



# Intervention Spaces Policy

July 2024

## Introduction

At Gascoigne Primary School, we are committed to providing inclusive education for all of our students, including those with Autism Spectrum Disorder (ASD) and other complex learning needs. We recognise the importance of creating a supportive environment that meets the specific needs of our students in order to help them access their learning, in ways that are best suited for them. This policy outlines our approach to creating and utilising dedicated spaces within the school to provide effective support for these students.

## Rationale

All children share a common entitlement to a broad and balanced curriculum which meets their social, emotional and learning needs.

We recognise that it is the teacher's responsibility to set high expectations, inspire, motivate and challenge all pupils. By adapting teaching to respond to the strengths and needs of all pupils, either through environment, teaching materials, strategies, topic or use of language, the teacher provides the child with the means to engage with learning and make good or better progress.

Currently, there are three intervention spaces that cater to children with complex learning needs based at the Shaftesbury Site, and two intervention spaces that cater to children who experience difficulties in managing their behaviours, emotions and dysregulation based at the Gascoigne site. Each space tailors the learning to meet the needs of varying developmental and behavioural needs and learning styles. Children can access the intervention spaces on a full-time or part-time basis. A careful assessment and transition process are required to determine which intervention space would be best suited for each child, as well as the length of time required for the children to access the spaces.

Allocation of interventions will be the responsibility of the Teacher in Charge, overseen by the Inclusion Managers. Class teachers will maintain overall responsibility for the progress of all children on their role and will work closely with the Teacher in Charge of interventions to achieve the best outcomes for pupils. We are committed to working with parents at all times.

## Aims and Objectives

Our Intervention Spaces aim to:

1. Provide a safe and calm environment for students with autism and other complex learning needs to receive targeted intervention and support.
2. Promote social and emotional well-being by reducing anxiety and sensory overload.
3. Facilitate effective communication and social interaction skills development.
4. Provide a structured environment for implementing individualised plans and targeted intervention support.

5. Collaborate with parents, carers, and external agencies to ensure a holistic and consistent approach to supporting students with their specific learning needs.

## Design and Facilities

The Intervention Spaces within the school will be designed and equipped in accordance with the following guidelines:

1. **Location:** The spaces will be located in quiet and easily accessible areas within the school, away from high-traffic zones and excessive noise.
2. **Layout:** The spaces will be organised to promote a calm and structured environment. Soft lighting, comfortable seating, and appropriate visual cues will be provided, along with designated areas for specific activities.
3. **Resources:** A range of sensory resources, including visual aids, tactile objects, and noise-cancelling headphones, will be available to support students' sensory needs and enhance their learning experiences.
4. **Communication:** Alternative means of communication (Makaton, communication boards, visual aids) are used and encouraged with our children to help them communicate their immediate wants and needs, using methods that they are most comfortable with.
5. **Safety:** The spaces will be designed with safety in mind, ensuring potential hazards are minimized and appropriate supervision is provided.

## Staffing and Training

To ensure the successful implementation of our Intervention Spaces, the following staffing and training provisions will be made:

1. **Trained staff:** All staff members responsible for the spaces will receive training on autism awareness, understanding individual needs, managing behaviours, and implementing targeted interventions. This includes teachers, teaching & learning advocates, and any other support staff involved.
2. **Qualified Inclusion Managers:** The Inclusion Managers will oversee the implementation of the Intervention Spaces and provide guidance and support to staff and students.
3. **Ongoing professional development:** Staff members will have access to regular professional development opportunities to enhance their knowledge and skills in supporting students with complex learning difficulties.

## Collaboration and Communication

Collaboration and effective communication are essential in supporting our students. The following strategies will be implemented:

1. **Multi-agency approach:** We will work closely with external agencies, such as educational psychologists, speech and language therapists, SEND advisors and specialists, and occupational

therapists, to ensure a cohesive support network for our students with autism and other complex learning difficulties.

2. **Partnership with parents/carers:** Parents/carers will be actively involved in the intervention and support provided for their child. Regular meetings will be scheduled to discuss progress, set targets, and share strategies.

## Monitoring and Evaluation

To ensure the effectiveness of our Intervention Spaces, continuous monitoring and evaluation will take place:

1. **Regular reviews:** Staff members involved in supporting students with autism will meet regularly to review progress, identify areas for improvement, and adjust interventions as necessary.
2. **Data collection:** Progress data, including targets set and outcomes achieved, will be recorded for each student and shared with parents.
3. **Feedback:** Feedback from students, staff, parents/carers, and external agencies will be sought and used to inform improvements in our provision.

## Inspectorate Expectations (Ofsted)

According to the most recent framework by Ofsted, the relevant inspectorate for evaluating the standards in our school, the expectations for Intervention Spaces include:

1. Clear policies and strategies for supporting students with autism, including dedicated spaces and targeted interventions.
2. Trained staff who possess knowledge and understanding of autism and its impact on learning.
3. Ongoing professional development opportunities for staff to enhance their skills in supporting students with autism.
4. Collaboration with parents/carers and external agencies to ensure a coherent and consistent approach.
5. Regular monitoring and evaluation of interventions, with data collected to demonstrate progress.

At Gascoigne Primary School, we are committed to meeting and exceeding these expectations to provide outstanding support for our students.

## Conclusion

The Intervention Spaces policy at Gascoigne Primary School demonstrates our commitment to providing the necessary support and resources for students with autism and those who experience difficulties in managing their behaviours and emotions. By implementing this comprehensive policy, we aim to create an inclusive and supportive learning environment that allows every student to thrive. Through collaboration, continuous improvement, and adherence to the expectations of the relevant inspectorate, we are confident in our ability to achieve excellence in meeting the needs of all of our students.