

# **Improving Outcomes for Children with Additional Needs**

Approaches and Interventions

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Cambridgeshire  
County Council

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# SECTION 1

## Introduction and Rationale

This document contains information on tried and tested interventions for those children and young people who have additional needs in relation to literacy, maths, behaviour and speech and communication.

It is intended to be a useful resource for all those supporting children with additional needs in Early Years settings and primary schools, and will have particular relevance to the work of SENCOs. It also contains relevant information for those working in secondary schools.

The interventions recommended in this document have been compiled by colleagues across Cambridgeshire's support services for schools and settings, with the aim of ensuring that advice and key messages provided by all teams are aligned, and that teams only promote intervention strategies that have a strong evidence base for their effectiveness, based on a robust analysis.

The information in this document takes account of national and local developments and the increased emphasis on identifying effective approaches to intervention for vulnerable groups of pupils, including those with special educational needs; children eligible to receive FSM; children with English as an Additional Language; children from minority ethnic groups: Gypsy, Roma and Traveller pupils and families, as well as other under-achieving groups in Cambridgeshire, such as Bangladeshi, Black African, Black Caribbean and Pakistani.

The References section contains useful links to websites and documents including Cambridgeshire's Local offer, Services for Schools portal and Dyslexia Guidance.

## SECTION 2

### High Quality Teaching & Learning

Often referred to as the Graduated approach to meeting a pupil's additional needs, this section covers the responsibilities and expectations of what should happen at each stage of intervention, from High Quality Teaching for all pupils, to specific targeted interventions for the small number of pupils who have persistent difficulties in accessing the learning curriculum.

#### 2.1 High Quality Teaching and Learning (Wave 1/Universal wave)

Familiar to all teachers, High Quality Teaching, previously referred to as Wave 1 interventions, Quality First Teaching, or Universal wave teaching. This features high-quality inclusive teaching to meet the needs of all children, including those with SEND, and other vulnerable groups based on their prior attainment and learning. It ensures adjustments are made for individual needs. It focuses on moving children as learners from their current starting point to where they should be. This wave is reliant on making effective use of children's levels of attainment and well-being data to enable children to achieve the necessary progress. In Early Years this is particularly about quality interactions with trained adults. High Quality Teaching and provision is an entitlement for all children.

The key characteristics of High Quality Teaching can be summarised as:

- highly focused lesson design with sharp objectives;
- high demands of pupil involvement and engagement with their learning;
- high levels of interaction for all pupils;
- appropriate use of teacher questioning, modelling and explaining;
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- an expectation that pupils will accept responsibility for their own learning and work independently;
- regular use of encouragement and authentic praise to engage and motivate pupils.

#### 2.2 High Quality Teaching and Learning plus additional time-limited, tailored intervention support programmes (Wave 2/Stage 2 interventions / Targeted Intervention)

This wave is designed to increase the rates of progress and secure good learning for groups of children, who may be falling behind, in order to get them back on track to meet or exceed national expectations.

Interventions at this level are not primarily SEND interventions. They usually take the form of a tight, structured programme of small group support, with clear objectives, which is carefully targeted and delivered by teachers or Teaching Assistants trained to deliver the programme. For example, it may be that a child presents with significant literacy difficulties, but these may have resulted from insufficient attention paid to the phonics in the early stages of literacy acquisition and a short term targeted programme on phonics is necessary to fill the learning gaps. This support can be delivered outside, or within, whole-class lessons as part of guided work. It also applies to additional interventions for pupils who require extra help in developing emotional, social and behavioural skills.

Examples of these interventions include:

- Early Literacy Support (ELS);
- Further Literacy Support (FLS);
- lessons from Springboard Maths Resources to support 'catch up';
- bridging units utilised in Year 7;
- booster classes.

### **2.3 High Quality Teaching and Learning plus increasingly individualised intervention programmes (Wave 3/Stage 3/Specialist Intervention)**

The expectations of these more individualised interventions are to accelerate and maximise progress and to close performance gaps. Children may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Interventions are likely to involve adjustment of learning objectives and teaching styles and/or some individual support for targeted work. Provision is also likely to draw on specialist advice from those who support schools and settings in helping to remove barriers to learning. Children receiving such interventions will be supported by additional SEND support. Interventions at this stage are most effective when they operate intensively over a short, focused timescale of between eight to twenty weeks. Ideally, children receiving these interventions should make, on average, at least twice the normal rate of progress.

Examples of these more specialised interventions include:

- Reading Recovery;
- PhonoGraphix, and
- Toe-by-Toe.

These interventions are included in Section 8.

## 2.4 SEND and other Vulnerable Groups and High Quality teaching

The increasingly individualised interventions aim to reduce gaps in attainment and facilitate greater access to High Quality Teaching, so they may also be appropriate for Gypsy, Roma and Traveller children who have substantial gaps in their education, or any other vulnerable group such as Looked After Children (LAC), or those receiving Free School Meals (FSM).

### High Quality Teaching to meet needs of pupils learning English as an Additional Language (EAL)

It is important to promote the home language as a tool for developing both understanding and language proficiency. The evaluation of the Primary National Strategy EAL programme (NFER, 2006) highlighted a number of teaching approaches which seemed to be particularly beneficial to EAL pupils.

These include:

- the use of curricular/layered targets to plan for language development and curriculum access;
- planned opportunities for speaking and listening using 'talk partners';
- talk frames and role play;
- prioritisation of speaking and listening as a prelude to writing;
- the use of first language by children to learn – rather than limiting use of first language by adults for explanations;
- the use of key visuals to facilitate understanding.

Pupils learning EAL are also supported by the following strategies:

- pre-teaching;
- rehearsal of language;
- ICT – e.g. Clicker;
- partnerships with parents.

See also *Narrowing the Gap: guidance for literacy subject leaders, DCSF, 2010.*

### Points to address when considering interventions for pupils learning English as an Additional Language (EAL)

- **Pupils learning English as an additional language are not a homogenous group.**

Teachers should know which languages, other than English, children in their class use, including their literacy levels in these languages and their previous experience of formal education. Teachers also need to distinguish between children new to English and more advanced learners of English, because some interventions will not be appropriate for both groups. For example, studies of the impact of initiatives such as the National Literacy Project (directed at all pupils) and the Reading Recovery programme (directed at pupils at risk) have shown a positive outcome for pupils learning EAL in general. But there is evidence that the

benefits from such initiatives are significantly reduced in the case of children at the early stages of learning English.

Research has indicated that most children learning EAL do not encounter particular problems in deciphering print at the word level, even in their second language. But they do face particular linguistic and cultural challenges with reading material at school at the sentence and text levels. (*Language Needs or Special Needs? The assessment of learning difficulties in literacy among children learning English as an additional language: a literature review, Tony Cline & Taheer Shamsi, DfEE 2000*)

- **Identification of needs of children with EAL**

Children learning English as an additional language have specific linguistic needs but these should not automatically be seen as Special Educational Needs (SEND).

Teachers need to consider critically the process of identifying need that leads to children being selected for interventions; a normative approach, which compares an individual child's performance with that of a large sample of children of the same age, cannot fairly be used with children who are learning EAL because their prior experience is likely to be significantly different from that of the population on which the norms are based.

The purpose of SEND assessment is to identify changes that would enable the child to access the learning and social curriculum. Curriculum related assessment or a hypothesis testing framework are more appropriate methods of deciding how pupils learning EAL can be better supported to make improved progress than normative assessment.

Teachers also need to be aware that it can take some children between five and eight years to develop academic English. A key variable influencing progress is the length of formal education that children have received in their first languages. (*Distinguishing the difference – SEND or EAL? Birmingham Advisory and Support Service, ISBN: 1-898244-72-3*)

- **A number of interventions currently being used in schools were initially developed to meet the needs of pupils learning English as an additional language**

### **TalkingPartners@Primary**

There is good evidence on the impact of the *TalkingPartners@Primary* programme on children learning EAL. Data from evaluation of the programme showed that it had developed children's group interaction skills and speaking and listening courtesies. The children had achieved observable progress in speaking and listening as well as in writing and the programme had helped them make connections across the curriculum.

### **Talking Maths**

Talking Maths is based on the TalkingPartners@Primary programme and was developed by Liverpool Mathematics Team, supported by Liverpool Ethnic Minority and Traveller Achievement Service.

Talking Maths typically benefits pupils, including EAL learners, who show mathematical competence but who need to develop their use and understanding of mathematical language.

### **Better Reading Partnerships**

Developed in Bradford for children learning English as an additional language.

<http://www.interventionsforliteracy.org.uk/interventions/list-view/better-reading-partnership-now-known-as-boosting-reading-potential/>

In addition to the Cambridgeshire Education Portal, the NALDIC website is also a useful source of advice and resources for EAL, [www.naldic.org.uk](http://www.naldic.org.uk).

## SECTION 3

### Effectiveness of Interventions: measuring impact

#### 3.1 Evaluation of Interventions

Senior leaders and managers in settings and schools will need to evaluate any additional interventions to ensure that they are having the desired impact on reducing barriers to learning. Where an additional intervention makes little impact further advice needs to be sought to identify a more appropriate alternative. The information in this handbook will support this.

The main impact measure used in relation to additional interventions is the amount of progress children make, in months of reading or spelling age divided by the number of months over which those gains were made (ratio gain). It is important to have high expectations for an intervention programme with the aim for the pupils receiving the intervention to reach the target level for their age rather than just narrowing the gap between them and their peers. This should be feasible for the majority of pupils who have not made the expected progress. In Early Years this will be linked progress across ages and stages.

Children and their parents/carers should be supported to be able to actively participate in the target setting and monitoring of progress.

#### 3.2 Using data

Pupil progress and achievement data is integral to the work of the school or setting and particularly in developing strategies and plans for intervention. How this is recorded and used is critical to improving outcomes for children as outlined in the "Performance Data and Assessment Framework".

Information on progress is all the more important for learners who are working below expected levels and it can be challenging to develop appropriately high expectations of learners who are starting below their peers or who may not make the expected progress in National Curriculum levels over a Key Stage. Schools, settings, parents/carers and the children themselves need to know whether progress is being made.

As mentioned in Section 2 - High Quality Teaching and Learning, the responsibility for the learning of all children who are vulnerable to underperformance lies with the teacher. This document has been developed to give information on specific strategies to meet the needs of particular groups of children who are experiencing barriers to learning. There is, however, information on effective strategies for learning which could and should be applied to all children as they have proved to be effective in supporting children's learning.

### 3.3 Early Years

The Framework for Early Years Foundation Stage clearly states that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. The three characteristics of effective teaching and learning are:

- playing and exploring: children investigate and experience things and "have a go";
- active learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- creating and thinking critically: children have and develop their own ideas, make links between ideas and develop strategies for doing this.

### 3.4 Schools

For schools there is now clear evidence to highlight the teaching approaches which accelerate progress for children. The Sutton Trust – Education Endowment Foundation (EEF) has developed a Teaching and Learning Toolkit (May, 2011; Spring 2013, February 2014) which summarises the research evidence on improving learning and attainment to help schools to make more informed choices about how to support pupils who are eligible for additional Pupil Premium funding. It seeks to encourage schools and teachers to adopt a more 'evidence based' approach using the criteria of impact on progress, strength of evidence, cost summary and applicability.

### 3.5 The Sutton Trust – evidence from the Education Endowment Foundation Toolkit <http://www.suttontrust.com/about-us/education-endowment-foundation/teaching-learning-toolkit>

#### 3.5.1 The Importance of Effective Feedback for pupil progress

Research clearly shows the very high effects of effective feedback on learning. Feedback is information given to the learner and/or the teacher about the learner's performance relative to the learning goals, which then redirects or refocuses either the teachers or the learner's actions to achieve the goal. It can be about the learning activity or *task* itself, about the *process* of the task or activity, about the student's management of their own learning or their *self-regulation* or about them as individuals. Research suggests that feedback is best directed at the task and process level and that it should be:

- about *challenging* tasks or goals (rather than easy ones);
- given *sparingly* (i.e. needs to be meaningful);
- more important to give feedback about what is *right* or partially right than what is *wrong*;
- important to be as *specific* as you can and, if possible, compare what they are doing right now with what they have done wrong before;
- it should *encourage* them, and not threaten their self-esteem.

### **3.5.2 Meta-cognitive and self regulation strategies (learning to learn)**

Meta-cognition and self-regulation have been found to have consistently high levels of impact on learning with between seven and nine months additional progress on average. Meta-cognitive strategies are teaching approaches which make learners think about learning more explicitly in the classroom. This is usually through teaching pupils strategies to plan, monitor and evaluate their own learning. It is usually more effective in the small groups so learners can support each other and make their thinking explicit through discussion. Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning.

Teaching approaches which encourage pupils to plan, monitor and evaluate their learning have a high potential for making significant impact on learning.

### **3.5.3 Peer tutoring/peer-assisted learning strategies**

Research shows that the impact of peer tutoring is relatively high (for secondary aged pupils, typically equating to a GCSE grade). There is some evidence to show that those pupils from disadvantaged backgrounds and low attaining pupils make the biggest gains.

Peer tutoring/peer-assisted learning strategies are a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. In Cross-Age tutoring an older learner usually takes the tutoring role and is paired with a younger tutee or tutees. Peer-Assisted Learning Strategies (PALS) is a structured approach for mathematics and reading requiring set periods of time for implementation of about 25-35 minutes, 2 or 3 times a week. In the collaborative learning strategy "Reciprocal Peer Tutoring", learners alternate between the role of tutor and tutee. The common characteristic is that the learners take on responsibility for aspects of teaching and for evaluating the success of the learner.

These approaches should be used to supplement or enhance normal teaching, and should not replace it.

For more information on effective approaches to improve the attainment of disadvantaged pupils go to <http://www.suttontrust.com/about-us/education-endowment-foundation/teaching-learning-toolkit>

## **3.6 Teaching Assistants**

One of the most frequent intervention for pupils with SEND is support by a TA. Recent research by Anthony Russell, Rob Webster and Peter Blatchford (*Maximising the Impact of Teaching Assistants: Peter Blatchford, Anthony Russell, Rob Webster (2012) Routledge*) aimed to provide: *an accurate, systematic and representative description of the types of support staff in school; their characteristics and deployment in schools, have those*

*changed over time, and to assess the impact or effect of support staff on teachers, teaching and pupil learning and behaviour.”*

Their results were as follows :

- **Impact of TAs on teachers** - in relation to workloads, job satisfaction and levels of stress – the research evidenced a positive impact on all three measures;
- **Impact of TAs on teaching** – Teachers’ views were positive, they reported that TA support allowed more time for teaching, offered more specialist help for individual pupils, and gave support for administrative tasks;
- **Effect of TAs on teaching** – this was judged to be positive, allowing a greater amount of adult individual attention for pupils and supporting classroom control;
- **Impact of TAs on pupils** – this was positive from teachers’ perspective - supporting lower ability students, one to one support aiding participation and completion of tasks, improving pupils’ engagement in class activities and encouraging more active interactions with adults
- **Impact of TAs on pupil** - however, for individual pupils, although the impact was positive in supporting approaches to learning and behaviour, there was a negative outcome in the relationship between the amount of support from TAs and pupil’s academic progress and attainment in English and maths in Years 1, 3 and 7. The same effect was noted at the end of Key Stages 1, 2, and 3, with a negative relationship between the amount of TA support and progress in English, maths and Science.

In order to improve the use of TAs, the following key recommendations were made.

#### **Preparedness:**

- Teachers to be trained to work with and manage TAs - this training should be part of Initial Teacher Training;
- there should be a formal induction for TAs when they are appointed to a school with activities such as an introduction to school policies, and opportunities to shadow an experienced TA;
- there should be more time for joint planning and feedback time, especially in secondary schools;
- teacher’s plans need to be discussed with and explained to TAs ensuring they understand the planned learning outcomes;
- the roles and tasks for the TA for each lesson needs to be explicit;
- TA feedback to teachers should inform future planning ;
- regular and thorough monitoring systems should be in place to limit the negative effects of TA support with more direct teacher time given if the intervention with the TA is not effectively supporting pupil progress;
- teachers should be given training and guidance on school systems for monitoring and evaluating TA interactions with pupils, enabling them to recognise and promoted effective practice.

- support should be given to TAs to enable them to understand how they can provide effective feedback on learning and encourage independence in learning;
- TAs and other support staff should be included in the performance management cycle, with teachers that undertake the reviews effectively trained and supported.

**Deployment:**

- TAs should not routinely support lower attaining pupils and pupils with SEND;
- schools need to address the fact that pupils working consistently with TAs become increasingly separated from the teacher and the curriculum.

**Practice:**

- Establish the extent of the pedagogical role of the TAs;
- make sure the TA role is distinct and complements the role of the teacher.

The following website may be found useful: [www.schoolsupportstaff.net](http://www.schoolsupportstaff.net)

## **SECTION 4**

### **Fidelity of interventions and conditions to maximise impact**

#### **4.1 Introduction**

When evidence-based interventions/programmes are discussed, an assumption is made that the intervention or programme should be implemented according to the design of the intervention or programme. In practice, and for a variety of reasons, practitioners often adapt the intervention or programme, which may then call into question the fidelity of the programme resulting in negative consequences on the effectiveness.

There are, however, acceptable adaptations that can be made to an intervention or programme, without altering effectiveness (based on work undertaken by C. Connors, S. Small and S. Cooney, 2007). School and setting support staff from the local authority can advise on these.

#### **4.2 Acceptable adaptations:**

- changing the language. This may involve translating and/or modifying vocabulary to maximise the child's understanding of the task and the aims of the intervention. Changes in spoken and written language take account of levels of literacy, developmental level and cultural diversity;
- replacing images to show children and families that look like, or 'are familiar to', the target audience;
- replacing cultural references;
- modifying some aspects of activities such as physical contact, once again to take account of individual differences, culture and age of the child or young person;
- adding relevant, evidence-based content to make the programme more appealing to participants, for example including age relevant information and material to help ensure interest and engagement of the child or young person.

#### **4.3 Strategies for maintaining effectiveness of an intervention or programme**

The following strategies should be kept in mind to minimise the risk of reducing the effectiveness of the programme or intervention:

- **Select a programme or intervention designed to meet the pupil's needs.**  
 The fewer changes that are made to a programme or intervention, the more likely it is to have the desired effect. Before implementing the programme, ensure that it aims to meet the targeted needs of the child or young person, and that any accompanying handouts or materials are appropriate for the age, developmental stage and particular needs of the child or young person. Also make sure that the work undertaken can be incorporated into the curriculum, so that newly acquired skills can be generalised back into classroom work.
- **Ensure that all staff are committed to the fidelity of the programme or intervention.**  
 Decisions about programme selection, adaptation and implementation should involve all relevant staff members, particularly those who will be facilitating the programme or intervention. Everyone must commit to delivering the programme as agreed. Consistency of approach and delivery are critical to ensuring good outcomes for the child or young person.
- **Take account of cultural adaptation.**  
 To avoid cultural bias, language and visual symbols used in a programme should take account of cultural and ethnic diversity. Keep in mind that culture is reflected both in the materials used in the programme and in the aims of what it is trying to achieve. These should be clearly communicated to all concerned, including parents, to ensure joint understanding of the purpose of the programme and the materials to be used.
- **Consider the language used in the programme or intervention.**  
 Ensure that written and verbal instructions and guidance are understood by the child or young person. Use visual materials, everyday examples and scenarios to aid understanding and recall. Also ensure that materials used are developmental age appropriate and are of a high level of interest.
- **Stay true to the duration and intensity of the programme or intervention.**  
 Studies have shown the importance of the amount of time participants are involved with the programme and programme intensity on the effects of a programme/intervention. Often, time for the programme is reduced; this can occur due to low levels of staffing in the school, a lack of commitment to the programme by staff or by the pupil, or curriculum pressures. A programme designed to be delivered in six weekly sessions is unlikely to have the same effect if it is delivered in three half days, even if all the content is covered. Participants will not have the time to practice new skills or to integrate these into their everyday learning and behaviour. It is important, therefore, to follow the guidelines for the frequency and duration of the programme or intervention, and the length of each session.

- **Take steps to avoid programme drift**  
Facilitators and managers should use tools provided by the programme developers to monitor the implementation of the programme. Regular monitoring and review of the implementation will help address any unintentional variation from the original programme design.
- **Stay up-to-date with programme revisions and new materials.**  
Evidence based programmes are regularly revised and updated to incorporate new research on the programme's effectiveness.

#### 4.4 Risky adaptations:

The following are likely to reduce the effectiveness of some of the interventions or programmes:

- reducing the number or length of the group or individual sessions;
- lowering the level of participant engagement, for example by reducing the time for completion of activities from 20 minutes to 10 minutes; or by the supporting adult completing some of the activities for the child or young person;
- removing topics from the programme or intervention, perhaps because of a lack of confidence of the supporting adult, or because an assumption is made that the child or young person already knows the topic well enough;
- using staff or volunteers who are not adequately trained or qualified;
- changing the theoretical approach and incorporating other information that is derived from another theoretical perspective;
- using fewer staff members to deliver the programme or intervention than recommended.

*NB. Any adaptations need to be carefully considered, and those made should be reviewed regularly to ascertain the impact of the adaptation on the pupil's progress. Some programmes can be adapted to meet the needs of the pupil without compromising the fidelity and impact of the intervention, whilst other programmes are less flexible. It may be helpful to discuss intended adaptations with the appropriate member of school and setting support staff from the local authority. Please refer to Sections 6 and 7 for information about who to contact.*

Sources:

O'Connor, C., Small, S.A. & Cooney, S.M. (2007). Program fidelity and adaptation: Meeting local needs without compromising program effectiveness. *What Works, Wisconsin Research to Practice Series*, 4. Madison, WI: University of Wisconsin–Madison/Extension.

## SECTION 5

# Voice of the Child and Parental Engagement

### 5.1 Introduction

The Code of Practice, 2014 placed an increased emphasis on Pupil and Parent Engagement which reflected changes introduced by the Children and Families Act 2014. In relation to Parent and Pupil Engagement the main change is:

“There is a clearer focus on the participation of children and young people and parents in decision making at individual and strategic levels”

The Children and Families Act 2014 makes clear that schools and local authorities, **must** have regard to ‘the views, wishes and feelings of the child or young person, and the child’s parents’ and they should be supported to participate as fully as possible in decisions.

### 5.2 Voice of the Child in the Assessment for Learning

The original concept of the ‘[pupil] student voice’ was pioneered by Professor Jean Rudduck as the empowerment of pupils to enable them to be engaged and involved in the learning process, thus helping teachers and other members of the school workforce to raise standards and meet the needs of individual learners. Studies by Rudduck et al (2003) have provided evidence for the educational benefits of engaging pupil voice about teaching and learning.

There is accumulating evidence of gains in pupil achievement and self-esteem resulting from interventions based on Assessment for Learning (AfL). AfL is a pedagogical approach which emphasises the crucial role of formative assessment in the learning process. It is based on such practices as sharing learning intentions, expectations, and success criteria, and on providing effective feedback, quality questioning, dynamic group work and self- and peer assessment. A number of projects have found evidence of the educational benefits of engaging pupils directly on assessment in classrooms. Pupils indicate increased motivation and willingness to engage in their learning progress where their views are taken into account, where classroom learning engages them in practical learning activities and where the teacher is inclusive, concerned about their progress and listens to their ideas. Some simple questionnaires have been developed to assess how pupils feel about their learning and also how they feel interventions have supported them. Some examples are included in this document.

### 5.3 Parental Engagement

Over the years there has been consistent evidence of the educational benefits of involving parents in their child's learning at home. The impact of parental involvement (DCSF 2008) confirmed that:

- parental engagement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood;
- family learning can also provide a range of benefits for parents and children including improvements in reading, writing and numeracy as well as greater parental confidence in helping their child at home;
- the attitudes and aspirations of parents and of children themselves predict later educational achievement. International evidence suggests that parents with high aspirations are also more involved in their children's education;
- levels of parental involvement vary among parents, for example, mothers, parents of young children, Black/Black British parents, parents of children with a statement of Special Educational Needs are all more likely than average to be very involved in their child's education.

In schools involved in Achievement for All (AfA), success in improving outcomes for children was seen where a collaborative relationship – involving a two way exchange of information, ideas aspirations and concerns - was formed. One of the key elements of the programme is the Structured Conversation with parents.

Whether provision is being made through High Quality teaching or through a more specific intervention the best outcomes for children will be achieved if parents and carers are involved by being clear about what their child needs to learn, knowing what, if any, barriers there are to learning. This involvement should be developed through dialogue with the child and their family.

Some parents may themselves have poor literacy skills and therefore find it hard to support their children's reading/literacy homework. Schools should offer those parents demonstrations and guidelines to help them listen to their children read and discuss their lessons with them.

Some parents from minority ethnic groups may not be secure in their knowledge of the UK school system. Those in the early stages of learning English or with poor literacy skills and may not understand official letters. Some may benefit from translated letters, or need follow-up phone calls or face-to-face conversations to check that they understand the content of letters.

In addition, some parents from minority ethnic groups may have had little or no formal education, or have themselves had negative personal experience at

school. They may also be experiencing discrimination within the local community. Many are also concerned that their children will lose their cultural identity. It is vital, therefore, to build trust and confidence between schools and parents.

# SECTION 6

## Early Years

### 6.1 Introduction

The Early Years has long been recognised as a very significant time for child development, effective early identification and intervention for children and families. Research shows that there are long term benefits to early childhood interventions well into adulthood.

In 2012, the Statutory Framework for the Early Years Foundation Stage (EYFS) was published. Supporting documents include Developmental Matters with key guidance to aid understanding of child development and quality provision with on going assessment an integral part of the learning and development process. The framework includes a duty to assess the learning progress of two year old children in order to support early identification where progress is less than expected. The Health Visitors Family Nurse Partnership has been expanded in order to link the health development check with the learning and progress check. There has also been an expansion of funded places for disadvantaged two year olds in order to “narrow the gap” and cycle of poverty and underachievement.

Interventions for Early Years are very much focused on improving parenting and child development, alongside knowledge and skills of Early Years practitioners in laying a strong foundation for future learning in the Early Years Foundation Stage (EYFS). Ensuring that good practice is embedded (as outlined in the EYFS and Section 2) in a setting or school as a whole is important before specific extra interventions are implemented. Resources and interventions in the Early Years usually work best when family and practitioners are both involved in discussing and implementing the strategies together. Initially, as parents are the first educators of their child, the family is often the focus for the intervention (training, home visiting, parent programmes, bank of resources etc) rather than the setting or school. Enabling and empowering parents and carers to support their child’s development and access appropriate support is key to early help.

Care should be taken to engage minority ethnic parents, who may be reluctant to access Early Years education for their children, particularly if it means leaving the children in the care of other adults.

Children’s Centres contribute to the delivery of a clear service offer for families with young children with SEN/D. This includes effective use of both the Common Assessment Framework (CAF) and Early Support Pathways.

Some of Cambridgeshire’s Children’s Centres have been further developed to be Specialist Hubs for families with children with additional needs.

The following are key points to consider in the planning and delivery of the Early Years Foundation Stage.

## **6.2 Good practice for the setting**

- ensure all staff have suitable skills, knowledge and experience to support all young children's learning and interests;
- provide sufficient staffing to enable all children to develop and learn effectively through independent and guided activities;
- ensure that all practitioners promote independence and do not over support learners;
- provide high quality, versatile resources which meet the needs and interests of individual children;
- ensure there is a safe outside environment that children can access freely;
- use assessment information to track progress and to inform provision during transitions.

## **6.3 Good practice for practitioners**

- have high aspirations for all children;
- develop a shared understanding of the child with the parents and carers and develop positive partnerships through the work of the key person;
- observe children's interests and understanding and use these as a basis for moving learning forward, promoting the characteristics of effective teaching and learning across a range of activities;
- observe how children's play and learning occurs across adult/child initiated and independent play activities;
- plan a learning environment that responds to children's interests and needs across the seven areas of learning, but initially focusing on the Prime Areas of Personal, Social and Emotional development and Communication and Language and Physical Development;
- plan time for adults to play alongside children to scaffold and extend learning, especially for those children who need further support;
- organise and label resources so that children can access them independently;
- undertake on-going formative assessments to monitor progress and plan for children's 'next steps' in their learning and development;
- ensure children have daily independent access to
  - outdoors, sand, water, role play, construction, small world play.
  - opportunities to develop both fine and gross motor skills, books, mark making, use of ICT .
  - opportunities to revisit, consolidate and extend their skills in all areas of learning across the EYFS.
  - creative experiences
  - healthy living
  - opportunities to explore and investigate their environment.

## 6.4 The needs of the learner

In order to maximise the learning opportunities for children in Early Years settings, they should have access to the following:

- a safe and stimulating physical environment, providing for both indoor and outdoor experiences;
- open ended resources that can be used flexibly and creatively;
- space to move freely both inside and out;
- opportunities for sustained shared thinking;
- positive relationships with adults, particularly a child's key person.
- displays that :
  - reflect the cultural diversity of their community and beyond;
  - include a variety of written language(s) i.e. printed, handwritten, children's recording, adult's labels;
  - support learning e.g. alphabet, number line, key words;
  - stimulates discussion and communication;
  - exemplify and model behaviour expectations through photographs;
  - provide a visual routine/timetable.

The following table lists the intervention and resources which have been found to be effective with Early Years children with additional needs.

Other sections of this document should also be referred to as they may include interventions and resources relevant to Early Years.

# EARLY YEARS

## Early Years Specialist Teaching Team

INTERVENTION/ RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<b>Every Child a Talker: Guidance for Early Language Lead practitioners</b>	<ul style="list-style-type: none"> <li>○ Target pupils</li> <li>○ Needs of pupils</li> <li>○ Age range</li> </ul>	<ul style="list-style-type: none"> <li>○ Training</li> <li>○ Delivery</li> <li>○ Other key features</li> </ul>	<ul style="list-style-type: none"> <li>○ Training</li> <li>○ Lesson structure</li> <li>○ Length of intervention</li> <li>○ Other key features</li> <li>○ Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>○ Assessment: baseline and follow up assessments</li> <li>○ Impact/Effectiveness</li> </ul>
<b>Social Communication and Interaction Parent Workshops</b>	<ul style="list-style-type: none"> <li>● Parents/carers of early years children with a social communication disorder or Autism.</li> </ul>	<ul style="list-style-type: none"> <li>● Presented by specialist staff from Health and Education.</li> <li>● Aims to support parents/carers in understanding the needs of their child and strategies to support management of needs.</li> </ul>	<ul style="list-style-type: none"> <li>● 3 half day group workshops :               <ul style="list-style-type: none"> <li>- Introduction to Social Communication Difficulties</li> <li>- Helping Communication</li> <li>- Developing play and behaviour.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Parents to gain knowledge, confidence and skills to support their child in daily life.</li> <li>● <b>Contact : Early Years Support for Learning or Speech Language Therapy Service</b></li> </ul>
<b>National Autistic Society EarlyBird Programme*</b>  <b>Will largely be replaced by Cambridgeshire Parenting Programme – SCILS (see below)</b>	<ul style="list-style-type: none"> <li>● Parents/Carers of preschool children with a diagnosis of Autistic Spectrum Disorder.</li> </ul>	<ul style="list-style-type: none"> <li>● Presented by National Autistic Society licensed EarlyBird trainers.</li> <li>● Aims to support and empower parents/carers in understanding autism and facilitating their child's social communication and appropriate behaviour.</li> <li>● Children with ASD</li> </ul>	<ul style="list-style-type: none"> <li>● 8 group sessions and 4 videoed home visits over approx 12 weeks.</li> <li>● 3 month follow-up session.</li> </ul>	<ul style="list-style-type: none"> <li>● Parents/carers gain lifelong skills around ASD and quality of family life improves.</li> <li>● Parents/carers gain confidence in advocating for their child.</li> <li>● Families may need less ongoing support from professionals.</li> <li>● Recommended by National Autistic Society following national efficacy study.</li> <li>● Locally, very highly rated by parents</li> </ul>

INTERVENTION/ RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
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				<p>in follow-up questionnaires over the 12 years this has been run in Cambridgeshire.</p> <ul style="list-style-type: none"> <li>Quality assured weekly and through follow up questionnaires to families.</li> </ul>
<p><b>“SCILS” – Cambridgeshire Parenting Programme (Social Communication, Interaction and Learning skills)</b></p>	<ul style="list-style-type: none"> <li>Parents/carers of early years children with a social communication disorder or a diagnosis of Autism</li> </ul>	<ul style="list-style-type: none"> <li>Developed by Specialist in Social Communication and ASD in Cambridgeshire.</li> <li>Facilitated by specialist staff across Health and Education, including those previously licensed by the National Autistic Society.</li> <li>Aims to support and empower parents/carers in understanding and facilitating their child’s social communication and appropriate behaviours.</li> <li>Parents/carers are supported to develop effective strategies for social communication, play and development.</li> </ul>	<ul style="list-style-type: none"> <li>7 group sessions over approx. 10 weeks.</li> <li>3 month follow-up session.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/carers gain grounding in lifelong skills around ASD and quality of family life improves.</li> <li>Parents/carers gain confidence in advocating for their child.</li> <li>Families may need less ongoing support from professionals.</li> <li>Quality assured through weekly and follow up questionnaires to families.</li> <li><b>Contact : Early Years Support for Learning</b></li> </ul>
<p><b>AAC (Alternative and Augmentative Communication) Workshop</b></p>	<ul style="list-style-type: none"> <li>Introductory workshop for parents and early years practitioners whose children have been identified as needing AAC.</li> </ul>	<ul style="list-style-type: none"> <li>Workshop to inform parents includes: <ul style="list-style-type: none"> <li>What is AAC?</li> <li>Who is it for?</li> <li>Benefits and drawbacks of AAC</li> <li>Setting up a Symbol System in the home, setting or classroom</li> <li>Visual timetables</li> <li>Makaton Signing</li> <li>Introduction to PECS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>All day workshop (or can be divided into 4 x 2 hour sessions).</li> <li>Parents and professionals are trained together.</li> <li>Some Makaton training materials available for loan at workshop.</li> <li>Workshop delivered by Specialist Teaching Team, Early Years Team members and Specialist Speech and Language Therapist.</li> </ul>	<ul style="list-style-type: none"> <li>Parent and practitioner caring for the same child can learn and develop strategies together.</li> <li>Provides a practical introduction; participants leave workshop able to use visual symbols and Makaton signs immediately.</li> <li><b>Contact : Early Years Support for Learning</b></li> </ul>

INTERVENTION/ RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<p><b>Support for Learning Groups:</b></p> <p><b>1. Children in Early Support with developmental learning difficulties</b></p> <p><b>2. Language or communication disorder groups (sometimes known as Playtogs/ PlayCircle)</b></p>	<ul style="list-style-type: none"> <li>• Preschool children with special needs and their parents/carers.</li> <li>• Other professionals (to observe and meet parents).</li> <li>• Early Years setting practitioners (visits to observe for training purposes)</li> </ul>	<ul style="list-style-type: none"> <li>• For parents to gain confidence in their skills to help their child.</li> <li>• To upskill parents (and practitioners).</li> <li>• To support parents access services and emotional support.</li> <li>• To model good practice.</li> <li>• To support parents/practitioners with strategies and activities appropriate to their child's needs, which can include developing: <ul style="list-style-type: none"> <li>- Physical skills</li> <li>- Sensory/exploratory play</li> <li>- Alternative and Augmentative Communication (AAC) – Makaton,</li> <li>- visual symbols, PECS</li> <li>- Group participation</li> <li>- Cooperative play</li> <li>- Making a choice</li> <li>- Eye contact</li> <li>- Awareness of others</li> <li>- Shared attention</li> <li>- Imitation</li> <li>- Early pretend play</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Semi-Structured groups, attendance is by invitation.</li> <li>• Weekly sessions (2 hours), mainly in term time.</li> <li>• Learning through play.</li>   <li>• Structured groups, attendance is by invitation.</li> <li>• Weekly sessions (1-2 hours), mainly in term time.</li> <li>• Language and communication disorder groups have a compulsory parent workshop prior to the child starting, and offer a workshop to practitioners.</li> <li>• Advice and/or input from physiotherapists and speech therapists incorporated.</li> <li>• Groups led by Specialist Teaching Team, Early Years Team in cooperation with others, eg Children's Centre staff/Social Care/Speech and Language Therapists/volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents gain emotional support from shared experiences.</li> <li>• Very positive parent/professional feedback over several years.</li> <li>• Progress of children demonstrated by pre- and post- participation observational assessments, which are shared with parents.</li>   <li>• <b>Contact : Early Years Support for Learning or Children Centres SEND Hubs</b></li>   <li>• Progress of children demonstrated by pre- and post- participation observational assessments, which are shared with parents.</li> <li>• Parents gain emotional support from shared experiences.</li> <li>• Very positive parent/professional feedback over several years.</li>   <li>• <b>Contact : Early Years Support for Learning or Children Centres SEND Hubs</b></li> </ul>

# **SECTION 7**

## **Interventions for Communication and Interaction**

### **Summary of advice**

#### **Speech Language and Communication**

In primary schools (nationally), pupils with speech, language and communication (SLCN) difficulties represent the most prevalent type of SEND among pupils with statements of SEND (DfE, 2012). All pupils with SLCN difficulties are at risk of having difficulty with some aspect of learning to read and write. The Rose Report (2005) highlighted the link between language and literacy and the importance of language in the development of phonic skills and reading comprehension. Supporting children's speech, language and communication skills contributes not only to outcomes in achievement but also to social competence and mental health.

The Bercow Report (2008) highlights the importance of responding to the child's difficulty as early as possible. Evidence based interventions, joint working and a continuum of services designed around a family are seen as key to supporting a child with speech, language and communication difficulties.

Good speech, language and communication skills in early childhood are key to many other areas of development. Children who have good speech, language and communication skills at the age of five and a half years are more likely to acquire age appropriate literacy skills and have better academic and social outcomes, participate in decision making both at home and at school, develop positive relationships with their peers, engage positively at school and develop independence compared with same aged peers whose speech, language and communication skills are delayed.

Research shows that children with speech and language difficulties are at greater risk of experiencing bullying, and having less self confidence.

Good speech, language and communication skills in early childhood reduce some of the risks associated with early social deprivation. The vocabulary at the age of 5 years has been found to be a good predictor of whether children who experienced social deprivation in childhood were able to escape poverty in later life.

Children and young people with additional speech, language and communication needs will need support at the universal, targeted or specialist

level. Good evaluation of the outcomes of interventions that aim to address the child's difficulty should be an integral part to any speech and communication programmes.

### **Effective strategies for primary-aged pupils with Speech, Language, and Communication Needs (SLCN)**

There is research evidence to show that the following strategies are effective for supporting pupils with SLCN:

- collaborative working involving practitioners and parents is fundamental to the effective management of pupils with SLCN. Pupils need to have their needs understood, and teachers need to feel supported. Parents need to feel confident that their child's needs are being met;
- ensure environments support pupils to be fully included and participate in decision making about how they are supported. Adults must adapt their language to maximise the understanding of pupils who have SLCN;
- training for adults working with pupils with SLCN to ensure they feel equipped to support them. Research has found that over 60% of primary teachers lacked confidence in assessing and supporting those pupils with SLCN (Sadler, 2005).

In addition to these strategies, specialist interventions including those listed below, have also been found to be beneficial for pupils with SLCN.

### **Autism**

Autism is a lifelong developmental disability that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them. Without the right support, it can have a profound – sometimes devastating – effect on individuals and families. It is a spectrum condition, which means that, while all people with autism share three main areas of difficulty, their condition will affect them in different ways. Some people with autism are able to live independent lives but others may need a lifetime of specialist support ([www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)). These three areas of difficulty are defined as: social interaction, social communication and social imagination. Many people with autism also have difficulty processing everyday sensory information such as sights, sounds and smells.

Appropriate differentiation of the curriculum and teaching approaches are key to ensuring the successful inclusion of a child with autism. The following teaching approaches are particularly relevant for children with autism, and will also be beneficial to other children in the class:

- a structured and ordered learning environment that guides the pupil towards meeting expectations;
- use visual teaching strategies, as far as possible;
- those who teach and support a pupil with autism should have a good understanding of the nature and implications of autism, including likely areas of the child's strengths, preferences and weaknesses.

Other effective strategies for pupils with autism are:

- facilitating communication by using visual cues as well as oral language and ensuring that communication for key information is made simple and concrete;
- ensuring boundaries of the classroom and playground are visually clear, and reinforcing physical boundaries with a visual rule reminder;
- many children with autism are very sensitive to sound, light and smell and whilst it is not possible to control these easily in the school environment, the occasional use of a work station in the classroom can be effective in helping the child to focus on given tasks, as can the use of ear defenders for some pupils;
- social stories are useful to help the child to understand and cope with events at school and home;
- finding a concrete way for the child to express their emotions can be a useful way to help the child express anxiety and monitor the child's response to the different curriculum and social demands;
- Communication Passports containing information on the child's strengths, interests, sensitivities and triggers should be shared with all of the adults supporting the child;
- providing support appropriate to the child's social developmental level, for example having structured break times and lunch times;
- making the environment structured and predictable, with clear explicit rules and expectations displayed. The use of a visual timetable is helpful to represent the child's school day and changes to activity;
- careful planning for transitions, including changes from one class to another, changes of teacher, moving from lesson to lesson and changing school (see Transition Planning and Recording Toolkit);
- maintaining consistency when supporting challenging behaviour through the use of behaviour support plans;
- identification and use of the child's special interests and strengths when planning tasks;
- the class teacher and SENCO working in close partnership with parents/carers.

Advice on interventions for children and young people with autism is considered on an individual basis and is based on research and evidence based practice.

The SEND Specialist Service (Educational Psychologists, Specialist Teachers, Early Years specialists, Sensory Support Team) are committed to using evidence based approaches when providing advice and support for

children and young people with autism. The service works to ensure the approach selected best meets the identified needs of the child and this approach may change over time in response to changing needs of the child or young person.

The strategies and techniques advised and used may, if appropriate, include behavioural approaches. These will be used to help the child or young person and those who support or work with them to develop their learning, communication and to recognise and manage their behaviours. In the table below we list interventions and resources which have been found to be effective with children with additional needs

Some parents have enquired why we have not included Applied Behaviour Analysis (ABA) in the list.

ABA is based on behavioural approaches, particularly the theory of operant conditioning – the idea that people will change their behaviour as a consequence of the rewards or sanctions they receive following that behaviour.

We are having discussions, and will continue to discuss, the use and application of ABA with parents of children and young people with autism and with partners across services. We are aware that some of the research evidence on ABA is positive in terms of outcomes but there are concerns regarding the robustness of the evidence base.

The National Autistic Society (NAS) conclude that because there are so many interventions that use applied behavioural analysis as an approach it is difficult to provide a clear picture of its effectiveness. Some interventions demonstrate positive results but others much less so. They suggest much more research in this area to understand what aspects are effective and in what contexts. The NAS recognise that more research is needed to evaluate the longer term effects of the interventions and techniques which incorporate the principles of ABA as most studies involve only relatively short follow-up periods.

# SPEECH, LANGUAGE AND COMMUNICATION

INTERVENTION/ RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<b>Identiplay</b> Based on: 'Teaching Play to Children with Autism: A Practical Intervention Using Identiplay' developed by Philips & Beavan	<ul style="list-style-type: none"> <li>o Pupils/parents/others</li> <li>o Target pupils</li> <li>o Needs of pupils</li> <li>o Prior knowledge</li> <li>o Age range</li> </ul>	<ul style="list-style-type: none"> <li>o Aims</li> <li>o Skills taught/covered</li> </ul>	<ul style="list-style-type: none"> <li>o Training</li> <li>o Lesson structure</li> <li>o Length of intervention</li> <li>o Other key features</li> <li>o Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>o Assessment: baseline and follow up assessments</li> <li>o Impact/Effectiveness</li> <li>o Who to contact</li> </ul>
<b>Time To Talk LDA</b> (Ginger Bear & family)	<ul style="list-style-type: none"> <li>• Reception Year to Key Stage 1.</li> <li>• SLCN/inc Social Communication needs.</li> <li>• Requires functional language (English or home language with some English words).</li> </ul>	<ul style="list-style-type: none"> <li>• To promote:                             <ul style="list-style-type: none"> <li>- social interaction</li> <li>- expressive language</li> <li>- attention &amp; listening</li> <li>- flexibility of thought</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 using two sets of identical equipment.</li> <li>• Dedicated space/table top.</li> <li>• 10 minutes daily.</li> <li>• One term plus.</li> </ul>	<ul style="list-style-type: none"> <li>• CYPS Pupil Voice questionnaire available.</li> <li>• Descriptors pre and post parental involvement.</li> <li>• Pre/post evaluation within programme</li> <li>• <b>Contact : Specialist Teaching Team</b></li> </ul>
<b>School Start Sound/Language programme,</b> Weekly timetable of structured activities linked to curriculum	<ul style="list-style-type: none"> <li>• Suitable for Reception Year to Early Years Foundation Stage.</li> <li>• SLCN.</li> <li>• ASC (NB Not recommended for EAL).</li> </ul>	<ul style="list-style-type: none"> <li>• Phonic awareness.</li> <li>• Functional language.</li> <li>• Attention &amp; Listening.</li> <li>• Social Communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group (&lt;4).</li> <li>• 2 sessions a week ideally.</li> <li>• Year + programme but in 12 session blocks.</li> <li>• Sound/language sessions or individualise for the child.</li> <li>• Resources-workbook and the classroom. Home activities</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluated every 12<sup>th</sup> session.</li> <li>• Pupil Voice questionnaire.</li> <li>• Sticker charts.</li> <li>• Group rules.</li> <li>• <b>Contact : Specialist Teaching Team</b></li> </ul>

INTERVENTION/ RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<p><b>Lego Therapy</b> Developed in US c. 2004. Systematically evaluated by Dr Daniel LeGoff. Gina Owen (Autism Research Centre, Cambridge) has replicated this study (2008).</p>	<ul style="list-style-type: none"> <li>• From EYFS onwards (&lt;KS4).</li> <li>• ASC.</li> <li>• SLCN including Social Communication Needs.</li> <li>• (Group can also include a child with expressive language difficulties).</li> <li>• Requires functional language (or other forms of communication).</li> </ul>	<ul style="list-style-type: none"> <li>• Co-operating with others.</li> <li>• Problem-solving.</li> <li>• Following &amp; giving instructions.</li> <li>• Attention &amp; Listening.</li> <li>• Giving positive comments about others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 children only – 1 focus child.</li> <li>• Minimum 45 minutes (focus activity and free play/ 'freestyle').</li> <li>• Small sets of Lego/Duplo or similar construction kits)- visual instructions <b>must</b> be available.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-&amp; post intervention evaluations.</li> <li>• Pupil Voice questionnaire.</li> <li>• Descriptors x 2.</li> <li>• <b>Contact : Specialist Teaching Team</b></li> </ul>
<p><b>Early Bird Plus</b> The National Autistic Society</p>	<ul style="list-style-type: none"> <li>• Parents whose child has received a diagnosis of autism and is aged 4 – 8 years and in Early Years or Key Stage One provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses the needs of both home and school settings by training parents/carers together with a professional working regularly with the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Eight group sessions and two home visits.</li> <li>• A follow-up session six months after the programme.</li> </ul>	<ul style="list-style-type: none"> <li>• The NAS EarlyBird plus programme is supported by EarlyBird materials.</li> <li>• Measures of effectiveness: The Parenting stress index; Vineland Adaptive Behaviour Scales; The Childhood Autism Rating Scales.</li> <li>• <b>Contact : Specialist Teaching Team</b></li> </ul>
<p><b>Spirals Language Communication Development</b> Developed by Marion Nash (EP)&amp; Jackie Lowe (SLT) Plymouth LEA 2005</p> <p><b>Circle time sessions to improve language</b></p>	<ul style="list-style-type: none"> <li>• Suitable for reception year to Years 3 and 4.</li> <li>• SLCN 'Linguistically vulnerable'.</li> <li>• Shy, lacks confidence, reduced vocabulary etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Language &amp; communication skills.</li> <li>• EYFS: interaction, social communication skills, phonic awareness, rhyme, prepositions &amp; concepts.</li> <li>• Key Stage 1/Key Stage 2 – developing thinking &amp; reasoning skills</li> <li>• Receptive &amp; expressive language building on prior skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources from the pack &amp; from school.</li> <li>• 25 minute session weekly session/twice weekly.</li> <li>• 1:4 (2:8max).</li> <li>• Spiral of learning'-repetition, embedding.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring sheet from the programme.</li> <li>• Social communication profile.</li> <li>• Descriptors.</li> <li>• Pupil Voice questionnaire.</li> <li>• <b>Contact : Specialist Teaching Team</b></li> </ul>

INTERVENTION/ RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<p><b>Science Spirals</b></p> <p><i>Language of Science</i></p>	<ul style="list-style-type: none"> <li>• Reception and Key Stage 1.</li> <li>• SLCN.</li> <li>• Pupil may have difficulty with semantic links (multiple meaning of words &amp; making connections).</li> </ul>	<ul style="list-style-type: none"> <li>• As above but can be cut into “chunks” to fit with relevant part of Science curriculum.</li> <li>• 6 weeks blocks in line with planning.</li> </ul>	<ul style="list-style-type: none"> <li>• See above.</li> </ul>	<ul style="list-style-type: none"> <li>• See above Monitoring sheet.</li> <li>• Social communication profile Descriptors.</li> <li>• Pupil Voice questionnaire.</li> <li>• <b>Contact : Specialist Teaching Team</b></li> </ul>
<p><b>TalkingPartners@Primary</b></p> <p><b>Supported by Education Works, originally for EAL pupils but now used for children with poor expressive language, those who lack confidence etc. New training materials now available.</b></p>	<ul style="list-style-type: none"> <li>• The programme is for pupils aged from 4 to 11 who lack skills and confidence as speakers and listeners.</li> </ul>	<p>‘By providing opportunities to practice and rehearse target language through a range of focused activities, pupils develop their independent skills to become good communicators.</p> <p>TalkingPartners@Primary is a structured oral language programme providing part of an integrated approach to raise levels of achievement by improving children’s speaking and listening skills.</p> <p>TalkingPartners@Primary also helps children to become more confident and competent users of English. It encourages them to listen more actively and talk for a range of purposes and draws particular attention to the links between oracy and literacy.’ (Education Works)</p>	<ul style="list-style-type: none"> <li>• 10 week programme.</li> <li>• 3 times a week.</li> <li>• 20 -30 mins.</li> <li>• 2 activities per session.</li> <li>• Early Years 10 weeks daily for 15-20 mins.</li> <li>• Talking frameworks for all activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured oral language programme.</li> <li>• Linked to the curriculum in class.</li> <li>• Talking Frames as part of whole class teaching/embedding strategies.</li> <li>• Embedding/pre-teaching tool or can be part of whole class teaching.</li> <li>• ‘No wrong answers’ ethos).</li> <li>• Renfrew Action Picture Test.</li> <li>• (Word-finding test only if appropriate).</li> <li>• Social Communication listening profile (CYPS).</li> <li>• Speech &amp; Language Descriptors may be appropriate.</li> <li>• County training available.</li> <li>• <b>Contact : Specialist Teaching Team, Literacy Team</b></li> </ul>
<p><b>PECS (Picture Exchange Communication System)</b></p>	<ul style="list-style-type: none"> <li>• Preschool children with severe communication disorder/difficulty and their</li> </ul>	<ul style="list-style-type: none"> <li>• To provide children with an alternative way of communicating their</li> </ul>	<ul style="list-style-type: none"> <li>• PECS implementer trains parent/early years practitioner during home or</li> </ul>	<ul style="list-style-type: none"> <li>• Child gains ‘a voice’.</li> <li>• Behaviour may improve.</li> <li>• Parent gains increased ability</li> </ul>

INTERVENTION/ RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
	<p>parents/carers and practitioners.</p> <ul style="list-style-type: none"> <li>• Children usually have little or no functional expressive language.</li> <li>• Child must be able to reach for a desired object and be motivated to do so.</li> </ul>	<p>needs/getting across a message in a variety of environments.</p> <ul style="list-style-type: none"> <li>• To teach the fundamentals of the communication process and how to initiate communication.</li> </ul>	<p>setting visits.</p> <ul style="list-style-type: none"> <li>• PECS implementer models method with child and supports parent/practitioner to practise this.</li> <li>• PECS implementer monitors and reviews progress and moves child through Phases 1-6 as appropriate.</li> <li>• Delivered by PECS implementers who have received 2 day approved training.</li> </ul>	<p>to interact positively with their child.</p> <ul style="list-style-type: none"> <li>• Internationally documented positive outcomes for basic communication.</li> <li>• Many children develop some spoken language after a year or more of using PECS.</li> <li>• <b>Contact : Early Years Specialist Teaching Team</b></li> </ul>
<p><b>Talking Maths</b></p> <p>Based on <b>TalkingPartners@Primary</b> model- developed by <b>Liverpool Mathematics Team (2005)</b></p> <p><b>Emphasis on language of numeracy &amp; developing thinking skills</b></p>	<ul style="list-style-type: none"> <li>• Children in Years 1 to 7.</li> <li>• Children who are showing mathematical potential but who would benefit from developing their use and understanding of language in the context of mathematics.</li> <li>• This may include the following: <ul style="list-style-type: none"> <li>- Speech and Language, Communication Needs</li> <li>- Learners for whom English is an additional language</li> <li>- Autistic Spectrum Continuum</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Targets speaking and listening skills in the context of mathematical language. <ul style="list-style-type: none"> <li>- mathematic reasoning</li> <li>- generalisation</li> <li>- prediction</li> <li>- recognition of patterns and relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 10 week programme.</li> <li>• 3 times a week.</li> <li>• 20 -30 mins.</li> <li>• 2 activities per session.</li> <li>• Can be used as an embedding tool or alongside mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking Maths own assessment in book.</li> <li>• Sandwell assessment used.</li> <li>• Contact : Specialist Teaching Team</li> </ul>
<p><b>TEACCH (Treatment and Education of Autistic and related Communication-Handicapped Children)</b></p>	<ul style="list-style-type: none"> <li>• Children and young people with Autism.</li> </ul>	<ul style="list-style-type: none"> <li>• It uses a range of methods and approaches, such as visual cues and structured physical environments that aim to help the pupil to function as effectively as possible at school and at</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of TEACCH can be incorporated into the school curricula, with support from a suitably trained practitioner (e.g. Specialist Teacher; Educational Psychologist).</li> </ul>	<ul style="list-style-type: none"> <li>• There are one, two and five day training programmes for professionals and parents: Autism Independent UK, <a href="http://www.autismuk.com">www.autismuk.com</a></li> <li>• <b>Cambridgeshire contact: :</b></li> </ul>

INTERVENTION/ RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
		home.		<b>Specialist Teaching Team - Community Educational Psychology Service</b>
<b>Talk Boost (These materials have been developed by ICAN)</b>	<ul style="list-style-type: none"> <li>• Pupils aged 4-7 years.</li> <li>• A catch-up, Wave 2 programme for pupils whose language skills are just below typical development.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve language and communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• 3x 30-40 minute sessions per week over a 10 week period by a trained teaching assistant, for groups of 4 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment toolkit provides pre-/post intervention data.</li> <li>• 1 day training required (£500 for class teacher and TA, includes materials)</li> <li>• <b>Contact: Specialist Teaching Team</b></li> </ul>

# SECTION 8

## Literacy Interventions

### Summary of Advice

Intervention is not only about using evidence based programmes – intervention can be tailored and designed by teachers to meet specific needs and ‘plug’ gaps. It may be part of everyday teaching, especially via guided reading and guided writing within, or outside of, literacy lessons. It is important to make a precise assessment first to diagnose specific difficulties or areas of weakness.

Whole school management of intervention at Headteacher or Senior Leadership Team (SLT) level is essential as is class teacher involvement and direction of the programme. Connections between High Quality Teaching and what takes place if a child is withdrawn from class to be taught elsewhere must be made explicit to the child.

In order to make best use of staffing and resources and to tailor the programme precisely, there must be assessment on entry to the programme and again on completion of the programme. Time limited intervention is the most effective model. It may be useful to pre-teach literacy knowledge in intervention groups before whole class teaching.

It is essential to maintain the independence of learners by ensuring that they have opportunities routinely to engage in independent work and make choices of their own wherever possible.

A useful handbook for informing practice is ‘*What Works for Pupils with Literacy Difficulties*’, 4<sup>th</sup> Edition 2013, by Greg Brookes.

The following list does not cover access strategies such as Clicker 6, or whole school approaches such as Achievement for All (AfA), both of which are recommended.

# LITERACY INTERVENTIONS

INTERVENTION/ RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<b>A Graduated Response to Phonics</b>	<ul style="list-style-type: none"> <li>○ Pupils/parents/others</li> <li>○ Target pupils</li> <li>○ Needs of pupils</li> <li>○ Prior knowledge</li> <li>○ Age range</li> </ul>	<ul style="list-style-type: none"> <li>○ Aims</li> <li>○ Skills taught/covered</li> </ul>	<ul style="list-style-type: none"> <li>○ Training</li> <li>○ Lesson structure</li> <li>○ Length of intervention</li> <li>○ Other key features</li> <li>○ Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>○ Assessment: baseline and follow up assessments</li> <li>○ Impact/Effectiveness</li> <li>○ Who to contact</li> </ul>
<b>Guided Reading and Writing</b>	<ul style="list-style-type: none"> <li>• Guided sessions within or outside of Literacy can be used to provide extra precise intervention for pupils who are falling behind or who are not making good progress. This will be over and above normal class room provision of guided sessions as part of High Quality Teaching.</li> <li>• An assumption is made that all children working within the phonic phases should be</li> </ul>	<ul style="list-style-type: none"> <li>• Children should have acquired all their phonic knowledge &amp; Year 2 Primary Framework spelling objectives.</li> <li>• Children should be secure in phase 5 of Letters and Sounds and Year 2 Primary Framework spelling objectives (referring to Support for Spelling) by the time they enter Key Stage 2.</li> </ul>	<ul style="list-style-type: none"> <li>• It is expected that precise intervention will be provided to children to enable them to catch up. This could be with extra sessions either 1:1 or in small groups linked to their learning needs as necessary. This might be a structured progression through learning or by 'plugging gaps' in phonic knowledge. Teachers could refer to the Department of Education's Phonics Catalogue in order to access match-funded resources to support intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow up assessments will be teacher assessments using the 'secure at' criteria for phonics program and beyond this, teacher assessments of children's spelling accuracy in their writing (using APP AF8 criteria).</li> <li>• <b>Contact : Literacy Team</b></li> </ul>
		<ul style="list-style-type: none"> <li>• To provide an opportunity for children to receive explicit teaching of reading /writing skills in small ability or mixed ability groups. Provision within sessions should enable pupils to practise new skills independently supported by the adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Sessions can be led by teachers or teaching assistants and should be 20-30 minutes in duration. They should be explicitly planned for with a clear objective linked to children's next steps in learning. They can support children before, during and after reading or writing.</li> <li>• The focus of sessions will be informed by the APP process and Assessment for Learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contact : Literacy Team</b></li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
	provided with daily phonics teaching.		within the classroom. Gaps in teaching and learning should be precisely addressed, referring to APP criteria, Primary Framework Objectives and the Support for Writing progression documents.	
<p><b>CLLD Phonics at KS2</b></p> <p>These materials are produced by the National Strategy.</p>	<ul style="list-style-type: none"> <li>• These materials have been designed to be used with children in Key Stage 2 who have experienced 'Letters and Sounds', but have poorly developed phonic knowledge, skills and understanding.</li> <li>• The materials do not constitute a full programme, but are designed to be able to be adapted by the class teacher and used as necessary, based on the systematic phonics programme in use in the school and the identified needs of the children.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit 2 linked to Phase 2 of Letters and Sounds</b></li> <li>• Grapheme–phoneme correspondences (GPCs), blending &amp; segmenting; knowledge of the alphabet &amp; letter names, at the 3 phoneme level.</li> <li>• <b>Unit 3 linked to Phase 3 of Letters and Sounds</b></li> <li>• Consolidation of Phase 2; phonemes consisting of two or more letters at the 3 phoneme level (digraphs).</li> <li>• <b>Unit 4 linked to Phase 4 of Letters and Sounds</b></li> <li>• Consolidation of Phase 2 &amp; 3 - reading and spelling words containing adjacent, at the 4+ phoneme level, consonants and polysyllabic words.</li> <li>• <b>Unit 5 linked to Phase 5 of Letters and Sounds</b></li> <li>• Consolidation of Phase 2,</li> </ul>	<ul style="list-style-type: none"> <li>• Planned and overseen by Class Teacher</li> <li>• The small group of children or individuals should be offered daily discrete 15-minute sessions in addition to the class literacy session.</li> <li>• The teaching sequence should be the same as the sequence suggested in Letters and Sounds:</li> </ul> <p><b>Introduction</b>  <b>Objectives and criteria for success</b>  ↓  <b>Revisit and Review</b>  ↓  <b>Teach</b>  ↓  <b>Practise</b>  ↓  <b>Apply</b>  ↓  <b>Assess learning against criteria</b></p>	<ul style="list-style-type: none"> <li>• Baseline provided in materials, but has been enhanced by the Specialist Teaching Team</li> </ul> <p><b>For SEND specific information, contact SEND Specialist Service</b></p> <ul style="list-style-type: none"> <li>• <b>Contact : SEND Specialist Service ; Literacy Team</b></li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
		3 & 4; alternative spellings for phonemes (/ai/ as in <i>day,came,rain</i> ) & alternative grapheme pronunciations.		
<b>TalkingPartners @Primary</b>	<ul style="list-style-type: none"> <li>• TalkingPartners@Primary can be used with pupils in the Foundation Stage and within Key Stages 1 and 2.</li> <li>• Provides good opportunities for sharing practice with parents. Parents need to be informed about the programme and to give their consent.</li> <li>• It is for pupils who lack confidence or skills in speaking and/or listening across the curriculum.</li> <li>• Also appropriate for children with additional speech and communication needs (see Section 7.3 Speech, Language and Communication).</li> </ul>	<ul style="list-style-type: none"> <li>• TalkingPartners@Primary is an intervention to enhance speaking and listening skills in the classroom. It is a language enhancement and enrichment programme.</li> </ul>	<ul style="list-style-type: none"> <li>• The TA and a school co-ordinator attend two full days of training. There is scope for follow-up &amp; monitoring visits. It is advised to select an experienced TA.</li> <li>• This is a 10 week course delivered by a trained TA working with a group of 3 pupils three times a week for a period of 25 minutes. (TA's deliver 5 sessions per week for EYFS lasting for 15 minutes).</li> <li>• Each session consists of a range of activities to develop a range of expressive language. The materials allow for links to be made with areas of learning from within the classroom.</li> <li>• Weekly plans build on prior experiences. (Sessions are slightly shorter for EYFS)</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and post assessments are carried out to track pupil progress via standardized assessments (Renfrew Action Picture Test). On-going assessment is recorded through partner's record of S&amp;L observation.</li> <li>• National TalkingPartners@Primary data using Renfrew Action Picture Test shows improvement over class progress of 13.7% for information and 4.7% for grammar.</li> <li>• <b>For SEND specific information, contact SEND Specialist Service</b></li> <li>• <b>Contact :SEND Specialist Service, Literacy Team</b></li> </ul>
<b>Early Literacy Support</b>	<ul style="list-style-type: none"> <li>• Children who are emerging towards the ELG at the end of Reception in the areas of Communication and Language and / or Literacy, but have reached the expected Early</li> </ul>	<ul style="list-style-type: none"> <li>• The programme is expected to accelerate progress so that children are working within Letters and Sounds phase 5 and are able to access Year 1</li> </ul>	<ul style="list-style-type: none"> <li>• One full day for a Teacher and TA. Must attend together. Available from Cambridge Advisory Service as traded course or consultancy for a cluster.</li> </ul>	<ul style="list-style-type: none"> <li>• FSP data/Running Reading Records/Phonics Tracking Grid/ Observation/Screening materials at back of ELS folder.</li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
	<p>Learning Goals in some of the other areas of the EYFS, and working with phase 2/phase 3 phonics in order to achieve age related expectations.</p> <ul style="list-style-type: none"> <li>• Targeted intervention for children just below age related expectations in Year 1.</li> <li>• To bring children up to age related expectations.</li> <li>• Parents are informed about the programme and give permission. They engage in take home activities. There are also take away activities to be completed in school.</li> </ul>	<p>Literacy objectives.</p>	<ul style="list-style-type: none"> <li>• Any term as appropriate</li> <li>• 16 weeks</li> <li>• 2 x 2 week modules</li> <li>• 3 x 4 week modules</li> <li>• Reading, Writing, Sentence level, Word level, Speaking and Listening objectives</li> <li>• Module 1-Letters and Sound Phase 2</li> <li>• Module 2 – Reception objectives</li> <li>• Module 3 – Year 1 Term 1 objectives</li> <li>• Module 4 – Year 1 Term 2 objectives</li> <li>• Additional top up module (4 weeks)</li> <li>• 5 x 20 minute sessions with the TA each week</li> <li>• Guided reading x2 and Guided writing with the teacher as usual.</li> <li>• Independent activities from the sessions to do in the Literacy Hour or at another time</li> <li>• Take Away activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contact : Literacy Team</b></li> </ul>
<p><b>Year 3 Literacy Support: “ Sir Kit’s Quest”</b></p>	<ul style="list-style-type: none"> <li>• Year 3 children working at level 2C/B in Writing at end of Key Stage 1.</li> <li>• Parents are informed and are required to give their permission.</li> <li>• Wave 2 intervention for children just below age related expectations in Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>• The programme is expected to accelerate progress so that children are able to access Year 3 age related literacy objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• One full day CPD for a Teacher and TA. Must attend together.</li> </ul> <p>Spring Term 16 weeks 1 x 6 week module 1 x 4 week module 1 x 6 week module</p>	<ul style="list-style-type: none"> <li>• Screening materials in the folder addressing Speaking and Listening; Phonic Knowledge and Spelling; Reading and Writing. Use to confirm Teacher Assessments /APP.</li> <li>• Available from CAS as traded</li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
			<p>Reading, Writing, Sentence level, Word level, Speaking and Listening objectives            Module 1 – Non-chronological Report; Year 2 Term 1,2,3 and Year 3 Term 1 objectives            Module 2 – Narrative (familiar settings); Year 2 and Year 3 T1            Module 3 – Narrative (traditional tales); Year 2 and Year 3 term 1 and 2 objectives            4 x 20 minute sessions            3 with the TA            1 with the teacher            (Reading/writing on alternate weeks)            Two week blocks with first week focusing on reading and analysis; second week focusing on sentence level and writing            Both weeks have a focus for phonics and spelling.</p>	<p>course or consultancy for a cluster.</p> <ul style="list-style-type: none"> <li>• <b>Contact : Literacy Team</b></li> </ul>
<p><b>Further Literacy Support</b></p>	<ul style="list-style-type: none"> <li>• Year 5 children working at Level 3C and Level 2A at end of Year 4.</li> <li>• Parents are informed about the programme and give permission. There are Homework materials which schools will need to print off in colour.</li> <li>• A targeted intervention for children just below age related expectations in Year 5.</li> </ul>		<ul style="list-style-type: none"> <li>• One full day CPD for a Teacher and TA. Must attend together 12 weeks.</li> <li>• 3 x 4 week modules Reading, Writing, Sentence level, Word level, Speaking and Listening objectives.</li> <li>• Module 1 – Persuasion Year 4 Term 1,2,3 objectives.</li> <li>• Module 2 – Narrative Year 4 Term 1,2,3 and Year 5 Term 1 objectives.</li> <li>• Module 3 – Information (Non-chronological reports) Year 5</li> </ul>	<ul style="list-style-type: none"> <li>• Screening materials in the pack address Speaking and Listening; Phonic Knowledge and Spelling; Reading and Writing. Use to confirm Teacher Assessments/APP.</li> <li>• Available from CAS as traded course or consultancy for a cluster.</li> <li>• <b>Contact : Literacy Team</b></li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
			<p>Term 1 objectives.</p> <ul style="list-style-type: none"> <li>• Nine sessions per week of which:</li> <li>• 3 are with the TA</li> <li>• 3 are homework</li> <li>• 3 can be done in the literacy hour (one supported by teacher)</li> <li>• Each session has: On your Marks, Get Set, Go, Finishing Line.</li> </ul>	
<p><b>Literacy A to Z</b></p>	<ul style="list-style-type: none"> <li>• A targeted intervention for reception children and possibly Year 1 pupils who are not reading pink band books at an instructional level. Module 2 is aimed at children reading Pink Book Band Reading Recovery Level 2.</li> <li>• Provides good opportunities for sharing practice with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginner readers develop early print concepts. Children learn to read and write a range of high frequency words independently. They learn how to orally rehearse &amp; write sentences independently using full stops and capital letters.</li> <li>• By the end of the programme, children should be able to read 30 high frequency words and write a sentence with a capital letter and a full stop.</li> </ul>	<ul style="list-style-type: none"> <li>• One full day of training for a teacher and a Teaching Assistant (TA). There is scope for follow-up and monitoring visits.</li> <li>• Initially a six week programme delivered by a TA working with a group of 4 - 6 pupils for four days per week. Each session lasts for 20 minutes.</li> <li>• There is a second module becoming available soon with materials for an additional 6 week programme. A CD with materials is provided. Each lesson follows the same format. The session starts with the TA reading to the children. Children then read with the TA and independently. A sentence from the read text is selected for the children to write. Opportunities are incorporated for taking words to fluency, articulating words slowly to</li> </ul>	<ul style="list-style-type: none"> <li>• A diagnostic assessment is included in the training which includes Concepts about Print, recognition of High Frequency Words in reading and writing.</li> <li>• The pilot results in 2006, indicated that 85% of pupils, having experienced literacy difficulties in Reception and accessed the programme, achieved level 2C+ in reading at the end of Key Stage 1.</li> <li>• <b>Contact : Literacy Team</b></li> </ul>

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			hear and record graphemes and re-reading to recall the message.	
<b>boostingreading@primary</b> <b>(Formerly known as BRP)</b>	<ul style="list-style-type: none"> <li>• A targeted/ specialist intervention for children from Years 1 to 9. Children need to be reading at a minimum level of book band 3. Volunteers only work with children in Key Stages 2 and 3.</li> <li>• Parents are informed about the programme and need to give permission. They are involved in supporting their child by listening to them read at home.</li> <li>• Suitable for EAL children who need support with comprehension.</li> <li>• Suitable for children with specific learning difficulties. See CCC "Dyslexia: Guidance for Cambridgeshire" (July, 2012).</li> </ul>	<ul style="list-style-type: none"> <li>• Children develop skills in comprehension and the ability to problem solve more independently when reading.</li> </ul>	<ul style="list-style-type: none"> <li>• TA's receive two full days of training, and volunteers receive one day.</li> <li>• Teacher co-ordinator to attend.</li> <li>• Children receive 3 sessions a week with a trained TA or 1 session with a volunteer, overseen by a teacher co-ordinator.</li> <li>• Each lesson lasts for 15 to 20 minutes over a 10 to 15 week period if run by a TA.</li> <li>• Children gain reading practice on familiar texts. A running record is taken of a text introduced and read the previous day, and a new book is introduced. The focus is on developing efficiency, fluency, pace and understanding of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and post assessment is achieved through standardised reading tests (York Assessment for Reading Comprehension - YARC is recommended). On-going assessment is achieved through the teacher's own records and running record analysis.</li> <li>• Case studies in two Cambridgeshire schools showed an average gain of 1.5 sub levels in reading progress in 10-15 weeks.</li> <li>• <b>Contact : Literacy Team</b></li> </ul>
<b>Reading Recovery</b>	<ul style="list-style-type: none"> <li>• A specialist intervention which targets the lowest attaining pupils in Year 1/Year 2 pupils between the ages of 5 years 9 months and 6 years 3 months. RR teacher works with approximately 4 pupils individually. Parents are informed about the programme. They are involved in on-going discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Children accelerate to within the average band of the class. (average gains 7/8 APS).</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Recovery teachers receive a full year of training (1/2 day each fortnight). They receive continued professional development after their initial year. A link teacher from within the school receives one full day of assessment training.</li> <li>• This is a 12 to 20 week intervention delivered on a one-to-one basis with a trained</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and post assessment is carried out using the Observation Survey (Clay 2002). On-going assessment is achieved through daily records of teaching and learning, and analysis of daily running records.</li> <li>• Cambridgeshire Key Stage 2 data for 2010-2011 Reading, showing progress maintained</li> </ul>

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	concerning the child's progress and are encouraged to engage with take home activities.		Reading Recovery teacher. The teaching is daily and lessons last for 20 minutes. Each lesson incorporates reading and writing. Teaching addresses letter, word, sentence and text level objectives.	following intervention: <ul style="list-style-type: none"> <li>• 94% level 3+ and 74%</li> <li>• Level 4+</li> <li>• Cambridgeshire Key Stage 1 data in 2012: 90% of pupils successfully completing the Programme achieved 2C+ in reading and 80% in writing.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Contact : Literacy Team</b></li> </ul>
<b>Fischer Family Trust Specialist support</b>	<ul style="list-style-type: none"> <li>• The intervention targets pupils from Year 1 to Year 4 who are working at P7 /low Level 1. These pupils represent the lowest 15% of pupils (the next group up from RR).</li> <li>• Parents are informed about the programme and give permission. They engage in take home activities.</li> <li>• Suitable for children with specific learning difficulties. See CCC "Dyslexia: Guidance for Cambridgeshire" (July, 2012).</li> </ul>	<ul style="list-style-type: none"> <li>• Children accelerate sufficiently to enable access to a group intervention. (Average gains 4/5 APS).</li> </ul>	<ul style="list-style-type: none"> <li>• The class teacher/ SENCO and TA receive 3 days of initial training. There is continued professional development for the TA whilst the programme is running.</li> <li>• A trained TA delivers daily one to one teaching which is overseen by a trained teacher. Lessons take 15 -20 minutes over a period of 10-20 weeks involving a rolling programme of reading and writing sessions focussing on text, sentence and word level.</li> </ul>	<ul style="list-style-type: none"> <li>• A diagnostic assessment is provided as part of the training. Schools should use Statutory and Teacher Assessment to inform selection of pupils. There is on-going assessment of learning through TA's daily records and weekly running record analysis.</li> <li>• One case study shows 1.5 sub levels of progress in writing from pre to post FFT Wave 3 intervention 2010-2011.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Contact : Literacy Team</b></li> </ul>
<b>Hi 5</b>	<ul style="list-style-type: none"> <li>• This specialist intervention targets Year 5 pupils and above who are significantly below age related expectations. These children are likely to be working at Level 2C. Pupils at a higher level can be involved although</li> </ul>	<ul style="list-style-type: none"> <li>• To enable children to develop independent reading and writing strategies. To develop skills of clarification, prediction, questioning and summarising in order to improve comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• A class teacher and TA receive two days of training. A trained TA works with a group of pupils for a minimum period of 10 weeks delivering four twenty minute sessions each week. The lessons follow a repeating structure: guided and</li> </ul>	<ul style="list-style-type: none"> <li>• Impact data can be collected using a Reading Test such as the York Assessment of Reading Comprehension (YARC) with National Curriculum levels for reading and writing.</li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
	<p>the reading materials would need to be appropriately levelled.</p> <ul style="list-style-type: none"> <li>Parents are informed and are required to give their permission.</li> </ul>		<p>independent reading with identification of text type and comprehension linked to guided and independent writing including spelling and editing.</p>	<ul style="list-style-type: none"> <li><b>Contact : Literacy Team</b></li> </ul>
<p><b>Reading Reflex (Phono-Graphix)</b></p> <p>Publisher: Penguin</p>	<ul style="list-style-type: none"> <li>Years 1 – 6.</li> <li>Assumes some grapheme-phoneme knowledge.</li> <li>Good for children who have phonological processing problems.</li> </ul>	<ul style="list-style-type: none"> <li>Blending to read and segmenting to spell: <i>cvc ccvc cvcc</i> words, words with <i>long vowel phonemes</i>, and words with <i>alternative ways of spelling and reading long vowel phonemes</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Overseen by Class Teacher.</li> <li>1:1 daily with TA for 20 minutes.</li> <li>Scripted delivery.</li> <li>12 – 26 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly teaches blending and segmenting – good for children who have phonological processing problems.</li> <li>Easy to administer entry test.</li> <li>Multi-sensory.</li> <li>Provided with training manual.</li> <li>Reported: <ul style="list-style-type: none"> <li>For reading accuracy in Years 2 to 6: “remarkable”</li> <li>For comprehensive in Years 2 to 6:”remarkable</li> <li>For spelling in Years 2 to 6: “substantial”</li> </ul> </li> <li><b>Contact : SEND Specialist Service</b></li> </ul>
<p><b>Catch up Literacy</b></p> <p>Publisher: Catch Up Registered Charity</p>	<ul style="list-style-type: none"> <li>Years 1 – 6.</li> <li>Level 2c/1a in reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics, word recognition and graphic knowledge, context, and grammar for reading.</li> <li>Phonics for spelling words with common letter patterns; visual memory for spelling irregular sight words.</li> <li>Letter formation.</li> <li>Develops independence and self monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>Overseen by Class Teacher</li> <li>1:1 with TA twice a week for 10 minutes</li> <li>Optional group reading session 20 minutes <ul style="list-style-type: none"> <li>1 – 3 terms</li> </ul> </li> <li>A ‘holistic’ approach, teaching the use of reading strategies on meaningful text</li> </ul>	<ul style="list-style-type: none"> <li>Targets are set, following an individual assessment of skills.</li> <li>Requires a range of books at the appropriate level.</li> <li>CD-Rom with games PM Benchmark reading level.</li> <li>Reading accuracy of HFW <a href="http://www.catchup.org.uk">www.catchup.org.uk</a>.</li> <li><b>Contact : SEND Specialist Service</b></li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<p><b>Acceleread/ Accelewrite</b></p> <p>Publisher: iAnsys</p>	<ul style="list-style-type: none"> <li>• Suitable for Key Stage 2 pupils.</li> <li>• Some grapheme-phoneme knowledge.</li> <li>• Suitable for pupils with SEND.</li> </ul> <p>NB : As it does not follow the progression in 'Letters and Sounds' Specialist Teacher ECF have developed a set of teaching materials for Phase 3</p>	<ul style="list-style-type: none"> <li>• Read and spell: cvc ccvc cvcc words, words with <i>long vowel phonemes</i>, words containing some common <i>suffixes</i> and <i>prefixes</i>, within the context of sentences.</li> <li>• Encourages independence and self-correction Multi-sensory.</li> <li>• Develops auditory discrimination.</li> <li>• Develops visual and auditory memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Overseen by Class Teacher.</li> <li>• 1:1 daily with TA for 20 minutes.</li> <li>• Computer with talking word processor (eg Textease, Clicker).</li> <li>• 10 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes progress sheets for pupil self-monitoring.</li> <li>• Baseline created by and available through Specialist Teaching Team.</li> <li>• <b>Contact : SEND Specialist Service</b></li> </ul>
<p><b>Precision teaching</b></p>	<ul style="list-style-type: none"> <li>• Specialist Support, Key Stage 2 upwards.</li> <li>• Primary and secondary aged pupils with weak whole word recognition skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Aims to teach pupils to recognise medium and high frequency words in text.</li> <li>• Aims also to re-engage pupils in learning to read.</li> </ul>	<ul style="list-style-type: none"> <li>• TA 5 - 10 minutes a day.</li> <li>• Structure: 5 step approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Findings indicate improvements in reading fluency and accuracy, progress with writing and improvements in self-esteem.</li> <li>• <b>Contact : SEND Specialist Service</b></li> </ul>
<p><b>Toe by Toe</b></p>	<ul style="list-style-type: none"> <li>• Age 7+ primary and secondary aged pupils.</li> <li>• Prior knowledge of the pupil – short and long vowel sounds and adjacent consonant blends.</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-sensory and synthetic phonics approach to reading.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Reading coach' – can be TA or parent. 20 minutes a day over 5 months.</li> </ul>	<ul style="list-style-type: none"> <li>• Significant impact on reading age – see website for data. Order from website.</li> <li>• Ref: WDLI (West Dunbartonshire Literacy Initiative)</li> <li>• <b>Contact : SEND Specialist Service</b></li> </ul>
<p><b>Reading Support</b></p>	<ul style="list-style-type: none"> <li>• Phonics Counts is for children in Years 1 to 3 who have the greatest difficulties with</li> </ul>	<ul style="list-style-type: none"> <li>• It particularly helps those who have an insufficient grasp of phonics as the</li> </ul>	<ul style="list-style-type: none"> <li>• A specialist Phonics Counts teacher gives intensive support through daily half-hour lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Training to become a Phonics Counts teacher costs up to £2,100 for the first year. It</li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<b>Phonics Counts</b>	reading and have fallen seriously behind their peers.	prime approach to decoding and encoding, including children who have had considerable problems with the Year 1 phonics screening check. <ul style="list-style-type: none"> <li>The teacher also gives wider support for the teaching and learning of literacy across the school.</li> </ul>	for about a term. Rigorous, lively and stimulating lessons develop phonic knowledge and skills, text comprehension and vocabulary development. <ul style="list-style-type: none"> <li>Training is provided by a local Phonics Counts Teacher Leader supported by Edge Hill University.</li> </ul>	includes:- <ul style="list-style-type: none"> <li>7 training days</li> <li>Training for a school link tutor</li> <li>2 support visits to your school</li> <li>Data analysis</li> <li>Accreditation</li> <li>Continuing professional development and accreditation cost up to £650 per year.</li> <li><b>Contact : Lead Literacy Adviser</b></li> </ul>
<b>Reading Support</b> <b>Project X Code</b>	<ul style="list-style-type: none"> <li>Project X CODE is aimed at struggling readers from Years 2 to 4 who need a helping hand.</li> </ul>	<ul style="list-style-type: none"> <li>It particularly helps:</li> <li>Children who have had problems with the Year 1 phonics screening check.</li> <li>Children whose reading is still not fully secure at the transition from Year 2 to Year 3.</li> <li>It helps them get back on track so that they can catch up with their peers and make continued progress.</li> </ul>	<ul style="list-style-type: none"> <li>Small group intervention for half an hour per day four times a week.</li> <li>Project X CODE is a new reading intervention from Oxford University Press. It embeds systematic synthetic phonics into a gripping series of adventure books. A teaching assistant supports a small group of children through four half-hour lessons a day.</li> </ul>	<ul style="list-style-type: none"> <li>A complete set of books and resources to support children at all levels costs £822.</li> <li>8 half days of training and one year of support for a teaching assistant cost up to £630.</li> <li>Continuing Professional Development and support cost up to £210 per year.</li> <li>1 day of management training for a school leader costs £250.</li> </ul> Telephone : 01536 452 610 Website : <a href="http://www.oxfordprimary.co.uk">www.oxfordprimary.co.uk</a> <ul style="list-style-type: none"> <li><b>Contact : Literacy Team</b></li> </ul>
<b>Expanded Rehearsal Technique</b>	<ul style="list-style-type: none"> <li>Primary and secondary schools.</li> <li>Bottom 10% of readers</li> </ul>	<ul style="list-style-type: none"> <li>Focuses on improving reading fluency.</li> <li>Individual programme</li> </ul>	<ul style="list-style-type: none"> <li>Trained adult delivers bespoke programme 2/3 times a day for 20 minute sessions over 8 – 10</li> </ul>	<ul style="list-style-type: none"> <li>Developed and measured within Cambridgeshire.</li> <li>Results show average of 8</li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
	<p>compared with National figures.</p> <ul style="list-style-type: none"> <li>• Suitable for pupils with SEND, struggling with phonics acquisition and reading fluency.</li> <li>• This intervention was developed in Cambridgeshire</li> </ul>	<p>tailored to child's needs.</p> <ul style="list-style-type: none"> <li>• Uses letter sounds to develop early reading vocabulary.</li> <li>• Builds up letter sounds for later phonic work.</li> </ul>	<p>weeks.</p>	<p>month gains in reading age over 8 – 10 weeks, and 4 months gain in spelling.</p> <ul style="list-style-type: none"> <li>• <b>Contact : SEND Specialist Service</b></li> </ul>
<b>Write Away Together (WAT)</b>	<ul style="list-style-type: none"> <li>• WAT is designed for schools to improve feedback on children's writing, improve guided writing or develop a feedback focused intervention programme.</li> </ul>	<ul style="list-style-type: none"> <li>• The programme aims to develop children's writing skills through discussions about their independent writing. WAT focuses on children who are not making expected gains in writing or are working below national expectations, through dialogue between the child and trained partner about a piece of independent writing, linking strongly into and reinforcing high quality class teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Children work with a trained adult for 2 x 20 minute sessions per week for a minimum of ten weeks. The sessions can be run by a teacher or TA. Adults use the 'praise, improve and plan' model. After specific praise, the adult helps the child to understand which text, sentence and word choices will be appropriate for a particular writing task in order to make the writing more interesting/exciting/ clearer to the reader. The final part of the lesson looks at specific text features in order to help the child with planning and with continuing the writing independently.</li> <li>• The programme has been developed as a 1-to-1 / small group intervention. Schools are also using the structure for guided writing sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recent data, collected by Fischer Family Trust Literacy, from 82 children shows an improvement of 4.4 average points score over 15 weeks through two sessions of WAT per week.</li> <li>• <b>Contact : Literacy Team</b></li> </ul>
<b>Inference Training</b>	<ul style="list-style-type: none"> <li>• A reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Children are given more</li> </ul>	<ul style="list-style-type: none"> <li>• The intervention involves</li> </ul>	<ul style="list-style-type: none"> <li>• The latest pupil impact data</li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<p><b>Reciprocal Teaching</b></p>	<p>intervention for pupils in KS2 and KS3 who have age appropriate decoding skills but who are experiencing difficulty acquiring full meaning and enjoyment from their reading.</p> <ul style="list-style-type: none"> <li>The intervention was devised by Leicester City LA in conjunction with Jane Oakhill at Sussex University.</li> <li>A reading comprehension intervention for pupils in KS2, KS3 and KS4</li> <li>RT is an approach which studies have consistently shown to be highly effective in raising pupil achievement (Hattie, 2011).</li> </ul>	<p>control and insight in their reading, understanding that there is much more to reading than decoding thus enabling them to enjoy the experience.</p> <ul style="list-style-type: none"> <li>Its aim is to help pupils to focus on the meaning of text, to increase their enjoyment of reading and through modelling, gradually support pupils to internalise techniques for comprehension.</li> </ul>	<p>groups of 4 pupils taught by TAs or teachers. Through two sessions of 40 minutes a week for ten weeks (a total of 20 lessons), the group read and discuss text extracts:</p> <ul style="list-style-type: none"> <li>Activating prior knowledge and prediction.</li> <li>Identify key words and elaborate on them to enhance meaning</li> <li>Generate questions</li> <li>Generate inferences and integrate meaning as they read to build a gist</li> <li>Summarise a short text extract using visualisation, a headline</li> <li>Small group based teaching approach, taught by trained TAs or teachers. Through two sessions of 30 minutes a week for ten weeks.</li> <li>Intervention begins with explicit teaching of cognitive strategies before beginning reciprocal teaching.</li> <li>The technique focuses on direct instruction, modelling and practice with emphasis on summarising, questioning,</li> </ul>	<p>from 326 pupils in KS2 and KS3 shows that, during 14-20 inference training sessions, most pupils made 2 sub-levels progress in reading or an increase in reading comprehension of 12 months over 8-10 weeks.</p> <ul style="list-style-type: none"> <li><b>Contact : Literacy Team</b></li> </ul> <p>Reciprocal teaching has a very high outcomes for pupils with reading comprehension difficulties</p> <ul style="list-style-type: none"> <li><b>Contact: SEND Specialist Services</b></li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
			clarifying and predicting text.	

# SECTION 9

## Maths Interventions

### Summary of Advice

Maths interventions are not only about using evidence based programmes – intervention can be tailored and designed by teachers to meet specific needs and ‘plug’ gaps. It may be part of everyday teaching within the daily maths lessons, or through short periods of additional support at another time. It is important to make a precise assessment first to diagnose specific difficulties or areas of weakness.

Whole school management of intervention at Headteacher or Senior Leadership Team (SLT) level is essential as is class teacher involvement and direction of the programme. Connections between High Quality Teaching and what takes place if a child is withdrawn from class to be taught elsewhere must be made explicit to the child.

In order to make best use of staffing and resources and to tailor the programme precisely, there must be assessment on entry to the programme and again on completion of the programme. Time limited intervention is the most effective model. It may be useful to pre-teach literacy knowledge in intervention groups before whole class teaching.

It is essential to maintain the independence of learners by ensuring that they routinely have opportunities to engage in independent work and make choices of their own wherever possible. All children should be expected to demonstrate their ability to engage in mathematical thinking.

The following table lists interventions and resources which have been found to be effective with children with additional needs.

# MATHS INTERVENTIONS

INTERVENTION/ RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<p><b>Overcoming Barriers, (Part of Steps to Success DVD resource)</b>  <b>CORE RESOURCE:</b>  <b>First point of reference for teachers, SENCOs etc</b></p>	<ul style="list-style-type: none"> <li>o Pupils/parents/others</li> <li>o Target pupils</li> <li>o Needs of pupils</li> <li>o Prior knowledge</li> <li>o Age range</li> </ul>	<ul style="list-style-type: none"> <li>o Aims</li> <li>o Skills taught/covered</li> </ul>	<ul style="list-style-type: none"> <li>o Training</li> <li>o Lesson structure</li> <li>o Length of intervention</li> <li>o Other key features</li> <li>o Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>o Assessment: baseline and follow up assessments</li> <li>o Impact/Effectiveness</li> <li>o Who to contact</li> </ul>
<p><b>Securing Levels Booklets (Part of Steps to Success DVD resource)</b>  <b>Comprises one booklet for each level from Level 1 to Level 5</b></p>	<ul style="list-style-type: none"> <li>• Supports work at NC Levels 1 to 5.</li> <li>• A valuable reference for teachers and others making assessments and / or helping children to accelerate progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance on assessment, resources and key teaching points can be used to plan work to address misconceptions and gaps in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports teachers in planning for High Quality teaching, and for intervention programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources are available in all Cambridgeshire Infant, Junior and Primary schools.</li> <li>• The Maths Advisory team have discs available for loan, which can be copied onto your school server.</li> <li>• <b>Contact : Maths Team</b></li> </ul>
<p><b>'Gap pack' Also known as 'Wave 3 maths'</b>  <b>Full title: Supporting Children with Gaps in</b></p>	<ul style="list-style-type: none"> <li>• Learners whose progress is causing concern.</li> <li>• May also be useful for 'High Quality teaching'.</li> </ul>	<ul style="list-style-type: none"> <li>• Materials developed following research showing that targeted interventions in mathematics can have a significant impact on children's performance and self-confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers carry out diagnostic assessments to identify specific difficulties. (Assessment questions included in handbook)</li> <li>• Teaching Assistants may</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic assessments included in handbook. Final lesson in each set of 'Spotlight' lessons can be used to assess effectiveness of intervention</li> <li>• <b>Contact : Maths Team</b></li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<p><b>their mathematical understanding'</b></p> <p><i>NB Many of the booklets and lesson notes from this pack are embedded in the Overcoming Barriers electronic resources</i></p>		<ul style="list-style-type: none"> <li>Aim is to enable learners to catch up with peers, and feel more confident in whole class lessons.</li> </ul>	<p>then use the detailed guidance in the Spotlights booklets to deliver short focused lessons.</p>	
<b>Springboard 3</b>	<ul style="list-style-type: none"> <li>Lessons address key objectives for Year 2.</li> </ul>		<ul style="list-style-type: none"> <li>Lessons should be selected according to needs being addressed. Most effective when closely linked to similar teaching in class.</li> </ul>	<ul style="list-style-type: none"> <li>When used to address specific diagnosed misconceptions or gaps in learning these resources are very effective.</li> </ul>
<b>Springboard 4</b>	<ul style="list-style-type: none"> <li>Lessons address key objectives for Year 3.</li> </ul>		<ul style="list-style-type: none"> <li>Should NOT be delivered as a stand-alone programme.</li> </ul>	<ul style="list-style-type: none"> <li>Much less effective if used as a stand-alone programme.</li> </ul>
<b>Springboard 5</b>	<ul style="list-style-type: none"> <li>Lessons address key objectives for Year 4.</li> </ul>		<ul style="list-style-type: none"> <li>Must be used selectively, rather than as a stand-alone programme.</li> </ul>	<ul style="list-style-type: none"> <li><b>Contact : Maths Team</b></li> </ul>
<b>Springboard 6</b>	<ul style="list-style-type: none"> <li>Lessons address key objectives for Year 5.</li> </ul>		<ul style="list-style-type: none"> <li>Lessons scripted, so may be delivered by a TA working under the guidance of the class teacher.</li> <li>Resources and ideas may also be used as part of whole class teaching.</li> </ul>	
<b>Numbers and Patterns (PNS 2009)</b>	<ul style="list-style-type: none"> <li>Written for use in EYFS and lower Key Stage 1. Addresses key mathematical ideas for this period, so is useful for intervention work in Years 1 to 3.</li> </ul>	<ul style="list-style-type: none"> <li>Good resource for teachers to draw on for practical guidance on how to support children's learning and development in mathematics. Lots of detailed activities and resources included.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers incorporate activities in planning for whole class and /or guided group work.</li> </ul>	<ul style="list-style-type: none"> <li>May be used as part of any programme of work. Should be matched to specific needs and issues.</li> <li><b>Contact : Early Years Service or Maths Team</b></li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<b>Numicon</b>	<ul style="list-style-type: none"> <li>Was designed as a High Quality resource for use with all children.</li> </ul>	<ul style="list-style-type: none"> <li>Once children are familiar with the resources Numicon can be used to help children to develop basic skills in understanding of numbers and some calculation skills.</li> <li>Please note that the Numicon resources do not provide a complete mathematics programme.</li> </ul>	<ul style="list-style-type: none"> <li>Intervention groups may use Numicon resources and selected lesson notes from the cards supplied in the packs. Teachers should select the cards to be used so that they are in line with at least part of lessons being taught to the whole class. <b>The cards should not be used as a stand-alone programme.</b></li> <li>Numicon should also be used for whole class activities or guided group work with <b>all</b> children.</li> </ul>	<ul style="list-style-type: none"> <li>Most effective when Numicon is used in whole class lessons for learners of all abilities, as well as in intervention sessions. Numicon is now owned by Oxford University Press who market all of the resources, and have an accreditation scheme for trainers.</li> <li>The LA team of maths advisers are familiar with the resources and have had recent training as trainers for Numicon.</li> <li><b>For SEND specific information, contact Specialist Teaching Team</b></li> <li><b>Contact : Specialist Teaching Team , Maths Team.</b></li> </ul>
<b>Numbers Count (Every Child Counts), researched and developed by Edge Hill University</b>	<ul style="list-style-type: none"> <li>Wave 3 intervention for children who 'find maths extremely difficult' in Key Stage 1, and who may not reach Level 3 by the end of Key Stage 2. Can be offered to children in Years 1 to 3.</li> <li>A similar programme for children in Key Stage 2 is being marketed from September 2012.</li> </ul>	<ul style="list-style-type: none"> <li>Short term intensive support in number skills aims to enable learners to make accelerated progress, so that they can catch up with their class, and begin to participate fully in whole class lessons.</li> <li>Evidence from previous cohorts shows that most continue to make strong progress, and match national rates of progress in Key Stage 2.</li> </ul>	<ul style="list-style-type: none"> <li>Individuals or small groups are taught by trained 'Numbers Count' teachers. Training costs £2400, and is delivered in 7 days over 1st two terms in post as Numbers Count teacher.</li> <li>Must be trained by an Edge Hill University accredited Teacher Leader.</li> <li>Ideally 5 days a week for 12 weeks, but may be delivered 3x weekly over longer period.</li> </ul>	<ul style="list-style-type: none"> <li>Impact: <ul style="list-style-type: none"> <li>18,000 children took part in Numbers Count in 2010-11. 50% of them had a Special Educational Need and 40% were entitled to Free School Meals. After 22 hours of individual teaching in 3 months, they made an average Number Age gain of 14.5 months. Some gained more than 30 months.</li> <li>They continued to make strong progress back in class, achieving a further Number Age gain of 8.5 months over the next 6 months. 72% achieved Level</li> </ul> </li> </ul>

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				<p>2 at Key Stage 1 despite originally being predicted not to do so.</p> <ul style="list-style-type: none"> <li>• Can be arranged for Cambridgeshire schools through our Teacher-Leader, who is based in Peterborough.</li> <li>• <b>Contact : Maths Team</b></li> </ul>
<p><b>First Class @ Number, researched and developed by Edge Hill University</b></p>	<ul style="list-style-type: none"> <li>• Wave 2 intervention for children in Key Stage 1 and /or lower Key Stage 2.</li> <li>• Key Stage 1: Children with moderate difficulties in maths, who may be at level 1C or 1B.</li> <li>• Key Stage 2: Children in Year 3 or 4 who are at Level 2C in maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Short term intensive support in number skills aims to enable learners to make accelerated progress, so that they can catch up with their class, and begin to participate fully in whole class lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Training takes place over 1 full day and 4 half days spread across a school term. Link teachers also attend the first and last half day of training. Training costs approximately £700 per school.</li> <li>• Lessons for up to 4 children at a time are taught by trained Teaching Assistants. Lessons of around 30 minutes are delivered 3 x weekly, for approximately 8 weeks.</li> <li>• Must be trained by an Edge Hill University accredited Teacher Leader.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contact : Maths Team</b></li> </ul>
<p><b>Talking Maths (Intervention programme developed by Liverpool LA)</b></p>	<ul style="list-style-type: none"> <li>• Children in Years 1 to 3 who are showing mathematical potential but who would benefit from developing their use &amp; understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• Developing mathematical language.</li> </ul>	<ul style="list-style-type: none"> <li>• Through trained Teaching Assistants and teachers :</li> <li>• 10 week programme</li> <li>• 3 times a week</li> <li>• 20 -30 mins.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contact : Specialist Teaching Team</b></li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
	<p>language in the context of maths.</p> <ul style="list-style-type: none"> <li>• Children experiencing difficulty talking about maths, explaining their reasoning and understanding subject specific vocabulary.</li> <li>• (NB <u>not</u> children experiencing difficulties in maths).</li> </ul>		<ul style="list-style-type: none"> <li>• 2 activities per session.</li> </ul>	
<p><b>Success@arithmetic</b></p>	<p>Children who are 'stuck' at 3C/3B</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Develops fluency in mental and written calculation skills with good levels of conceptual understanding</li> </ul>	<ul style="list-style-type: none"> <li>• The course comprises a half day training session for teachers, followed by two full day training sessions for both a teacher and a Teaching Assistant.</li> <li>• Teachers are shown how to use diagnostic pupil interviews to make a detailed initial assessment of each learner's needs and then to plan an appropriate pathway to develop factual, procedural and conceptual knowledge.</li> <li>• A TA or a teacher delivers up to 24 sessions, adapted from detailed plans according to the learner's needs and progress. The sessions emphasise both mental calculation strategies and written methods. All resources and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Course materials have been developed through a research based programme based at Edge Hill University.</li> <li>• <b>Contact: Cambridgeshire Maths Team</b></li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
			<p>notes are provided.</p> <p><a href="https://everychildcounts.edgehill.ac.uk/ecc-for-schools/success">https://everychildcounts.edgehill.ac.uk/ecc-for-schools/success</a></p>	

## **SECTION 10**

### **Interventions for Social, Emotional and Mental health**

The Code of Practice, 2014 recognises by replacing 'Behavioural, Emotional and Social Difficulties' as a category of Need with 'Social, Emotional and Mental health', that Behaviour is not a diagnosis in its own right; rather a consequence resulting from another need.

It is right to think of behaviour management within a wide context and not to focus narrowly on interventions alone. Behaviour management is best considered as a continuum. How children and young people are listened to and respected by adults and by those who care for them are important elements to consider at one end of the continuum whilst giving staff protection from physical abuse or violence rests at the other. It is for this reason, and due to ongoing development in the Local Authority, that Restorative Approaches have been strongly recommended in the Cambridgeshire County Council Behaviour Policy.

Restorative Approaches (RA) focuses on repairing the harm done to people and relationships rather than on punishing offenders. The key belief in RA is that human beings are happier, more cooperative and productive, and more likely to make changes in their behaviour when those in positions of authority work with them, rather than trying to control or correct them.

The most critical function of RA is restoring and building relationships. RA provides schools with a range of practices which promote mutually respectful relationships, manage behaviour and conflict, address bullying and absences and build community cohesion. There is strong evidence for their effectiveness including in the following areas: reduced exclusions; improved OFSTED rating; increased engagement; improved transition; increased attendance; better handling of bullying; increased staff confidence.

The interventions outlined in this Handbook are part of the continuum of behaviour management and will work best if done within an RA context. Very occasionally physical interventions are required in behaviour management and Cambridgeshire County Council now has a single overarching policy and associated guidance for behaviour management and the use of physical intervention / restraint. Without an agreed framework or approved methods of approach, practice may vary and old practices, which may have become discredited and outdated, may continue to be used. Additionally, where vulnerable young people move between settings it is important that anxiety is not exacerbated by significant differences in behaviour management styles being deployed. Although the policy goes into detail around use of restrictive intervention and force, it is the intention to make very clear that this should be

a very last resort, and that other methods of behaviour management should be deployed first, both as a preventive and reactive measure.

# BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES INTERVENTIONS

INTERVENTION/ RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<p><b>Restorative Approaches</b></p>	<ul style="list-style-type: none"> <li>o Pupils/parents/others</li> <li>o Target pupils</li> <li>o Needs of pupils</li> <li>o Prior knowledge</li> <li>o Age range</li> </ul>	<ul style="list-style-type: none"> <li>o Aims</li> <li>o Skills taught/covered</li> </ul>	<ul style="list-style-type: none"> <li>o Training</li> <li>o Lesson structure</li> <li>o Length of intervention</li> <li>o Other key features</li> <li>o Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>o Assessment: baseline and follow up assessments</li> <li>o Impact/Effectiveness</li> <li>o Who to contact</li> </ul>
<p><b>Nurturing Talk</b></p> <p>Based on TalkingPartners@Primary Programme Linked to Silver SEAL</p>	<ul style="list-style-type: none"> <li>• Support for pupils with SEMH; may include those with SLCN.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of effective communication skills with adults and peers.</li> <li>• Emotional literacy / oracy.</li> <li>• Develop theory of mind.</li> <li>• Thinking / evaluating skills for learning.</li> <li>• Self esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver as for TalkingPartners@Primary as small group SEMH intervention.</li> <li>• Small group nurture provision (planned to meet needs of pupils participating i.e. daily, weekly).</li> <li>• Resource materials may form foundation for NG curriculum.</li> <li>• Sessions based on 3 key principles: <ul style="list-style-type: none"> <li>- Question</li> <li>- Analyse</li> <li>- Consolidate</li> </ul> </li> <li>• Emotional literacy / oracy.</li> <li>• Talking frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of effectiveness from Pilot councils – Fife, Highland and North Lanarkshire.</li> <li>• Promotes emotional well-being, positive impact on relationships and behaviour in schools.</li> <li>• <b>Contact :</b> <a href="mailto:Restorative.Approaches@cambridgeshire.gov.uk">Restorative.Approaches@cambridgeshire.gov.uk</a></li> <li>• Assessed through Speech &amp; Language Descriptors.</li> <li>• Goodman’s Strengths &amp; Difficulties Questionnaire / or NFER Emotional Literacy Assessment &amp; Boxall Profile.</li> <li>• Nurture Group Reintegration Readiness Scale (Doyle, 2001) might be used to monitor progress and for target setting.</li> <li>• Available from Nurture Group Network.</li> <li>• <b>Contact: Specialist Teaching Team</b></li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<p><b>SEMH / PSHE</b></p> <p><b>Anti-Bullying Programme</b></p>	<ul style="list-style-type: none"> <li>Children who may be at risk of bullying others or being bullied.</li> </ul>	<ul style="list-style-type: none"> <li>To reduce the likelihood of bullying by developing children's pro-social skills.</li> </ul>	<ul style="list-style-type: none"> <li>Small group – usually 6 children with similar needs (important to include 2 pupils able to offer positive role model and maximum of 2 focus pupils).</li> <li>Ideally led by 2 school-based TAs under supervision of SENCO, Class Teacher or PSHE Coordinator.</li> <li>Intervention would usually run for 6 weeks or 12 weeks for children with SLCN / MLD.</li> <li>Activities are chosen based on the needs of the focus child/ren to enable schools to tailor bespoke programmes.</li> <li>Focus activities are structured into 6 strands: <ul style="list-style-type: none"> <li>Assertiveness</li> <li>Anger coping</li> <li>Emotional literacy</li> <li>Differences</li> <li>Self-esteem</li> <li>Social Skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Assessed through : <ul style="list-style-type: none"> <li>SEMH Pupil Profile</li> <li>B/G Steem</li> <li>Peer Relations Questionnaire</li> </ul> </li> <li><b>Contact : Community Educational Psychologist Team</b></li> </ul>
<p><b>SEMH / C&amp;L / C&amp;I</b></p> <p><b>Secondary Transition</b></p>	<ul style="list-style-type: none"> <li>Pupils who may be vulnerable at transition to secondary phase due to anxiety; social, emotional or behavioural difficulties; SLCN or specific literacy difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and address the worries and concerns that pupils may have around moving to secondary school.</li> <li>To teach coping skills to develop resilience for transition.</li> <li>Wave 2 intervention to reinforce the skills being taught in whole class</li> </ul>	<ul style="list-style-type: none"> <li>Small group – usually 6 children with similar needs (important to include 2 pupils able to offer positive role model and maximum of 2 focus pupils).</li> <li>Ideally led by 2 school-based TAs under supervision and support from SENCO or Year 6 Class Teacher</li> <li>Intervention would usually</li> </ul>	<ul style="list-style-type: none"> <li>Materials and resources: <ul style="list-style-type: none"> <li>Silver SEAL Year 6 'Managing Change'</li> <li>Romsey Mill 'Ready to Go' programme</li> <li>Study Skills programme devised by STT</li> <li>Goodman's Strengths &amp; Difficulties Questionnaire</li> <li>Pupil questionnaires integral to programmes.</li> </ul> </li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
		SEAL lesson in PD curriculum.	run once a week for 6 weeks during summer term in Year 6.	<ul style="list-style-type: none"> <li>• <b>Contact : Specialist Teaching Team</b></li> </ul>
<p><b>SEMH / PSHE</b></p> <p><b>Primary National Strategy Excellence &amp; Enjoyment Social and Emotional Aspects of Learning (SEAL) Silver materials</b></p>	<ul style="list-style-type: none"> <li>• Children who may need additional help to practise and overlearn the skills being developed as part of the whole class/school SEAL curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Wave 2 intervention to reinforce the skills being taught in whole class SEAL lesson in PD curriculum.</li> <li>• To help children develop skills relating to self-awareness, managing feelings, motivation, empathy, social and interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group – usually 6 children with similar needs (important to include 2 pupils able to offer positive role model and maximum of 2 focus pupils).</li> <li>• Ideally led by 2 school-based TAs under supervision from SENCO, class teacher or PSHE Coordinator.</li> <li>• Intervention would usually run for 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Wave 2 intervention to reinforce the skills being taught in whole class SEAL lesson in PD curriculum.</li> <li>• Silver SEAL strands should run concurrently with whole school theme.</li> <li>• ‘Good to be me’ theme may be used at any time for work around self esteem.</li> <li>• Assessed through : <ul style="list-style-type: none"> <li>• SEMH Pupil Profile</li> <li>• Goodman’s Strengths &amp; Difficulties Questionnaire</li> <li>• Barnsley Pupil Self-Assessment</li> <li>• NFER Emotional Literacy Assessment</li> </ul> </li> <li>• <b>Contact : Specialist Teaching Team</b></li> </ul>
<p><b>SEMH / PSHE</b></p> <p><b>Protective Behaviours</b></p>	<ul style="list-style-type: none"> <li>• For children who have high levels of anxiety, low self-esteem or who have difficulties in peer and adult relationships in school.</li> </ul>	<ul style="list-style-type: none"> <li>• To raise self-esteem, self-confidence and assertiveness.</li> <li>• Skills development focusing on 6 key themes: <ul style="list-style-type: none"> <li>- Feelings and faces</li> <li>- Rights and responsibilities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Usually delivered 1:1 as Wave 3 intervention.</li> <li>• Intervention would be planned to meet the specific needs of the child.</li> <li>• Programme might also include some anger-coping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contact : Specialist Teaching Team</b></li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
		<ul style="list-style-type: none"> <li>- Feeling safe</li> <li>- Fun to feel scared and early warning signs</li> <li>- Networks of support</li> <li>- Using the network</li> </ul> <ul style="list-style-type: none"> <li>• SEMH Pupil Profile.</li> <li>• Goodman's Strengths &amp; Difficulties Questionnaire.</li> <li>• NFER Emotional Literacy Assessment.</li> <li>• B/G Steem.</li> <li>• Programme focuses on children being able to wait for their turn, to give feedback to others on their performance and on receiving praise and constructive feedback from peers.</li> </ul>		
<p><b>SEMH</b></p> <p><b>FOCUS Group</b></p> <p><b>(Friendship - Organisation- Concentration- Understanding- Self Esteem)</b></p>	<ul style="list-style-type: none"> <li>• For children who have difficulties in the following areas: <ul style="list-style-type: none"> <li>- Working in a group</li> <li>- Taking turns</li> <li>- Fine and gross motor skills</li> <li>- Attention control</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To offer opportunities for turn taking, working collaboratively with others and to develop motor control skills in a supported structured context.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group of 3 pupils.</li> <li>• Activities would be planned to meet the needs of specific children participating in the group e.g. focus on gross / fine motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Madeleine Portwood Dyspraxia screening.</li> <li>• Goodman's Strengths &amp; Difficulties Questionnaire.</li> <li>• SEMH Pupil Profile.</li> <li>• <b>Contact : Specialist Teaching Team</b></li> </ul>
<p><b>SEMH</b></p>	<ul style="list-style-type: none"> <li>• For children who have difficulties in the following</li> </ul>	<ul style="list-style-type: none"> <li>• Improved focus and attention in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideally, run twice daily or at least once a day.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contact : Specialist Teaching Team</b></li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
<p><b>Sensory Circuits</b></p> <p>A sensory motor skills programme for children</p>	<p>areas:</p> <ul style="list-style-type: none"> <li>- Attention control</li> <li>- Ability to concentrate and stay on task</li> <li>- Handwriting</li> <li>- Confidence</li> <li>- Social skills</li> <li>- Physical skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to settle to tasks more quickly.</li> <li>• Improved communication skills for children working at all levels and with a variety of additional needs.</li> <li>• Enhanced self-esteem as a learner.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of supervising adults is dependent upon the number of children in the group; ratio should be 2: 5 or 6 children.</li> <li>• Circuit run in 3 sections: alerting, organising, calming.</li> <li>• Based on theories of sensory processing, sensory integration and the practical considerations of providing structure sensory motor input.</li> <li>• Madeleine Portwood Dyspraxia screening.</li> <li>• SEMH Pupil Profile.</li> <li>• 10 min observation of on/off task behaviour.</li> <li>• Child and parent questionnaires.</li> <li>• Speech &amp; Language Descriptors.</li> <li>• Monitoring impact on progress on NC levels.</li> </ul>	
<p><b>UProject - Transition preparation through project work</b></p>	<ul style="list-style-type: none"> <li>• An accredited programme ideally for Year 6, Year 9 or Year 11 students to assist in the transition of moving onto the next stage of education, employment or training.</li> </ul>	<ul style="list-style-type: none"> <li>• The structured programme aims to develop the young people's social skills as well as provide a new self confidence to support the young people in planning for their future.</li> </ul>	<ul style="list-style-type: none"> <li>• Delivered free by Young People's Workers but has a cost for the project work and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Local Case study evaluation</li> <li>• YSS Information, Advice and Guidance (IAG) Team.</li> <li>• <b>Contact : County Behaviour and Attendance Manager</b></li> </ul>
<p><b>Cognitive behavioural therapy (CBT)</b></p>	<ul style="list-style-type: none"> <li>• Targeted pupils, Years 2+ Experiencing difficulties with emotional/social and/or</li> </ul>	<ul style="list-style-type: none"> <li>• Aims to help the individual to understanding thought processes that lead to</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 with individual trained and supervised to deliver CBT.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectiveness with children and young people 'externalising' behaviours</li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
	behavioural development.	difficult emotions and unhelpful, potentially destructive behaviours.		<p>e.g. aggression (Emanuel, 2008; Franklin et al., 2008). Also shown to be effective with children 'internalising' behaviours, such as anxiety, shyness, depression (Daki &amp; Savage, 2010).</p> <p>• <b>Contact : Community Educational Psychologist Team</b></p>
<b>Motivational Interviewing (MI)</b>	<ul style="list-style-type: none"> <li>Year 4 + for pupils experiencing behavioural difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>A person centred counselling method that aims to motivate the individual to change through increased knowledge, increased concern, increased self efficacy, internal attribution and self esteem.</li> </ul>	<ul style="list-style-type: none"> <li>1:1 work with an adult trained in MI.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently demonstrated efficacy in changing behaviour, particularly with adolescents.</li> <li>• <b>Contact : Community Educational Psychologist Team</b></li> </ul>
<b>(Functional) Behaviour analysis</b>	<ul style="list-style-type: none"> <li>Any age.</li> <li>Useful for pre-school and Foundation aged children.</li> <li>Effective for challenging behaviours and understanding the purpose of the behaviours.</li> <li>Useful for pupils with ASC.</li> </ul>	<ul style="list-style-type: none"> <li>Aims to break down tasks into small steps; uses techniques of chaining, prompting and shaping.</li> </ul>	<ul style="list-style-type: none"> <li>Can be delivered by trained teacher, TA or parent (ongoing training, monitoring and reviews).</li> <li>Minimum of 6 sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Well researched and good evidence base of efficacy (Matson &amp; Minshawi, 2007; Cooper, Heron &amp; Heward, 2007).</li> <li>• <b>Contact : Community Educational Psychologist Team</b></li> </ul>
<b>PATHS (Planning Alternative Tomorrows with Hope)</b>	<ul style="list-style-type: none"> <li>Person centred planning for pupils at transition points.</li> </ul>	<ul style="list-style-type: none"> <li>Aims to help children and families to identify practical steps that will need to be taken to help</li> </ul>	<ul style="list-style-type: none"> <li>Co-facilitated by person trained in PATH process. There is an introductory meeting followed by the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contact : Community Educational Psychologist Team</b></li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
		them achieve their goals.	PATH session which takes approx. 3 hours to complete involving the child and their family.	
<b>Circle of Friends</b>	<ul style="list-style-type: none"> <li>Any age.</li> <li>Target pupil is socially isolated in school.</li> </ul>	<ul style="list-style-type: none"> <li>Aims to promote and develop social inclusion through a group of 6 – 8 pupils to support the target pupil.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly meetings led by an adult, 30 – 40mins each session with target pupils and 6 – 8 pupils who have volunteered to be the pupil's 'circle of friends'.</li> </ul>	<ul style="list-style-type: none"> <li>Findings show an effective approach for the inclusion of pupils with increased emotional and behavioural needs (Newton and Wilson, 1999).</li> <li><b>Contact : Community Educational Psychologist Team.</b></li> </ul>
<b>The 5P Approach</b>	<ul style="list-style-type: none"> <li>Pupils with Autism.</li> </ul>	<ul style="list-style-type: none"> <li>An intervention framework: Profiling, prioritising, problem analysis, problem solving, planning.</li> </ul>	<ul style="list-style-type: none"> <li>Varies according to needs. Can be delivered by a TA or parent, with training and monitoring by an EP.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of effectiveness from Havering TaMHS project.</li> <li><b>Contact : EP for the school/setting</b></li> </ul>
<b>Marlborough Multi-Family Group Model (MMFG Model)</b>	<ul style="list-style-type: none"> <li>Families with children aged 5 - 15 years.</li> </ul>	<ul style="list-style-type: none"> <li>Designed to provide psychological support to pupils at risk of exclusion, and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Six to eight families meet once a week in school for 2 hours, facilitated by a trained adult.</li> </ul>	<ul style="list-style-type: none"> <li>This model has a proven positive impact on behaviour, exclusion, mental health, academic achievement and parental functioning. It has been recognised as good practice in several government publications including Aiming High for Children, Supporting Families. DFES and HM Treasury (2007).Rolling out of Model in development</li> </ul>

INTERVENTION /RESOURCE	WHO IS IT FOR?	WHAT IS IT AIMING TO ACHIEVE?	HOW IS IT DELIVERED?	ASSESSING EFFECTIVENESS, FURTHER INFORMATION AND CONTACT DETAILS
				<p>(2012).</p> <ul style="list-style-type: none"> <li>• <b>Contact : Community Educational Psychologist Team</b></li> </ul>
<p><b>Boxall Profile and Nurture groups</b></p>	<ul style="list-style-type: none"> <li>• Foundation and Key Stage 1.</li> <li>• Boxall profile is used to identify children who may benefit from a Nurturing approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture groups aim to alleviate emotional and behavioural problems by providing the missed learning and nurturing experiences in a child's early years.</li> </ul>	<ul style="list-style-type: none"> <li>• Suitable activities are delivered in a small group daily by an appropriately trained adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectiveness: Cooper and Whitebread (2007) in <i>Emotional and Behavioural Difficulties</i>, (12)3.</li> <li>• <b>Contact : Community Educational Psychologist Team and Specialist Teaching Team</b></li> <li>• For further information: <a href="http://www.nurturegroups.org">www.nurturegroups.org</a></li> </ul>
<p><b>Video Interaction Guidance (VIG)</b></p>	<ul style="list-style-type: none"> <li>• All ages and abilities.</li> <li>• Can be used with parent / carers or staff, families, children themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• A technique which aims to improve communication and relationships for participants.</li> </ul>	<ul style="list-style-type: none"> <li>• It involves participants in viewing and discussing very short recordings of their successful interactions with a Video Interaction Guider.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectiveness of this technique has been demonstrated in a range of research. For example, a meta-analysis of 29 studies by Fukkink (2008) shows statistically significant positive effects of video feedback interventions on the parenting behaviour and attitude of parents and the development of the child.</li> <li>• <b>Contact : Community Educational Psychologist Team</b></li> </ul>

# SECTION 11

## School Self Evaluation and Ofsted preparation

### 11.1 Self evaluation and Ofsted

Self evaluation is a crucial part of a school's cycle of review and improvement planning and the school needs to review the strengths and weaknesses of Special and Educational Needs provision as part of whole school self evaluation.

The Ofsted Framework has a particular emphasis on the effectiveness of provision for those in vulnerable groups, including those with special educational needs and disabilities (SEND) who are at risk of under achievement. The Senior Leadership Team and Special Educational Needs Co-ordinators (SENCOs) must evaluate the provision made for those with SEND, the quality of teaching and learning in lessons, the rate of progress and the impact of any interventions.

Ofsted inspectors will test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential, especially those whose needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching and/or additional support.

Inspectors must consider how well disabled pupils and those who have special educational needs have achieved since joining the school, how well gaps are narrowing between the performance of different groups of pupils in the school and compared to all pupils nationally, and how well pupils make progress relative to their starting points.

Inspectors will look at the quality of teaching and other support provided for pupils with a range of aptitudes and needs, including disabled pupils and those who have special educational needs, so that their learning improves. They will judge how well teachers make provision for those with SEND in their class through scrutiny of teachers' planning, observing learning activities across the whole curriculum, and reviewing marking, assessment and feedback. They will also judge activities within and outside the classroom, such as support and intervention, and its impact on progress over time.

### 11.2 Evaluating Effectiveness of Interventions

An important element of implementing any intervention or deploying resources to raise the achievement of vulnerable groups is to evaluate its effectiveness and value for money. The Audit Commission (2011) suggests that value for money (VfM) is about making the best use of resources to achieve improved outcomes for the same amount of money. This is particularly relevant as a

process to help schools make decisions about how the pupil premium is used. The purpose of this section is to offer some guidance for settings and schools about where they might get to in terms of evaluating the effectiveness of the interventions they implement.

### **11.3 Methods and tools to support school self evaluation**

There are a variety of methods and tools to support school self evaluation, in particular the self evaluation of SEND provision. The Learning Directorate has produced a “SEND School Self Evaluation and Action Plan” which is a useful tool to support review and evaluation of provision. Schools can use case studies to capture and illustrate impact of interventions (see following example).

The Audit Commission has produced a resource pack to support schools to make judgments on the extent to which the school’s SEND provision provides good “value for money”. (*SEND/ AEN Value for Money resource pack*).

Other useful guides include:

- *‘Effective leadership: ensuring the progress of pupils with SEND and/or disabilities’ - DfES 2006 - SNS (Secondary SENCO role, Using data, Additional adults, School self evaluation, Case studies)*
- *‘Leading on Intervention’ - DfES 2006 - PNS (Circles of Inclusion, Inclusive teaching observation checklist, Role of Additional Adults, Waves 1,2&3)*
- *Sutton Trust: Toolkit of Strategies to Improve Learning Summary for Schools Spending the Pupil Premium’*  
(<http://educationendowmentfoundation.org.uk/toolkit/>).

### **11.4 Using Data**

Schools must use data to inform their self evaluation. The Performance Data and Assessment framework (PDAF) aims to complement assessment and intervention events in school. It provides clear and consistent advice and guidance about key aspects of using information, and performance data such as RAISEonline or FFTlive and the local monitoring of pupil progress and achievement. It seeks to help schools effectively implement new provision and processes in support of:

- Narrowing the Gap
- Pupil Premium
- EYFSP
- Improving existing practice and benchmark established good practice

The framework aims to support the focus on teaching and learning, working beyond the standard agenda to a broader set of outcomes.

The ToPs (Tracking of Progress) system, developed by county and held in the Capita SIMS system used by Cambridgeshire schools, allows for the regular monitoring and reporting of achievement and progress in:

- Development Matters and EYFSP
- Reading, Writing, Speaking & Listening
- Grammar
- Phonics
- Mathematics
- Science
- Interventions

While these core subjects are essential, schools will need to take the PDAF and ensure that it enhances their own decisions about what they monitor, how and when they intervene and at what specific times they review and analyse progress.

The Framework supports Achievement Review following curriculum development and intervention. It highlights and targets essential activity such as Self evaluation, Curriculum planning and Target setting.

The Framework and related resources can be found at the portal or contact the helpline on [ictservicedesk@ic.cambsed.net](mailto:ictservicedesk@ic.cambsed.net), tel: 0845 0450973

# SECTION 12

## APPENDICES

These have been selected to support the implementation of interventions.

	<b>Page</b>
<b><u>Appendix 1</u></b> A checklist for planning and delivery of intervention	<b>66</b>
<b><u>Appendix 2</u></b> Monitoring outcomes of planned activities	<b>68</b>
<b><u>Appendix 3</u></b> Examples of pupil involvement	<b>70</b>

## APPENDIX 1: A checklist for a quality intervention

The most effective interventions:

- are delivered alongside high-High Quality teaching, especially the effective early teaching of phonics;
- make use of programmes that have proven evidence of long-term effectiveness;
- are used early, before literacy failure has become embedded and are targeted at the right children through careful assessment and tracking of progress;
- aim for children to reach the expected levels for their age, rather than just narrow the gap between them and their peers;
- are delivered by highly skilled adults, who have been well trained and receive ongoing support;
- are time-limited, and have clear entry and exit criteria.

Is care taken that the intervention is not used as a substitute for properly differentiated High Quality Teaching (Wave 1)?	
Do the effective features of the intervention feed into High Quality Teaching, so that it (QFT) continually improves?	
Are the right children targeted, identified through data and careful tracking of progress?	
Are there clear entry and exit criteria for the intervention?	
Is regular review of children's progress incorporated as an intrinsic part of the programme?	
Do pupils understand the purpose and intended outcomes of the intervention?	
Does the intervention programme include support that enables children to identify their own learning targets and to assess their own progress?	
Does the intervention help them to become independent learners?	

Are parents/carers involved, both in the decision that their child will take part and in knowing how they can support at home what the child is learning through the intervention?	
Is the intervention time-limited?	
Has there been good initial training for the adult delivering the intervention?	
Is there ongoing support and training for the adult delivering the intervention?	
Is the quality of the intervention delivery regularly monitored?	
Has there been appropriate training for the class teacher and other adult involved?	
Is there joint planning between the class teacher and the adult delivering the intervention? Does the class teacher know what the child is learning and how to support this in every day teaching?	
Do the class teacher and adult delivering the intervention have time to meet to review the children's progress?	
Is the impact of the intervention on the group of children who have received it systematically evaluated using measures of progress - both short term (at the end of the intervention), and long term by monitoring outcomes in SATs, optional QCA tests etc?	
Is the use of the intervention regularly re-assessed in the light of this evaluation, to identify whether it should continue to be run?	

## APPENDIX 2

Support for Learning: Early Years



**Monitoring Outcomes of Planned Activities**  
***For Early Years Support for Learning Team Involvement***  
 (Actions should support the targets set and agreed outcomes)

		<b>Outcomes to be completed for review</b>	
<b>Early Years setting:</b>	<b>Agreed Actions for:</b>	<b>To what extent was this implemented:</b>	<b>How successful was it for the Child:</b>
	<ul style="list-style-type: none"> <li><input type="radio"/> Child</li> <li><input type="radio"/> Setting Staff</li> <li><input type="radio"/> Parents</li> <li><input type="radio"/> Sector Support Worker</li> <li><input type="radio"/> Early Years Specialist Support Teacher</li> <li><input type="radio"/> Area SENCO</li> </ul>	<ul style="list-style-type: none"> <li>0: Not at all</li> <li>1: Tried once only</li> <li>2: Tried several times</li> <li>3: Tried repeatedly with gaps</li> <li>4: Tried consistently</li> </ul>	<ul style="list-style-type: none"> <li>0: Progress reduced</li> <li>1: Progress unchanged</li> <li>2: Progress slightly improved</li> <li>3: Progress distinctly improved</li> <li>4: Progress significantly improved</li> </ul>
<b>Agreed Actions</b>		<b>Comments</b>	<b>Comments</b>

(Cont'd.....)

<b>Outcomes to be completed for review</b>		
	<b>To what extent was this implemented:</b> 0: Not at all 1: Tried once only 2: Tried several times 3: Tried repeatedly with gaps 4: Tried consistently	<b>How successful was it for the pupil:</b> 0: Progress reduced 1: Progress unchanged 2: Progress slightly improved 3: Progress distinctly improved 4: Progress significantly improved
<b>Agreed Actions</b>	<b>Comments</b>	<b>Comments</b>

**Further Action:**

**Start Date**.....

**Signed on behalf of Early Years Support for Learning**.....

**End Date**.....

**Signed on behalf of Early Years Setting** .....

## APPENDIX 3 : How do I learn?



### How do I learn?

1. How happy are you in school at the moment?



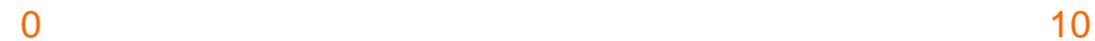
2. How would your teacher score you as a learner?



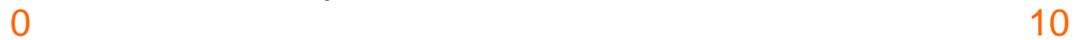
3. How confident are you that you can keep up with your work?



4. How happy are you with your friendships?



5. How worried do you feel about school at the moment?



6. How would your teacher describe you as a member of the class?

.....  
.....

What motivates you?

.....  
.....  
.....  
.....  
.....  
.....

In what situations do you learn best?

.....  
.....  
.....  
.....  
.....  
.....

What do you think would improve your time in school?

.....  
.....  
.....  
.....  
.....  
.....

Can you tell me something you have done which you are really proud of?

.....  
.....  
.....  
.....  
.....  
.....  
.....

# APPENDIX 3 : SPECIALIST INTERVENTION QUESTIONNAIRE

Name : ..... School: .....

Date: .....

What do you think you are really good at?

- In school
- At home

.....  
 .....

What do you think you need the most help with?

.....



How am I getting on with.....?



Reading..... ☆ ☆ ☆ ☆ ☆

\* Why there?  
 What do you think would  
 help you move to the next star?

Spelling..... ☆ ☆ ☆ ☆ ☆

\*

Writing..... ☆ ☆ ☆ ☆ ☆

\*

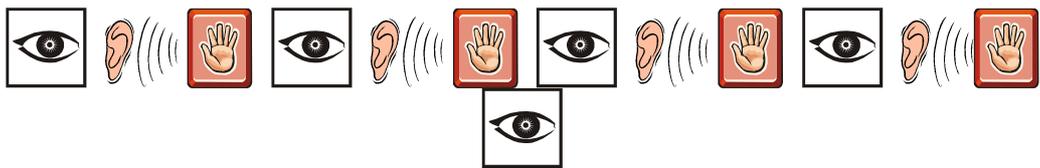
Handwriting..... ☆ ☆ ☆ ☆ ☆

\*

**Maths** ..... ☆ ☆ ☆ ☆ ☆  
\*

**Homework**..... ☆ ☆ ☆ ☆ ☆  
\*

**Other**..... ☆ ☆ ☆ ☆ ☆  
\* (e.g. social situations, informal situations, P.E. or Art)



# All About Me.....

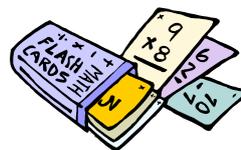
I learn best when.....



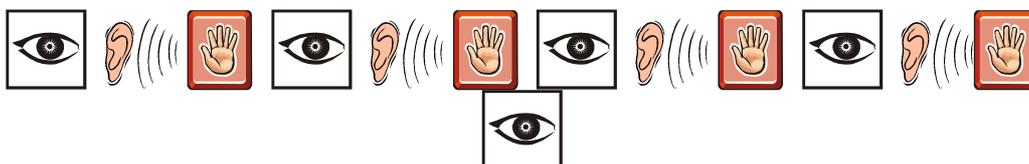
It helps me to learn if .....



I find it difficult to learn when.....



What would help me most is.....



## APPENDIX 3



### Support for Learning

#### TELL US WHAT YOU THINK.....

**We have had 4 Phonics sessions now. We would like to know what you think about them.....**

Do you have fun in our sessions? If yes, what makes them fun? If no, could you tell us why you don't find them fun?

Have you learned anything in our sessions? If yes, tell us what it is.

We have done many different activities and games in our sessions. Can you tell us some that you have enjoyed? (This way we can make sure that we do these activities again!)

Do you think you are learning things that will help you with your reading and spelling in class?

Is there anything you would change about our sessions to make them better for you?

Is there anything else you would like to tell us about our phonics sessions?

**Thanks for filling this in – we really want to hear what you think about our sessions!**

# SECTION 13

## REFERENCES AND GLOSSARY OF TERMS

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To be replaced by:

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## **USEFUL WEBSITES**

[www.nationalnumeracy.org.uk](http://www.nationalnumeracy.org.uk)

<http://readingrecovery.ioe.ac.uk/about/807.html>

[http://www.restorativejustice.org.uk/resource/restorative\\_approaches\\_in\\_primary\\_schools\\_an\\_evaluation\\_of\\_the\\_project\\_coordinated\\_by\\_the\\_barnet\\_youth\\_offending\\_service/](http://www.restorativejustice.org.uk/resource/restorative_approaches_in_primary_schools_an_evaluation_of_the_project_coordinated_by_the_barnet_youth_offending_service/)

<http://www.scotland.gov.uk/Publications/2007/08/24093135/0>

[http://www.restorativejustice.org.uk/resource/restorative\\_approaches\\_in\\_schools\\_bristol\\_rais\\_evaluation/](http://www.restorativejustice.org.uk/resource/restorative_approaches_in_schools_bristol_rais_evaluation/)

[http://www.everynorfolkchildmatters.org/Parents\\_families\\_and\\_communities/Restorative\\_Approaches\\_in\\_Norfolk/index.htm](http://www.everynorfolkchildmatters.org/Parents_families_and_communities/Restorative_Approaches_in_Norfolk/index.htm)

[www.naldic.org.uk](http://www.naldic.org.uk) (This is a useful site for advice and resources on EAL)

[www.schoolsupportstaff.net](http://www.schoolsupportstaff.net).

[readingsupport.edgehill.ac.uk/erc-for-schools/phonics-counts/](http://readingsupport.edgehill.ac.uk/erc-for-schools/phonics-counts/)

[www.learntogether.org.uk](http://www.learntogether.org.uk)

## **GLOSSARY OF TERMS**

<b>AfA</b>	Achievement for All
<b>AfL</b>	Assessment for Learning
<b>ASD</b>	Autistic Spectrum Disorder
<b>CAF</b>	Common Assessment Framework
<b>CREDS</b>	Cambridgeshire Race Equality and Diversity Service
<b>EAL</b>	English as an additional language
<b>ELS</b>	Early literacy support
<b>EP</b>	Educational psychologist
<b>EYFS</b>	Early Years Foundation Stage
<b>FLS</b>	Further Literacy support
<b>FOCUS</b>	<b>F</b> riendship <b>O</b> rganisation <b>C</b> oncentration <b>U</b> nderstanding <b>S</b> elf Esteem
<b>FSM</b>	Free School Meals
<b>LA</b>	Local Authority
<b>LAC</b>	Looked After Children
<b>NtG</b>	Narrowing the Gap
<b>PDAF</b>	Performance Data and Assessment Framework
<b>PALS</b>	Peer-Assisted Learning Strategies
<b>QFT</b>	High Quality Teaching
<b>RA</b>	Restorative Approaches
<b>S4L</b>	Support For Learning
<b>SEAL</b>	Social and Emotional Aspects of Learning
<b>SEMH</b>	Social, Emotional and Behavioural Difficulties
<b>SEN</b>	Special Educational Needs
<b>SENCO</b>	Special Educational Needs Co-ordinators
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SLC</b>	Speech, Language and Communications
<b>SLCN</b>	Speech, Language or Communication Needs
<b>SLT</b>	Senior Leadership Team
<b>STT</b>	Specialist Teaching Team
<b>TA</b>	Teaching Assistants

## Section 14

### USEFUL TELEPHONE NUMBERS

#### Early Years Service

East Cambs and Fenland Early Years team	01223 699438
Huntingdon Early Years team	01223 703590
South Cambs and City	01223 699732

#### Specialist Teaching Teams

East Cambs and Fenland area (South)	01353 612802
East Cambs and Fenland area (North)	01354 750269
Huntingdonshire Area	0345 045 5200
South Cambs and Cambridge City area	01223 728311

#### Community Educational Psychologist Service (CEPS)

East Cambs and Fenland area	01353 612803
Huntingdonshire Area	01480 373780
South Cambs and Cambridge City area	01223 728311

#### Cambridgeshire Race Equality and Diversity Service (CREDS)

Tel.: 01223 703882

#### Maths and Literacy Teams

Jane Crowden Lead Adviser	01223 703821
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<b>Caroline Underwood</b> Senior SEN Adviser	01223 703543
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#### Publishers

<b>Edge Hill University</b> <a href="mailto:readingsupport@edgehill.co.uk">readingsupport@edgehill.co.uk</a>	01257 517 107
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