

Board of Trustees- SENDCo/Intervention update 7/5/25

Literacy intervention

- 18 pupils were offered an English intervention.
- 17 regularly attended and engaged sessions. 4 are currently on exam preparation sessions, while the remaining 13 are participating in reading interventions (TRT or Forward with phonics).
- There was one significant case of lack of engagement, and this was cited due to absences and mental health challenges.
- 8 were recorded as making continued progress. 3 pupils were deemed to have made significant progress and their interventions were concluded.
- New pupils have been identified, with a particular focus on year 8, where there are attendance and more consistent behavioural challenges being presented.

Numeracy intervention

- 15 pupils were offered catch- up numeracy interventions. Of these, 12 regularly attended. 3 did not due to persistent absence.
- All pupils have shown progress, with a particular pupil in year 11 showing significant improvement and engagement across maths related topics, he completed the maths intervention and won the intervention award for the Spring term.

Speech and language intervention:

- 4 pupils currently completed the 6-week programme.
- From baseline assessments, 2 pupils made 8.2% progress, 20% and 25%.
- Currently working with year 9s.

Wellbeing interventions

- 8 pupils offered Lego intervention (6 engaged).
- 9 Pupils offered Protective Behaviours.
- 9 pupils offered Art Therapy.
- 13 pupils offered counselling sessions.
- 6 Pupils with MHST Broxbourne (2 continued from Autumn).
- **33%** of school cohort being offered 1:1 targeted intervention for wellbeing.

Wellbeing intervention data (Autumn term) linked to motional scores (where measurable):

Art therapy- 66.6% of pupils increased scores in social engagement and executive functioning and pupil well- being score.

Counselling: - 77.8 % of pupils increases in executive functioning, 72.7% saw an increase in school attendance.

Lego workshop- All who engaged decrease in social defence.

The Bridge overview:

- **Pupil 1** School attendance remains to be strong and consistent.
- Able to take part in ICT lessons and some PSCHE lessons.
- This kept his whole-class timetable at approximately 74%
- Attending extended learning sessions, as well as assemblies.
- Reduced behaviour slips recorded by 35.5% since Autumn. Did see an incident which involved a suspension in Spring.
- We will look to support in increasing time in whole class setting in summer 2 half term, following exit path in line for year 10.

Pupil 2:

- Significant concerns about behaviours around the Bridge attendance.
- 67 slips recorded throughout the term (-20%) but **63 %** of these linked to the Bridge.
- Attendance dropped by **40%**.
- Chunking of lessons in Bridge time unsuccessful.
- Physical behaviours against adults significantly increased.
- On own request, now attempting to engage in full time timetable- including mornings and assemblies. He has been offered support from the Bridge whenever he needs it.
- Has shown he can engage well in other sessions outside of Bridge but struggling socially.
- Entered into PSP (2/5/25)
- Review on 15th May with support from county to discuss potential outcomes.

Pupil 5

- Joined Bridge in Spring 2
- Saw reduction in slips and behaviours across the board (Spring 1 v Spring 2)
- Started on 54% Bridge timetable. Worked on learning agreements with teachers to reintegrate. By end of Spring term, was accessing around 72% of his whole timetable.
- 1 major incident- linked to another Bridge student. Has not returned to school in summer term.

Pupil 3

- Has not attended School for virtually all of Spring term.
- 20th Jan met for a PTT meeting. Very limited success and saw no improvement in attendance.
- Parent has named another setting so now working with county to facilitate.

Pupil 4

- Significant drop in attendance towards end of Spring 1
- Refused to come in during Spring 2 unless it was in a 1:1 provision with JT. This was manageable Thursdays and Fridays.
- Now this is no longer a sustainable provision, Mum will be calling an early review and looking at EOTAS package. JT supporting with documentation.

Zones of regulation

- As of the end of spring, 6 pupils have been offered the Zones intervention. 2 were not able to complete the intervention due to persistent absence.
- Throughout the spring term, staff worked both in class and in the Bridge with supporting the boys on how to effectively personalise their toolkit and they were then supported with it's use in class by staff and an additional adult.
- A contributing factor to a particular individual from year 7 who was on a significantly reduced timetable but has been able to increase his regulation and slowly increase his time in school over the spring term.
- Additionally, a pupil in 7 who engaged throughout the Spring term saw a significant reduction in negative incidents- 23 repairs in January prior to engaging, 8 in Feb, 8 in March and 1 in April.
- These pupils are still being supported in their use toolkits, but the work has become more reflective. 3 new pupils will be identified for Summer 2.