

Post-16 Phased Intervention and Support Framework

At Three Spires Sixth Form, we are committed to helping every student reach their potential—academically, personally, and professionally. We recognise that young people progress at different rates and that challenges can arise along the way.

Communication is central to this process: Parents are kept informed through meetings, phone calls, or letters, and all actions are recorded on Arbor/Class Charts.

Our Support Framework

Every student can access targeted support across four key areas:

1. Academic Progress – Study skills, revision strategies, and subject-specific guidance.
2. Behaviour and Attendance – Clear expectations and structured interventions when issues arise.
3. SEND, Mental Health and Wellbeing – Regular check-ins and specialist support where needed.
4. Future Pathways and Employability – Guidance for career planning, university applications, and personal development.

Academic Intervention Pathway (Waves A–D)

Wave	What This Means	Who Leads	What Happens	How We Support
A – High Achiever / On Track	You are meeting or exceeding your expected grades.	Class Teacher	Regular praise and continued stretch and challenge.	Opportunities for enrichment, wider reading, and academic extension.
B – Concern in One Subject	You are below target in one subject or have missed key deadlines.	Subject Teacher / Head of Department	Meeting to discuss areas for improvement; additional tasks and revision materials provided.	Extra support, directed study sessions, and home communication logged on Arbor.
C – Concern in Multiple Subjects	You are below expected progress in more than one subject.	Head of Year	Parent meeting arranged; collaborative support plan created with teachers.	Structured academic targets, mentoring, and referrals to the Post-16 support team.
D – Serious Concern Across Subjects	You are at risk of not completing your study programme.	SLT / Director of Post 16	Formal meeting with parents to create an Individual Action Plan (IAP).	Intensive support and potential review of subjects or study programme.

Conduct Intervention Pathway (Waves A–D)

Wave	What This Means	Who Leads	What Happens	How We Support
A – Initial Concern	Minor issue in class or early signs of poor behaviour/attendance.	Class Teacher / Head of Department	Discussion with the student; concern logged on Class Charts.	Early, direct support and opportunity to improve.
B – Persistent Issue	Ongoing concerns despite previous discussions.	Head of Year	Round-robin feedback from teachers; meeting with student; short-term sanctions or revocation of privileges.	Clear expectations and a review meeting to reinstate privileges.
C – Sustained High-Level Concern	Continued poor conduct or attendance.	SLT Link	Formal meeting with parents, student, and HOY; 4-week Behaviour Contract issued.	Regular monitoring, Class Charts feedback, and parental partnership.
D – All Internal Options Exhausted	No improvement despite all prior support.	Director of Sixth Form / SLT	Final meeting with parents to review ongoing provision and next steps.	Discussion of alternative education or support options outside the Sixth Form.

In exceptional cases, students may move directly to a higher wave (e.g., a serious breach of the Sixth Form code of conduct). These decisions are made carefully and in consultation with parents.

How you can support your child

- ✓ Encourage strong organisation and time management.
- ✓ Reinforce the importance of attendance and punctuality.
- ✓ Check in regularly about progress and wellbeing.
- ✓ Communicate openly with teachers and the Sixth Form team.
- ✓ Celebrate successes and positive improvements together.

We are proud of the support and opportunities available at Three Spires Sixth Form. Our shared goal is for every student to thrive, succeed, and feel prepared for their next steps—whether that's university, apprenticeships, or employment.

If you have any questions or concerns, please contact the Sixth Form team. We are here to help, guide, and celebrate your child's journey every step of the way.