits are carried out to allow the school to monitor the safety of a young person and to ascertain the reason for their absence. Home visits are all carried out to support pupils who are unable to attend school to access learning. A home visit may also include a meeting with a young person's parents/carers in their home, in order to build a plan to improve the young person's attendance, and re-integrate the back into school full-time.

### **Cambridge and Peterbrough "Keep Your Head"**

The Clinical group provide education staff working in Key Stages 3, 4 and 5 who provide emotional wellbeing support to young person and young people an opportunity to discuss particular cases and situations, get advice and guidance on evidence-based interventions whilst providing further information on other services that can support CYP and their families. It also includes discussions on how education settings embed the whole school approach and how to build a positive ethos around young person's mental health and wellbeing.

SEND trained Senior Leaders attend to present cases for clinical scrutiny and advice.

### **Facilitating External Support**

When appropriate Riverside Meadows Academy works with a variety of external agencies to support pupils and their families for example TAC, CIN, CAMHs, Educational psychologist and social services. External agency support is co-ordinated by and supported by the SLT.