



Effective Intervention:

A guidance document developed to support
best practice in schools



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Introduction and Aims of the Document

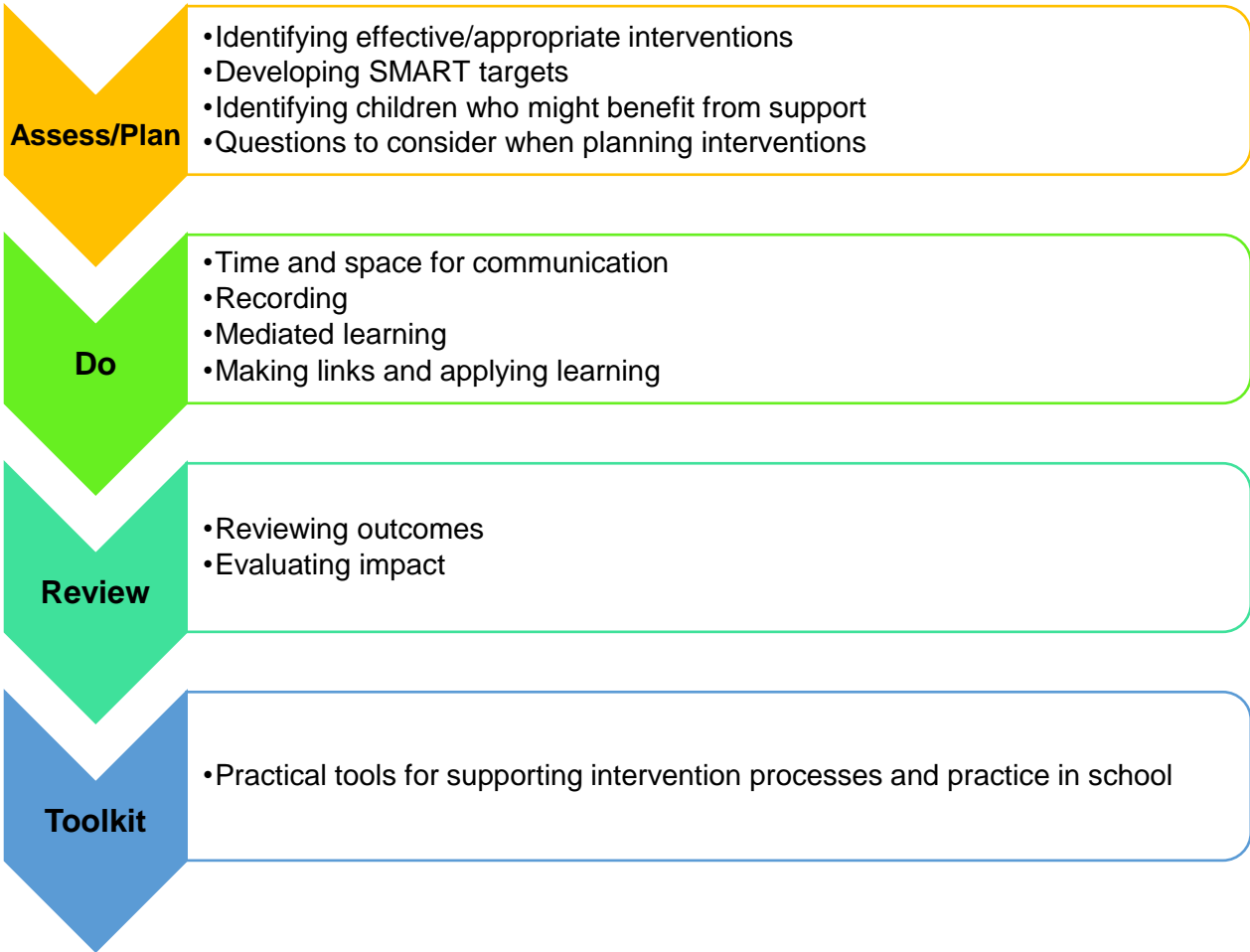
This document has been developed to support educational settings in meeting the needs of all children and young people. At the time of writing, many children have been absent from school due to the COVID-19 pandemic. This has led to discussion about ‘catching up’ on the return to school.

This document aims to provide educational professionals with an opportunity to explore intervention practices within their schools and guidance to aid planning for the return to school. In many cases this will support reflection of existing processes within school. It draws on psychological models, other guidance and legislation to provide information and guidance on best practice for intervention in educational settings.

A toolkit is also provided, which offers practical guidance to support processes outlined in the main document.

Structure of Document

The document follows an ‘Assess, Plan, Do, Review’ structure, applying this process to intervention practice in schools.



Assess/Plan

Before the intervention begins, the following areas need to be considered to support its effectiveness:

Research	1. What area do we need intervention for?	E.g. SEMH, literacy
	2. Identifying effective interventions	E.g. Education Endowment Fund (EEF), Early Intervention Foundation (EIF)
	3. Identify resources and training that may be needed in preparation	E.g. Lego for Lego therapy, staff training, consistent space for an SEMH intervention to provide an emotionally safe space
Targeting	4. Identifying children who may benefit from support	E.g. Teacher reflecting on cohort, SENCo considering patterns across setting
	5. Consider and develop specific aims/outcomes for children	E.g. Classroom observations, curriculum-based measures, SMART outcomes

Research

1. What area do we need intervention for?

Intervention can take many forms; it can be an approach used in the classroom (e.g. a visual timetable), a conversation you have with a child (e.g. helping them talk through a disagreement) or providing some additional guidance (e.g. if they are stuck during a task).

Intervention as described in this document is targeted input where it is necessary to support children and young people. This should be evidence-based and where possible strategies and approaches should be classroom based, particularly in the first instance.

Within the toolkit (p.16) there is an overview document which school staff can use to plot the interventions they have available across their setting and within the four areas of development/need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

2. Identifying effective interventions

The EEF, EIF and National Institute for Health and Care Excellence (NICE) are examples of centres which provide information on evidence-based interventions.

Educational Psychologists and Specialist Advisory Teachers can also help advise on evidence-based intervention. This may be particularly important if a more bespoke intervention is required for a particular context and/or child.

To support settings, EPs have devised a toolkit to go alongside this guidance document (p.12). This provides a list of some evidence-based interventions within the four areas of development/need which may be useful for settings as a starting point.

3. Identify resources and training that may be needed in preparation.

Once an intervention has been identified, planning will be required to consider what is needed. This may be resources to be sourced or created as well as any training that may be required for staff.

In terms of training, this is important in that a significant part of providing an effective intervention is how it is delivered. Establishing what level of training is required or felt appropriate is a useful part of the research process.

Other considerations include **where, when, who and for how long:**

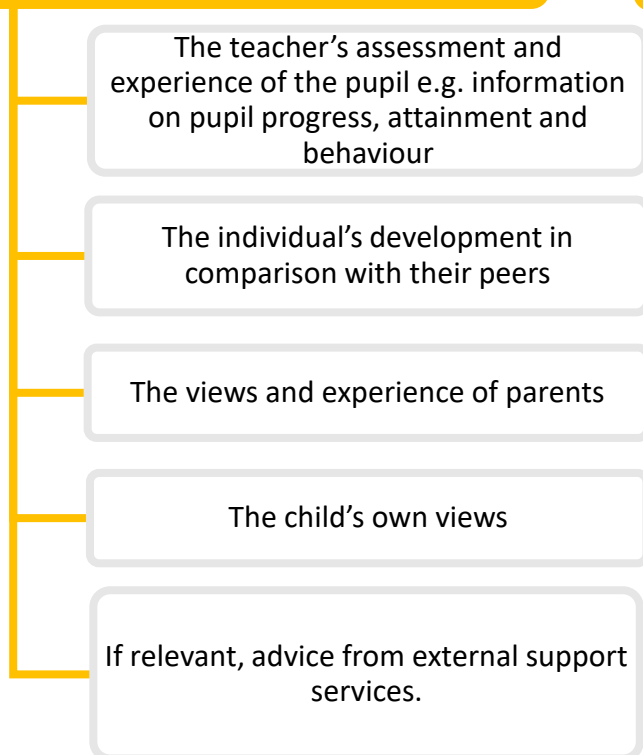
- An appropriate space for interventions is key, for example, an SEMH intervention needs a quiet and consistent room in order to create an emotionally safe space.
- According to EEF guidance (2018), 'exemplary practice involves intervention sessions which are brief (<30mins), regular and sustained, with clear objectives and expectations. Sessions are well-paced, well-resourced and carefully timetabled to minimise time spent away from general class teaching'.
- The EEF further suggests that schools ensure there is fidelity to the programme and they do not depart from suggested delivery protocols.
- More personalised considerations should also be accounted for, relating to the individual children undertaking intervention. Is this intervention something they want to be part of? Do they understand the purpose? Are they missing out on a lesson they enjoy?

Targeting

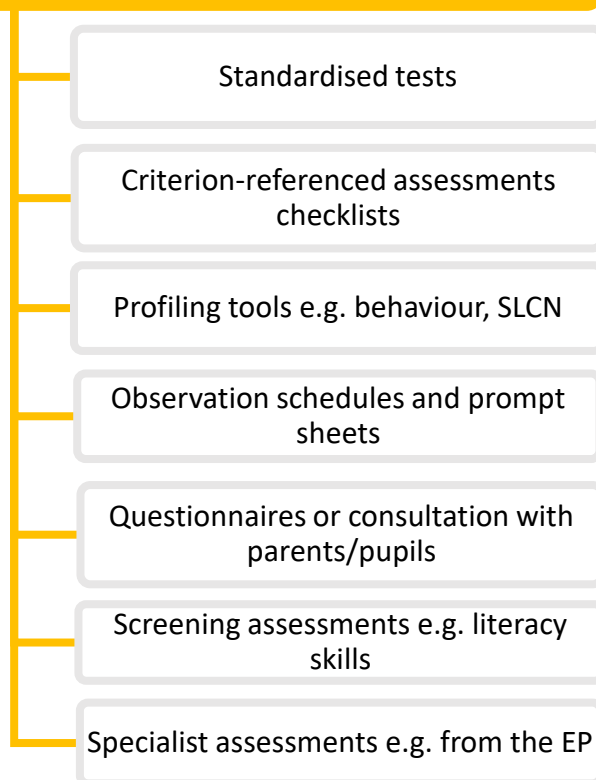
4. Identifying children who may benefit from support.

Within a class, a teacher may already have children that they have concerns about in terms of their progress or development. Nasen (2015) suggested consideration of the following to support the wider process of assessment/identification.

Identify the barriers to learning, drawing on:



Tools to enable teachers to dig a little deeper to accurately assess pupil need may include:



5. Consider and develop specific aims/outcomes for children

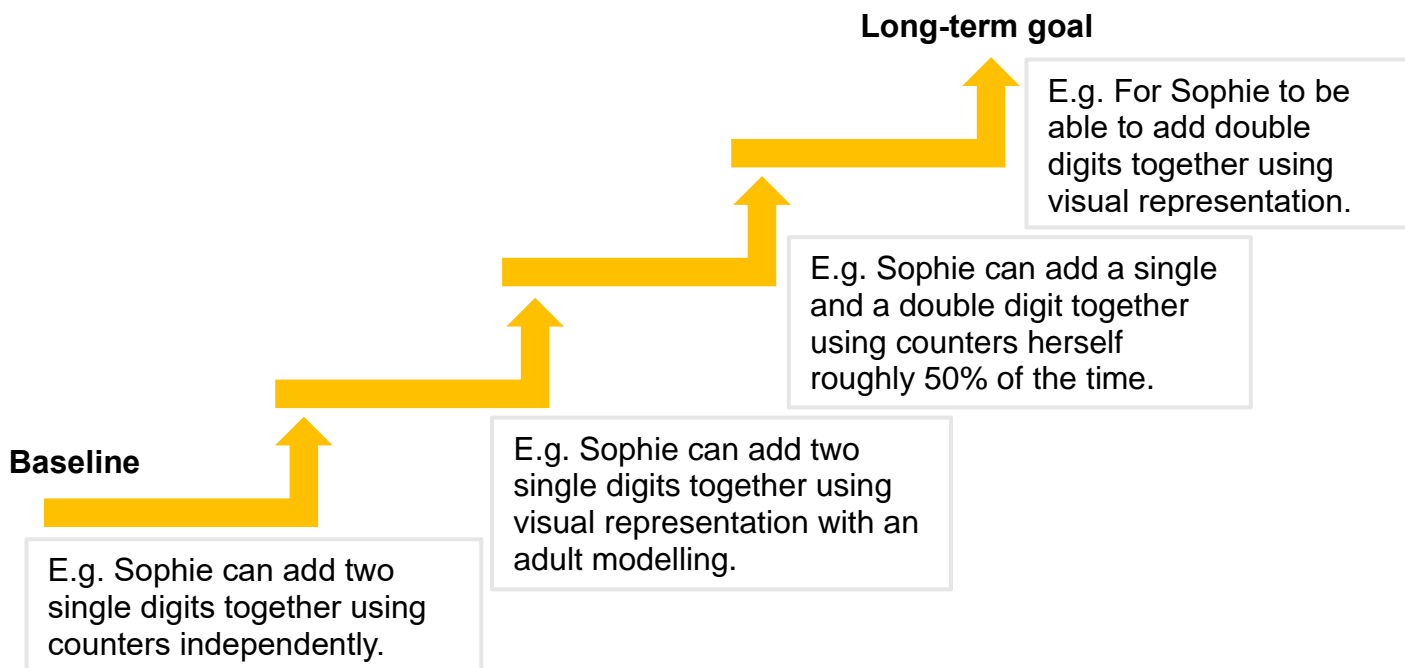
When you have identified the barriers to a child's learning and who would benefit from intervention, developing targets for the individual children is the next step. In order to create meaningful targets and therefore meaningful intervention, some key questions should be referred to:

- What is the child struggling with which means they require something additional to/different from?
- What do they need to be able to do to achieve more long-term goals? What would this look like?
- What resources and skills do they have which can be built on?

The National Portage Association (2016) have a helpful approach which lends itself to outcome/target/goal setting. The following visuals outline their small steps approach (see toolkit p.18 for blank template):

Elements to consider when planning small steps...

- ✓ **Who?**
(The child)
- ✓ **Does what?**
(Behaviour, what they do)
- ✓ **Under what conditions?**
(Prompts, materials, instructions and context)
- ✓ **To what degree of success?**
(how much or how often)



SMART Targets

Example - John will know his 8x tables

- **SPECIFIC:**
John will be able to recite his 8x tables in the format $1 \times 8 = 8$ and so on.
- **MEASURABLE:**
John will be able to recite his 8x tables accurately, up to 8×8 , in the format $1 \times 8 = 8$ and so on.



- ACHIEVABLE:**
Does it build on John’s current skills? Is it an appropriate starting point for John?
- RELEVANT:**
Is this a skill John needs in order to move closer to long-term goals?
- TIME-BOUND:**
By the end of the Summer Term, John will be able to recite his 8x tables accurately up to 8 x 8 in the format 1 x 8 = 8 and so on.

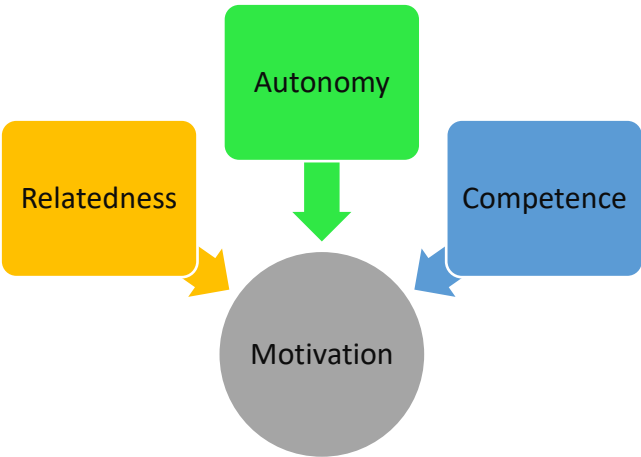
The following table provides an example to support planning for children who may benefit from intervention. A blank version can be found in the toolkit (p.17).

What do you observe the child struggling with?	Which skills does the child need to develop?	SMART Targets (taking into account Small Steps)	Strategies or Possible Interventions
Column multiplication	Basic number skills: addition to 20 and number bonds	To be able to answer questions about number bonds to 10 verbally by the Spring Term.	

Considerations for Interventions and a Positive Learning Climate

Self-Determination Theory (Deci and Ryan, 2000) suggests that people are motivated to grow and develop by three psychological needs:

- **Competence** is a need to control the outcome and experience mastery; this refers to feelings of being able to achieve.
- **Relatedness** is the need to interact and connect with others.
- **Autonomy** is the need to have agency and control over your own life.



Bearing in mind the above model, the following questions might be helpful to consider when planning an intervention:

Consider the relationships between students within the group and between staff and students. Have they had an opportunity to connect?

Are there opportunities for the children to develop a 'growth mindset'? Are the children encouraged to see mistakes as opportunities to learn?

Is the young person aware of the identified area of need? Do they want it to change?

Have tasks been planned to enable the pupil to experience success? Will there be opportunity for them to show off their skills whilst developing these further?

Are there opportunities for peer mentoring within a small group?

Do

Time and Space for Communication

Nasen (2014) references how interventions are often delivered by Teaching Assistants (TAs), but time pressures can prevent good communication between teachers and TAs. Teachers, therefore, need to ensure that TAs:

- are aware of and understand the targets set for pupils and the associated steps to success;
- have a clear, simple reporting method to share with the teacher on intervention sessions and reflect on the process of the intervention.

'The SEND Code of Practice makes it clear that 'teachers are responsible and accountable for the progress and development of the pupils in their class, *including* [our emphasis] where pupils access support from teaching assistants'.
(Education Endowment Foundation, 2018)

Parents/carers also need to understand the additional provision made for their child and have some guidance on how they can support the child at home (Nasen, 2014). Provision map information could be shared with parents/carers at parents' evenings.

Recording

Throughout the process of delivering the intervention there should be a method for recording/being aware of (see Toolkit p. 19 for an example):

- The number of 'sessions' that happen
- Individual pupil attendance
- Pupils' attitudes towards the session, including comments they make about the intervention and themselves
- The confidence of the adult in being able to deliver the session and reflections on how useful the session was.

Mediated Learning

This approach helps children learn *how* to learn themselves rather than becoming dependent and demotivated by too much adult direction. This is important when delivering intervention to ensure children are acquiring independent learning skills.

Mediated learning is created by how we question and scaffold a child's learning. This would work well in a small group to encourage peer collaboration too.

There are four types of questions that might help to enhance the additional teaching support in place (see toolkit for examples of mediated questions p.20):

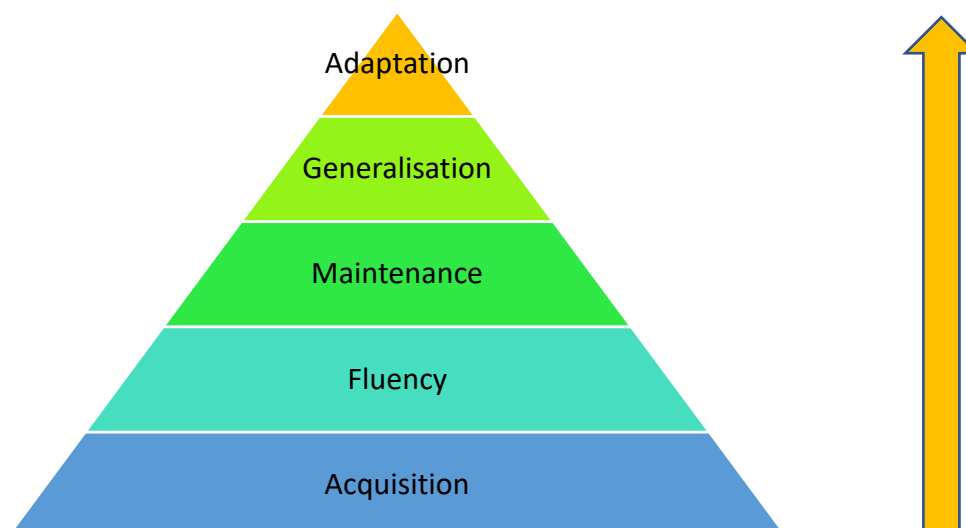
1. Exploring questions - Help children focus on the aim of the task

2. Analysing questions - More reflective about what strategies the child has applied
3. Planning questions - Help plan a way forward
4. Evaluating - Reflective in terms of what they have learnt

Making Links and Applying Learning

Nasen (2018) discusses how it is key to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.

It is also important that learning moves beyond rote to generalisable skills and knowledge. The Instructional Hierarchy Model (Haring, Lovett, Eaton and Hansen 1978; Martens and Witt, 2004) may be helpful to consider here, which illustrates five stages of learning.



The following steps illustrate the hierarchy in action:

- 1) **Acquisition** involves being introduced to a task, focusing on being accurate in the skill, with no emphasis on speed or problem-solving.
- 2) **Fluency** combines accuracy with speed, practice and becoming familiar with the task.
- 3) **Maintenance** – the skill is learnt fully when the learner is accurate, speedy and automatic. The task might start to feel like ‘second nature’.
- 4) **Generalisation** – the skill can be used in new situations; learning is less prescribed and is reinforced through everyday experiences. At this stage, simple problem-solving can begin to take place.
- 5) **Adaptation** – applying the skill in new and adaptive ways, in different environments and contexts.

It would be helpful for parents to be included in this generalisation process so they can help the child to generalise their learning at home.

Review Outcomes

Looking back at where the child started is key in order to establish what meaningful and measurable progress has been made.

At this point it would be useful to refer back to the 'planning' and 'doing' parts of your intervention which focused on:

- SMART targets
- Communication between teaching staff and parents
- Recording information
- Any pre-measures completed

With the information you have gathered at these stages consider the following:

Question to Consider	Comments
Has the outcome been achieved? <i>A post-measure, observation or interview might help to establish this.</i>	
What can the pupil do now that they could not do before the intervention?	
Is further intervention needed and to target what area?	
What will arrangements be for further monitoring and input?	

Impact

Impact involves considering the intervention at a wider systemic level and how useful the intervention is across the school as opposed to for individual children. This may determine whether an intervention would be useful across a setting, or whether it is perhaps used for specific cases as they arise. This may vary due to context.

Nasen (2015) has some key questions that can be asked of an intervention to establish impact:

Question to Consider	Comments
What factors made the intervention effective?	
Could any changes be made to make an intervention more effective? For example: <ul style="list-style-type: none"> - Is the lead person confident in their skills? - Is there a need for staff training? - Did pupils enjoy the intervention? 	

- Did pupils think there was a point to them doing the intervention?	
Should you continue with an intervention or repeat an intervention with another group?	
Is an intervention cost-effective – could similar improvements have been made with no intervention or another intervention?	
Do the effective features of the intervention feed back into quality-first teaching (QFT), so that QFT continually improves?	
Is care taken that the intervention is not used as a substitute for properly differentiated QFT? How do we know this?	

Summary

Intervention can be provided in various forms; from a discussion or a strategy in class to targeted group work. This is particularly pertinent within the current context of Covid-19, as there is much discussion about children ‘catching-up’ or requiring additional support following lockdown.

This guidance document aims to build upon existing processes and interventions within school settings. It provides an opportunity for school staff to evaluate, refine and develop what they have in place in order to ensure that any intervention taking place is as effective as possible.

A toolkit will now follow to offer practical guidance and provide the discussed examples from the main document.

Toolkit

Targeted Intervention Toolkit (details some evidence-based, targeted individual / small group interventions)

In the table below a small selection of evidence-based interventions have been provided to show how this template could be used to provide an overview document of interventions for school settings. The reader should be aware that the examples provided here are intended as a starting point and many other interventions/websites are available. Although not exhaustive the EEF, EIF and NICE websites are valuable places to establish evidence-based interventions. Advice can also be sought from Specialist Teachers and Educational Psychologists around intervention as well.

Intervention Name	Brief Description	Age Group	Further Information and Useful Links	Is Formal Training or a Qualification Required?
Cognition and Learning				
1 st Class@Number	<p>10-week numeracy intervention (30 half-hour sessions) with a group of up to four children</p> <p>Focus on number and calculation, developing children's mathematical understanding, communication and reasoning skills.</p> <p>TA training runs alongside the implementation of the teaching programme, so that the TA is trained topic by topic.</p>	Key Stage 1	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber/ https://everychildcounts.edgehill.ac.uk/mathematics/1stclassnumber/	TAs receive six half days of training
Catch Up Literacy	1:1 child/adult ratio	Year 2 – Year 9	www.catchup.org.uk	TAs receive three half

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	10-44 weeks in different studies; two 15 minute sessions per week		https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/	days of training
Precision Teaching	<p>1:1 intervention, delivered 10 mins daily</p> <p>Method of assessment and teaching that identifies specifically what the young person needs to be taught next, enabling the adult to teach this.</p> <p>Aims to improve the young person's accuracy, fluency and retention of skills, develop their motivation and confidence and give daily feedback on their performance</p>	Across all ages	http://www.moray.gov.uk/downloads/file/e88660.pdf file:///C:/Users/con3165/Downloads/basic_precision_teaching_guide_2014_nasen1%20(1).pdf	Seek further information from Newcastle EPS
Reading Recovery	<p>1:1 basis for 20 weeks, 30 mins a day</p> <p>Each session is adapted to the unique needs of the child, starting with what he or she already knows. The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to use letter and word detail fluently without losing focus on meaning and comprehension.</p>	Age 5-6	https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery	Yes
Reciprocal Reading	Target small group or can be used whole class (based on two 20-30 minute targeted sessions a week or once for whole class)	Year 5 – Year 6	http://literacy.fischertrust.org/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/	Two days of initial training with two to three half days in-school

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	Intended to boost both accuracy and comprehension, in particular the comprehension of children whose understanding of texts lags behind their reading accuracy			support visits thereafter
Switch-On Reading	1:1 basis for 10 weeks, delivered daily in 20 minute sessions Made up of alternate reading and writing sessions and based on detailed observation with strategy-based feedback	KS1 – KS3	https://www.nottinghamshire.gov.uk/education/for-schools/training/switch-on https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading/	Yes – see website
<i>For more information and resources to support Cognition and Learning in school, please contact the Specific Literacy Difficulties Team (in line with their referral processes)</i>				
Communication and Interaction				
Nuffield Early Language Intervention	Small group intervention with three to five weekly sessions (for 30 weeks) Starts in the final term of Nursery and continues into Reception Designed to improve listening, narrative and vocabulary skills for children with relatively poor spoken language skills	Early Years	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention/ https://global.oup.com/education/content/primary/series/nuffield-intervention/?region=international	Resources can be purchased from Oxford University Press, with training provided by Elklan
Talk Boost and Early Talk Boost	Targeted, small group intervention with three sessions per week, each lasting 30-40 minutes (for a ten-week period) Sessions include activities that cover the key elements of language: Attention and Listening, Vocabulary, Building	Early Years and KS1	https://ican.org.uk/training-licensing/ican-programmes/talk-boost-ks1/	Yes – see website

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	Sentences, Telling Stories and Conversations. In addition, the teacher runs a weekly whole-class activity and there are activities that can be practiced at home.			
<p><i>For more advice and resources to support Communication and Interaction in school, please contact Communication and Interaction Team or the Developmental Language Disorder Team or Speech and Language Therapy (in line with their referral processes)</i></p> <p><i>For more resources and guidance you may wish to visit http://www.thecommunicationtrust.org.uk/whatworks</i></p>				
Social, Emotional and Mental Health				
<p><i>For advice and resources to support Social, Emotional and Mental Health in school, particularly Resilience in the context of COVID-19, see the document produced by the EPS: Developing Resilience – A Guidance Document for Education Leaders</i></p> <p><i>For more resources and guidance, visit https://www.annafreud.org/schools-and-colleges/resources/</i></p>				
Physical and/or Sensory				
<p><i>For more advice and resources to support Physical and/or Sensory needs in school, please contact the HI/VI Teams or seek guidance from Occupational Therapy (in line with their referral processes)</i></p>				

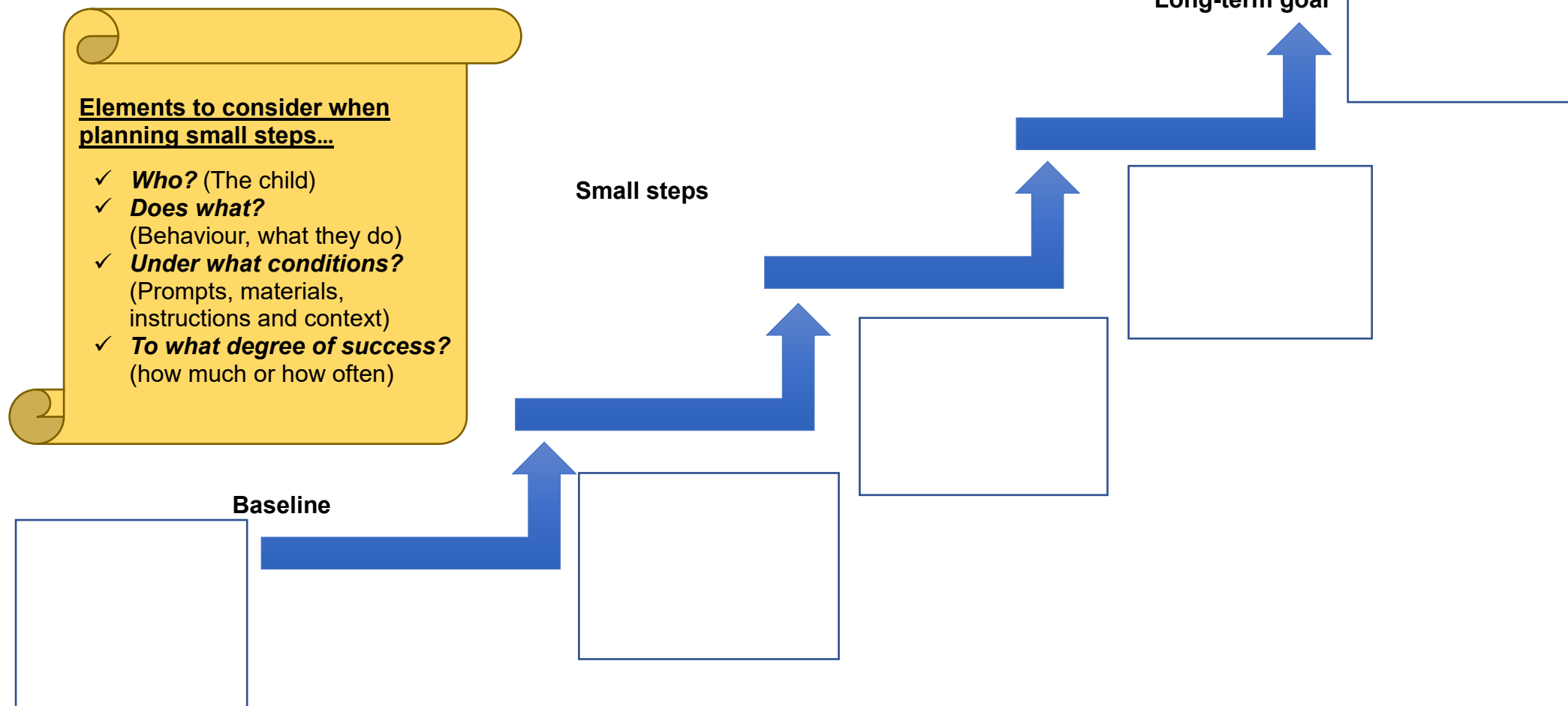
Blank Intervention Toolkit for Schools (Interventions used in School could be Documented in this Table)

Intervention Name	Key Area of Need	Brief Description	Age Group	Further Information and Useful Links	Is Formal Training or a Qualification Required?

Table to Support in Identifying Need, Next Steps and Possible Intervention

Name of Child:			
What does the Child Appear to be Finding Difficult?	Which Skills does the Child Need to Develop?	SMART Targets	Possible Strategies or Interventions
Name of Child:			

Small Steps Target Setting Template (derived from Portage material, NPA, 2016)



Example Proforma for Recording and Monitoring Interventions

<i>Intervention Name:</i>			
<i>Name of Staff Member Delivering Session:</i>			
<i>Date:</i>			
<i>Objectives Covered/Activities:</i>			
Child's Name	Attended Session (Y/N)	Child's Attitude towards Session, Comments Made about Intervention and Themselves	Reflections on Progress/Usefulness of the Session for the Child
Any General Reflections on the Session:			

Mediated Learning

This prompt sheet provides an outline of the different types of questions teaching staff can ask in order to create a mediated learning experience. The idea is support children's independence as learners by encouraging them to reflect on their own learning process.

Exploration questions A clear aim and purpose helps children plan their actions.

- What are we going to do today?
- What do you expect to find out?
- What do you know about this already?
- What do you have to do here?
- Is this similar to something you have already done?

Analysing questions These help children focus on their own thinking. Making this explicit supports them to recognise the strategies they are using.

- Tell me what you did there?
- Can you check your answers aloud?

Analysing question can be quite tricky for certain children. You may need to model indicating what they have done well that has helped them to complete tasks. Do this using lots of specific praise and encouragement e.g. "I thought it was really useful how you compared those two blocks to check they were the same...that seemed to help you know you had the right one!".

Planning questions These help plan a way forwards especially when stuck.

- Where will you start?
- What will you do next?
- Have you done this before? What did you do that time?

When children are finding something particularly hard you could talk through some options to help give them ideas.

Some children may also find sequencing a challenge even with this planning support. A visual work plan may be useful to record the plan they have created with the aid of your questions.

Evaluating questions These help children reflect on change, what they have learnt.

- What did you like/dislike about the task?
- What did you find easy/tricky?
- What have you learnt today?

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