Wave 1: Universal Support

	Intervention Category	Intervention Group/Name	Group Description *(Identification for intervention)*	Authorisation of Intervention	Intervention	Intervention Lead	Intervention Monitoring	Impact measure	Intervention Review
ACADEMIC (Teachers, HoDs and HoKs)	Academic Monitoring	KS4 and KS5: Academic Monitoring	Cause for Concern *Attainment Gap, effort grade concerns*	HoK	Scheduled meeting with HoK or APT CSI Prep	HoK	BromCom log Attendance at Prep sessions. Work and folder checks. Lesson observations.	HoK learning walks, behaviour logs, attendance, and attainment. Professional judgement. Improvement in attainment and effort grade data.	Next data drop
	Academic Monitoring	KS3 and KS4: Report Cards	Cause for Concern *Attainment Gap, effort grade or behaviour concerns*	HoK	Report card in place.	HoK	BromCom Log	Report card score. Weekly feedback from HoH and teachers	Every two weeks
	Academic Monitoring	KS4 and KS5: Subject Clinics	Attainment Gap: 2 WG below TG	HoD	Weekly subject clinics Period 7 Supported Study	HoD/ Subject teachers	Attendance at clinic sessions/ Department intervention grids.	Improved attainment data	Next data drop

	Intervention Category	Intervention Group/Name	Group Description *(Identification for intervention)*	Authorisation of Intervention	Intervention	Intervention Lead	Intervention monitoring	Impact measure	Intervention Review
Student Support (Learning Support and SSC)	Cognition and Learning	SS: Supported Reading	Below expected range for reading age *Identified through classroom teacher, MIDYIS, Reading Age Data or Psychometric Assessment data*	SEN Team or HoK	paired reading 08:20 – 08:40	LSA Team	Attendance and engagement within sessions.	Reading age data	Termly
	Cognition and Learning	SS: Organisational Skills	Executive Functioning concerns *Effort Grades, concerns raised by House Staff*	SEN Team	Support within Boarding House (small group)	LSA team	Engagement with support in House	Improved effort grades and fewer behaviour points for poor organisation	Termly

	Intervention Category	Intervention Group/Name	Group Description (Identification for intervention)	Authorisation of Intervention	Intervention	Intervention Lead	Intervention monitoring	Impact measure	Intervention Review
	Physical and Sensory	SS: Handwriting	Initial learning concern *Teacher concern or DASH assessment*	SEN Team or HoK	Twice weekly small group 08:20 – 08:40	LSA Team or APT	Attendance and engagement within sessions	Pre and post handwriting assessments	Termly
	Physical and Sensory	SS: Touch Typing	EAA Provision *Teacher concern, DASH assessment*	SEN Team or EAA Co-ordinator	Weekly small group 08:20-08:40 plus 30 minutes of prep	LSA Team	Attendance and engagement within sessions	Increase in typing speed and completion of programme	Termly

	Intervention Category	Intervention Group/Name	Group Description (Identification for intervention)	Authorisation of Intervention	Intervention	Intervention Lead	Intervention monitoring	Impact measure	Intervention Review
Pastoral (Houses)	Behaviour Monitoring	House: Behaviour Support (House)	Behaviour Action Plan *20 + BP*	Assistant Head Pastoral.	Action	House Staff	BromCom log with BAP uploaded.	Reduction in behaviour points	Termly
	House Monitoring	House: Pastoral Mentoring (House)	Low level welfare concerns *Organisation, attendance, Home sickness/transition support*	Welfare Group or HoH	IWS	House Staff	CPOMs Log	Subjective, professional judgement, communication with parent/child	Half termly

Wave 2: Targeted Support

	Intervention Category	Intervention Group/Name	Group Description *(Identification for intervention)*	Authorisation of Intervention	Intervention	Intervention Lead	Intervention monitoring	Impact measure	Intervention Review
Academic (Teachers, HoD and HoK)	Academic Monitoring	KS3: Academic Mentoring	Cause for Concern *Attainment Gap, effort grade concerns*	HoK	Weekly meetings with APT	APT	Weekly BromCom Log	Improved data within either: effort grades, behaviour and attainment	Termly
	Cognition and Learning	KS3: (Y7/8/9) Catch Up Numeracy	Below expected attainment in Numeracy *WG, MIDYIS or Psychometric assessments*	HoK or SEN Team	Weekly 1:1 or small group	APT or staff member suitably trained.	Weekly BromCom Log	Improved baseline assessment scores and Working Grade data.	Termly
	Cognition and Learning	KS3: (Y7/8/9) English Intervention	Below expected attainment in Literacy *WG, MIDYIS or Psychometric assessments*	HoK	Weekly targeted small group support	APT	Weekly BromCom Log	Improvement in Working Grade data and baseline assessments.	Termly
	Cognition and Learning	KS3: Handwriting and Spelling	Initial learning concern *Teacher concern, DASH or psychometric assessment*	HoK or SEN Team	Weekly targeted small group support	APT	Weekly BromCom Log	Increased SS for spelling, improvement of writing legibility. Increased student confidence	Termly.
	Cognition and Learning	KS3: (Y7/8/9) Library Reading	Targeted reading support *Baseline reading assessments, or psychometric assessments*	HoK or SEN Team	Weekly targeted reading support with	APT	Weekly BromCom Log	Improved reading skill, age and confidence.	Termly.
	Cognition and Learning	KS3: SHINE Reading	Below expected reading levels. *Hodder reading screening software*	HoK and Literacy Co-ordinator	Weekly SHINE lesson either as an group or within the lesson.	English teachers	BromCom Log	Improvement in reading age data.	Termly.

	Intervention Category	Intervention Group/Name	Group Description (Identification for intervention)	Authorisation of Intervention	Intervention	Intervention Lead	Intervention Monitoring	Impact measure	Intervention Review
	Cognition and Learning	KS4 tutoring programme	Attainment Gap	HoK	Weekly small group tutoring	External Tutoring Provider	Attendance monitoring and engagement with sessions	Improved academic attainment	Next data drop
	Cognition and Learning	KS3, KS4, KS5 CSI Study	Escalation from CSI Prep *Continued Poor effort and organisation grades* *Continued increase in Poor Prep or No Prep*	HoK	Weekly supported sessions.	HoK or Academic Performance Tutor (APT)	Attendance at prep sessions.	Improved effort and organisation grades Reduction in prep detentions/poor prep	Next data drop

	Intervention Category	**Intervention Group/Name**	**Group Description** *(Identification for intervention)*	**Authorisation of Intervention**	**Intervention**	**Intervention Lead**	**Intervention Monitoring**	**Impact measure**	**Intervention Review**
Student Support (Learning Support and SSC)	Cognition and Learning	SS: LS (P7) Supported Prep	Development of independent study skills *Prep detentions. Poor quality prep. Requires direct support to access prep tasks*	SEN Team	Supported prep during Period 7 or evening prep.	LSA Team	BromCom Log and attendance monitored.	Reduction in prep detentions. Higher quality prep produced. Development of independent skills	Termly / next data drop
	Cognition and Learning	SS: EAL	Below expected levels in English or Maths *WG, MIDYIS or EAL baseline assessments*	SEN Team	Weekly 1:1 or small group	EAL Teacher	BromCom Log with weekly log	Increased attainment, particularly in English	Termly / next data drop
	Cognition and Learning	SS: Metacognition – Learning to Learn	Development of independent study skills *Section F EHCP. Below expected attainment*	SEN Team	Weekly 1:1 or small group	LSA or Support Staff trained in the approach	BromCom Log with weekly log	Increased attainment	Termly / next data drop
	Communication and Interaction	SS: Speech and Language	Targeted SaLT Support *Section F EHCP. SALT Assessment. Or SEMH Concerns*	SEN Team	Weekly 1:1 or small group	Trained SaLT Assistant	BromCom Log with weekly log	Improved SaLT outcomes from termly external assessment. Pre and Post assessment questionnaires	Termly. With half termly mid-point review.
	Communication and Interaction	SS: Social Thinking	Targeted Social Skills Support	SEN Team	Weekly 1:1 or small group	Assistant EP	BromCom Log with weekly log	Pre and post assessment questionnaires	Termly. With half termly mid-point review.

			Section F EHCP. Welfare group. Expression of concern form						
	Communication and Interaction	SS: TalkAbout Year 7/8	Targeted Social Skills and self-esteem support. *Section F EHCP. Welfare group. Expression of concern form*	SEN Team	Weekly 1:1 or small group	LSA or Support Staff trained in the approach	BromCom Log with weekly log	Pre and post assessment questionnaires. Student feedback. Professional judgement.	Termly. With half termly mid-point review.
	Social, Emotional and Mental Health	SS: ELSA	Targeted Emotional Literacy Support *Section F EHCP. Welfare group. Expression of concern form. Termly behaviour report*	HoD LS, Operational SENDCo, Head of Inclusion	Weekly 1:1 intervention (55 minutes)	ELSA trained LSA	BromCom Log with weekly log	Pre and post assessment questionnaires. Increase in attendance, engagement. Student Feedback.	Termly. With half termly mid-point review.
	Social Emotional and Mental Health	Targeted Welfare Support	Targeted Welfare Support for SEMH *Escalation from IWS. Friendship concerns, anxiety, low mood,*	Welfare Group, Head of Inclusion or DSL	Weekly 1:1	House Staff trained in the approaches	BromCom Log with weekly log. CPOM notes for safeguarding.	Pre and Post Assessment questionnaires. Student feedback. Professional judgement.	Termly. With half termly mid-point review.
	Social, Emotional and Mental Health	SS: Zones of Regulation	Targeted Emotional Regulation Support *Section F EHCP. Welfare group. Expression of concern form. Termly behaviour report.*	HoD LS, Operational SENDCo, Head of Inclusion	Weekly 1:1 intervention (55 minutes)	LSA or Support Staff trained in the approach	BromCom Log with weekly log	Pre and post assessment questionnaires Reducation in behaviour points. Student feedback and Professional judgement.	Termly. With half termly mid-point review.
	Social, Emotional and Mental Health	SS: Targeted PSHE	Targeted Personal, Social and Health Education. *Section F EHCP. Welfare group. Expression of concern form. Partaking in risky behaviours.*	HoD PSHE, HoD LS, Operational SENDCo, Head of Inclusion	Weekly 1:1 or small group intervention (55 minutes)	Assistant EP	BromCom Log with weekly log	Pre and post assessment questionnaires Student feedback and Professional judgement.	Termly. With half termly mid-point review.
	Social, Emotional and Mental Health	SS: Doing Things Differently	Targeted support for students with attachment needs or social challenges		Weekly group during Period 7	Assistant EP trained in the approach	BromCom Log with weekly log	Pre and post assessment questionnaires Student feedback and professional judgement.	Termly. With half termly mid-point review.
	Social, Emotional and Mental Health	SS: Mindfulness Story Writing	Targeted expressive and emotional language support *Section F EHCP. Welfare group. Expression of concern form*	HoD LS, Operational SENDCo, Head of Inclusion	Weekly small group intervention (55 minutes)	LSA or Support Staff trained in the approach	BromCom Log with weekly log	Pre and post assessment piece of writing. Student feedback. Professional judgement.	Termly. With half termly mid-point review
	Cognition and Learning	SS: KS5 Study Skills	Escalation from KS5 Academic Mentoring	HoKs, HoD LS, Operational	Weekly 1:1 mentoring	KS5 LSA	BromCom Log with weekly log.	Reduction in prep detentions, increase	Termly.

	Intervention Category	Intervention Group/Name	Group Description *(Identification for intervention)*	Authorisation of Intervention	Intervention	Intervention Lead	Intervention monitoring	Impact measure	Intervention Review
			Effort grades, attendance, low attainment	SENDCo, Head of Inclusion				attainment, improved EG, improved attendance	With half termly mid-point review.
		SS: Targeted Behaviour Support	Targeted Behaviour Support *Escalation from BAP. Targeted 1:1 or small group*	AH Pastoral or Head of Inclusion	Weekly 1:1 or small group intervention	Inclusion co-ordinator	BromCom Log with weekly log	Pre and Post Assessment questionnaires. Lesson observations Reduction in behaviour incidents/points	

Wave 3: Specialised Support

	Intervention Category	Intervention Group/Name	Group Description *(Identification for intervention)*	Authorisation of Intervention	Intervention	Intervention Lead	Intervention monitoring	Impact measure	Intervention Review
Student Support (Learning Support and Student Support Centre)	Cognition and Learning	Conquering Literacy Programme	Specialist Literacy Support. *Section F of EHCP. Below expected levels in WG MIDYIS or Psychometric assessments.*	SEN Team	Weekly or twice weekly 1:1 targeted intervention (55 mins)	Level 5 / 7 BDA trained staff member	BromCom Log with weekly meeting record.	Programme baseline assessments. Improved WG's and psychometric assessment data	Termly

	Intervention Category	Intervention Group/Name	Group Description *(Identification for intervention)*	Authorisation of Intervention	Intervention	Intervention Lead	Intervention monitoring	Impact measure	Intervention Review
Pastoral (Welfare and Safeguarding)	Social Emotional and Mental Health	School counselling	Specialist SEMH Support *Student self-referral*	DSL or medical centre	Weekly 1:1 counselling for 6 – 12 weeks.	School counsellor	Confidential database.	Pre and post treatment questionnaires. Improvement in mood/attendance/wider school engagement	No set review date. Treatment for 6 – 12 weeks.