

# Grove School Learning for Life Intervention Matrix 2025-2026

Learning for Life Framework Category	Wave	Intervention	Description
Attendance, Health and Well-Being, Individual Development, Learning and Safeguarding	All	Learning for Life Centre	<p>A facility within Grove School that supports students for all their education needs for all areas across the Learning for Life Framework.</p> <p>Provision includes:</p> <ul style="list-style-type: none"> <li>- Soft Landing Room for online and bespoke learning</li> <li>- Hub for quiet space for students to access bespoke support based on a range of SEND/SEMH needs</li> <li>- Intervention rooms for mentoring and academic support.</li> </ul> <p>Referral via Learning for Life Team or triage through 'On Call'.</p>
Attendance	1	1st day absence parental phone call	Member of staff contacts on first day of absence to see when a child is likely to return to school.
Attendance	1	EWO 1	First letter sent by EWO to identify a concern with school attendance
Attendance	1	EWO 1 Lates	First letter sent by EWO to identify a concern with arriving to school late.
Attendance	1	Form Tutor Conversation	Form tutor conversation with student and/or home regarding issues around attendance
Attendance	1	Punctuality Report	Student placed on report by Tutor and/or Head of Year after a period of issues around their punctuality in arriving to schools and/or attending lessons. Student must check in with member of staff on a daily basis. Targets are set to incentivize improvements in student punctuality.
Attendance	1	Three week attendance regression	Meetings led by the attendance office and relevant Head of Year and/or Keep Safe Team to put strategies into place to improve attendance
Attendance	1	Two week attendance meetings	Meetings led by the attendance office and relevant Head of Year and/or Keep Safe Team to put strategies into place to improve attendance
Health and Wellbeing	1	App Signposting	A range of apps that can be signposted to students and/or parents/carers to support outside of school
Health and Wellbeing	1	Boxhall Profile (Diagnostic Tool)	An evidence based tool supporting a whole school approach to assessing and addressing children and young people's social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing.
Health and Wellbeing	1	Grove Connex Mentoring	A student has a specially trained mentor from the local community who meet on a weekly/bi-weekly basis to discuss their worries and concerns.
Health and Wellbeing	1	Medical timeout pass	Student issued with a timeout due to a medical need. Medical evidence must be provided for a medical timeout pass to be issued.
Health and Wellbeing	1	No Worries	A programme aimed to reduce anxiety using CBT. Aims at developing strategies such as relaxation skills and cognitive reframing.
Health and Wellbeing	1	Rest Easy	A programme delivered to support students to build better emotional well-being
Health and Wellbeing	1	SYA Mentoring	Trained volunteers from Shropshire Youth Association provide mentoring to students to support them on a weekly/bi-weekly basis to discuss their worries and concerns. Volunteers work in the local youth club and mentor students who access this out of school provision.
Health and Wellbeing	1	Time to Talk	A weekly lunchtime session where students speak with teachers, support staff and other students about their personal issues or concerns.

Health and Wellbeing	1	Timeout card	Student is issued with a timeout card to support regulation of their emotions during the school day. Only issued by Head of Year and reviewed fortnightly.
Health and Wellbeing	1	Trusted adult support	Students access their trusted adult within school for advice and guidance to support them in school. Students will access their trusted adult on an 'as and when needed' basis. Trusted adults are usually tutors.
Individual Development	1	Anger Management	Anger management sessions delivered by trained member of staff, covering at least six sessions that focus on emotions and strategies for the student to de-escalate.
Individual Development	1	Bullying Workshop	Workshop completed with a well-being leader to outline the consequences of bullying and strategies to support previous students who have committed bullying in adapting their behaviour.
Individual Development	1	Careers Interview	Student has an appointment with fully qualified careers advisor, to support with students on their next steps and future career aspirations.
Individual Development	1	Cultural Capital Visits	Students attending visits and/or experience which expands their cultural capital.
Individual Development	1	Cyber Bullying Workshop	Student completes a cyber-bullying workshop to support their awareness of the dangers and consequences of cyber-bullying.
Individual Development	1	Enrichment Activities	Students complete a range of activities to support their wider understanding of the world and cultural capital.
Individual Development	1	Rewards Trips	Students rewarded with trips and experiences after meeting a set criteria around attendance, behaviour and contribution to school culture.
Individual Development	1	RISE	Year 10 employability workshops, designed to equip students with the necessary skills and knowledge to thrive in the competitive job market. focus on core skills development. The workshops help identify the skills and attributes students already have, so they can focus on developing these within school to release their potential.
Individual Development	1	Tutor Report	A report to comment on behaviour requires feedback from staff on each lesson. Targets are set to improve/engage behaviour. Parents/carers are informed and meeting to take place to support time on report.
Individual Development	1	Well-Being Leader Report	A report to comment on behaviour requires feedback from staff on each lesson. Targets are set to improve/engage behaviour. Parents/carers are informed and meeting to take place to support time on report.
Individual Development	1	Year 10 Work Experience	Students spend at least three days in a work environment to develop employability skills.
Learning	1	Change of teaching group	A student has been moved teaching group to support their academic or pastoral needs.
Learning	1	ECHNA application	Application is made with supporting evidence (assessments and at least three detailed rounds of APDR) to see whether a student meets the criteria for an educational health and care plan (EHCP).
Learning	1	Fresh Start	Read Write Inc. Fresh Start is a proven phonics intervention for students aged 9-13+ who have slipped through the reading net. Students make as much as two years' progress in just two months, using the same tried-and-tested approach as Read Write Inc. Phonics.
Learning	1	IDL (Literacy)	The IDL Literacy intervention software is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages.
Learning	1	IDL (Numeracy)	The IDL Literacy intervention software is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages.
Learning	1	Lexonik Advance	Lexonik Advance is a face-to-face programme that rapidly improves reading, spelling, vocabulary and comprehension for students of any age with a standardised reading score of 85-115. It delivered in six one-hour sessions, on a 1:4 teaching ratio.

Learning	1	Lexonik Leap	Lexonik Leap effectively resolves phonics gaps for learners who find literacy particularly challenging and those for whom English is not their first language, rapidly progressing reading, spelling and oracy. Based on an initial diagnostic assessment, the programme can be adapted to allow for an individualised learning pathway, meaning the duration of the programme is dictated by the level of need. Because of this it's perfect for older or English as an additional language (EAL) learners as well as young learners. Lexonik Leap as a literacy programme can be delivered 1:1, but is best as a small group intervention.
Learning	1	RAG rated timetable	Meeting held with student to identify lessons where additional support needs to be provided across their timetable.
Learning	1	Change of tutor group	Student changed to a different tutor group.
Attendance	2	EWO 2	Stage 2 warning letter sent by EWO, if there is no improvement in attendance after EWO 1 letter.
Attendance	2	EWO 4	Stage 3 warning letter sent by EWO, if there is no improvement in attendance after EWO 2 letter.
Health and Wellbeing	2	ELSA	An ELSA is a member of staff who has received 5 days of training in psychological theory and intervention to enable them to plan and deliver individual and small group support programmes in schools to children and young people (4–16-year-olds) with social, emotional and mental health needs.
Health and Wellbeing	2	Healthy Lives Advisor	Support provided by Shropshire Council to support the physical and mental well-being of students.
Health and Wellbeing	2	Safe Plan	Plan put in place to support students to keep themselves and other students safe around the school site.
Health and Wellbeing	2	CHAT	Appointment booked with school nurse for support, advice and guidance around sexual health and relationships.
Individual Development	2	Behaviour Contract	A behaviour contract is put into place when a student consistently does not meet the standards and expectations around in-school behaviour. This can also be used for bullying towards other students.
Individual Development	2	Head of Year Report	A report to comment on behaviour requires feedback from staff on each lesson. Targets are set to improve/engage behaviour. Parents/carers are informed and meeting to take place to support time on report.
Individual Development	2	Zones of Regulation	The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete-coloured zones. Integrating in cognitive behaviour therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honouring and respecting each student and their unique self.
Individual Development	2	Project Heart	Boxing mentoring programme delivered by local members of the community at the boxing club. Students receive mentoring, support and learn boxing skills to support their personal development.
Individual Development	2	Reel Grove Futures	Fishing mentoring programme delivered by staff at Tern Fisheries. Students receive mentoring, support and learn fishing skills and get the opportunity to fish to support their personal development.
Learning	2	Aimee Webster Referral	Students work with Aimee (trained educational psychologist) in different guises to support the holistic needs of the student in a group setting. Recommendations and next steps are provided and actioned.
Learning	2	Assertive Mentoring	Students are paired with a member of staff who meet weekly/bi-weekly to set targets and discuss their academic performance. Regular communication is made with home.
Learning	2	Barriers to Learning Assessment (Diagnostic tool)	A comprehensive assessment that identifies barriers to learning for students such as dyslexic tendencies. Recommendations require actions after assessment has taken place.
Learning	2	Change side of academic year	Student changes side of the year which provides them with a new timetable.

Learning	2	GSP application	Support for pupils with Special Educational Needs (SEN) over and above schools normally available resources without the need for an Education, Health and Care Plan (EHCP) Schools requesting additional funding from the high needs block will need to submit a completed request form to the SEN Team along with the necessary supporting paperwork. Schools will need to evidence that they have followed the SEN Support process as detailed in the SEND Code of Practice. This must include: • Three detailed cycles of the graduated approach (Assess, Plan, Do, Review) • A costed provision map that identifies the specific support and provision to be implemented (including duration and frequency), the cost of this provision.
Learning	2	Spectra	Spectra Inclusion Support Team offers personalised support and advice for children and young people with needs related to the autism spectrum, including difficulties with social interaction and communication, speech and language, challenging behaviour, anxiety, attachment and low self-esteem.
Learning	2	SALT Language Group	An intervention where students work within a group with the SALT to develop a range of language skills, based off recommendations from SALT reports.
Safeguarding	2	Below the Belt	The Below the Belt workshop is aimed at YR 9 boys and upwards. The Workshop aims to support young men who are at risk of exclusion which could be for a range of reasons – attendance, risk taking behaviours, presenting with challenging attitudes and/or behaviours. In essence, the workshop is conversation based and provides a safe space where young men are able to discuss issues and concerns that affect them, their relationship with school, peers, girls, their mental health and their attitudes and behaviours. The workshop is underpinned by a collaborative approach with school to enable those students who are at risk of exclusion with improved opportunities to remain in education. This collaborative approach, with evidence from the workshop, will help to identify what struggles/obstacles are being faced by students with a view to negotiating a more informed package of support with school to enable students to remain in education going forward. If you want any more information about what this looks like in practice, please contact the team and we will arrange to meet with you. Below are the aims and intended learning outcomes of the workshop: Aims • Exploring rights and responsibilities. • Challenge gender norms and expectations. • Homophobia, misogyny, pornography and sexism. • Develop emotional awareness. • Explore the dangers/risks of denying feelings that are linked to Suicide. • Exploring how to keep safe. • Work on understanding personal anger and managing their aggression. • Explore risk taking and proving behaviour. • Exploring both public and private masks. Intended learning outcomes • Young men will be helped to understand the “man trap” and the unrealistic expectations this creates for young men’s physical and mental health. • Young men will develop some level of self-esteem and confidence to ask for help (suicide). • Young men will develop a better understanding of the consequences of their own actions and help them to make more informed decisions about their own lives. • Young men will know what support services are out there for them and how to access them accordingly. • Young men will have a better understanding of how pornography distorts their own lives and future relationships, by exploring the facts and myths surrounding this subject. • Young People will have better engagement with school. • School are better Equipped to support Young People at risk.
Safeguarding	2	Climb	Climb helps children to develop new skills, form real friendships, and recognise people or situations that might be dangerous. Climb work with schools, the police, social care, activity providers, and others to build safer communities, supporting young people who are missing school or college, have run away from home or care, or at risk of being forced into criminal activity.
Safeguarding	2	The Branch Project	The Branch Project is a WMRSASC support service for children and young people under 18 years, or under 24 years for those with additional needs, who are victims and/or at risk of Child Sexual Exploitation (CSE). The child or young person does not have to have formally reported/disclosed CSE to be supported by the Branch Project.
Safeguarding	2	TREES Team	TREES (Together Reducing & Ending Exploitation in Shropshire) Team are based within Children's Services. They identify young people who are at risk of exploitation, and supporting professionals and families to reduce these risks.
Attendance	3	EWO 5	Stage 4 warning letter sent by EWO, if there is no improvement in attendance after EWO 4 letter.
Attendance	3	EWO Fast Track	Meeting arranged with parents/carers, student, family and professionals to outline an attendance plan to improve student attendance.

Attendance	3	EWO Final Warning	A letter sent to parents/carers by the EWO as a final warning that improvements needs to be evident in a child's attendance otherwise the case will move to prosecution.
Attendance	3	EWO Visit	Educational Welfare Officer (EWO) visits the home of the absent pupil and discusses issues and concerns with family. Strategies will come from the visit along with a safe and well check.
Individual Development	3	SLT Report	A report to comment on behaviour requires feedback from staff on each lesson. Targets are set to improve/engage behaviour. Parents/carers are informed and meeting to take place to support time on report. The student reports to a member of SLT.
Learning	3	Alternative Provision in house	Timetabled lessons that are provided outside of the traditional curriculum, within school and during lesson time.
Learning	3	Educational Psychologist Assessment	External assessment from Educational Psychologist who provides assessment of student needs. This also involves communication with home. Strategies will be suggested from assessment that need to be actioned.
Learning	3	Embrace	Embrace Mentoring provides early intervention, preventative work for primary schools and secondary schools. We work specifically with children who are unable to engage in the classroom, form friendships and may be affected by external factors which may be having a damaging effect on their education and wellbeing. Embrace use sport as a tool to engage students with their current engagement within school.
Learning	3	Extended work experience placement	A student is placed on an extended work experience placement to build employability skills and to support re-engagement with school.
Learning	3	GPLP	Students has a GPLP which allows them to access an alternative location within school to access lessons. GPLP document is completed with support of home, which requires a meeting and clear review dates.
Learning	3	Grove Internal Alternative Provision (IAP)	IAP provided within curriculum time at Grove across a range of subjects to support student engagement in their education. IAP provided by members of staff at Grove.
Learning	3	Home Visit	At least two members of staff visit the home of a student where there has not been a return in contact from home. If needed, information needs to be added to CPOMS and notes added to meeting section on arbor student homepage.
Learning	3	MATi Referral	Referral to MATi (virtual AP/support) at trust level to engage in support.
Learning	3	MATi Specialist Staff Support	Once a week a MATi specialist member of staff will support in school with students across a range of reasons, including assessments, group work and providing additional capacity to support students.
Learning	3	PLP	A reduced timetable put into place to support re-integration into school along with supporting student mental health. PLP must last no longer than six weeks (except in exceptional circumstances) and be reviewed with parents/carers fortnightly. All PLPs must be cleared by GTH prior to commencement.
Learning	3	PLP (Personalised Learning Plan)	A reduced timetable put into place to support re-integration into school along with supporting student mental health. PLP must last no longer than six weeks (except in exceptional circumstances) and be reviewed with parents/carers fortnightly. All PLPs must be cleared by GTH prior to commencement.
Learning	3	Pupil Planning Meeting	A meeting arranged with the local authority to review current and previous strategies that have been put into place for student who is at risk of permanent exclusion.
Learning	3	SALT Assessment	A Speech and Language Therapist (SALT) undertakes an assessment where the therapist works alongside parents/caregivers to evaluate a child's speech, language, and communication abilities. The assessment helps to identify whether or not there are speech, language, and communication difficulties. Strategies and recommendations from the assessment are shared for further actions to take place, if necessary.
Learning	3	SEND Hub	Students access the SEND Hub to support their learning needs in a small, quiet room with LSA support and low pupil numbers. Students access the hub through a referral to ARO or AST.
Learning	3	The Zone	Students are taken to the Zone Community Centre from 12.30-15.00 to work with Grove staff to develop with their social skills, self-esteem and self-worth. The intervention is designed to build social skills and expected behaviours within school that can be transferred back into everyday school life. This is also done to support academic catch up for students across all subject areas.

Learning	3	Vulnerable Student Review	MMAT review for students who may required additional support and guidance, but not yet on a threshold for full external agency support. Potentially at risk of permanent exclusion and/or complete disaffection from education. There is a review each term with ACD.
Learning	3	Purple Ruler	Online learning platform where online tutors provide bespoke delivery packages based around Grove School curriculum.
Learning	3	MATi Internal Alternative Provision	Student attends one of the MATi Islands across the trust to access alternative provision. Open to Years 9 and 10 only and for a six to eight week period.
MATi	3	Recentre	
Safeguarding	3	Safe and Well Check	A least two members of staff visit the home of a student who has been absent from school for a period of time and not contact has come from home. Information coming from the safe and well check needs to be added to CPOMS with safeguarding team tagged in.
Attendance	4	Prosecution	The parents/carers are prosecuted by the local authority for the attendance/punctuality of their child.
Attendance	4	SAP (School attendance panel)	SAPs are school based meetings with family members and other involved agencies which are held in circumstances of very irregular school attendance. SAPs are usually convened following an NPR being issued if unauthorised absences are still transpiring. A member of staff from the BACME Service will be the chairperson for the meeting.
Learning	4	Alternative Provision not registered provider	Educational experiences that are provided off-site and outside the traditional curriculum. The provider is not registered by Ofsted.
Learning	4	Alternative Provision registered provider	Educational experiences that are provided off-site and outside the traditional curriculum. The provider is registered by Ofsted.
Learning	4	Inclusion Advice Forum (IAF)	Inclusion Advice Forum (IAF) – A forum of multi-agency professionals who will meet to consider the information submitted to them by schools, in order to assist mainstream schools in considering and exploring how best to identify and meet the needs of a child/young person whose behaviour is impacting on their ability to fully access learning opportunities and avoid suspension/permanent exclusion
Learning	4	Off-site direction	Off-site direction is a temporary placement to improve future behaviour. It is used when interventions or targeted support have not been successful in improving a pupil's behaviour. The off-site direction requires a pupil to attend another educational setting to improve their behaviour, and should be time-limited. Pupils may be directed to attend either an alternative provision provider or another mainstream school/academy. This is completed through the MATi process.