Pre-course task: auditing needs

In preparation for the course, you are asked to collect and bring with you to the session information about the additional needs of children in one year group in your school.

Year group:					
	Children's names	**Current National Curriculum English level**	**Current National Curriculum mathematics level**	**Stage of EAL acquisition, where applicable (based on the QCA guidance *A Language in Common*)**	**Area of SEN, where applicable**
Children not on track to achieve the nationally expected levels of attainment in English and/or mathematics, who could achieve accelerated progress and work at age related expectations as a result of short-term small group intervention					
Children learning English as an additional language					

	Children's names	Current National Curriculum English level	Current National Curriculum mathematics level	Stage of EAL acquisition, where applicable (based on the QCA guidance *A Language in Common*)	Area of SEN, where applicable
Children with SEN at *School Action, School Action Plus* or with Statements					
Children who might need or be receiving additional provision for other reasons – for example, because they are new arrivals, are looked after by the local authority, have medical needs or are experiencing transient emotional or social difficulties					

It will be helpful if you also come to the session with an idea of the overall budget for provision for children with additional needs in your school, and how it is currently spent.

Provision map for Balshaw Primary School, 2005–6

Provision additional to Wave 1 Inclusive Quality First Teaching for all children

Provision	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wave 2 literacy intervention	Teaching assistant (TA) 1–1 *Playing with Sounds:* children not at *Progression in Phonics* (PIP) Step 2 by end of term 1 to be identified for support in term 2	Teacher and TA use *Early Literacy Support* (ELS) – term 2 Children to be identified through screening in term 1 but? Hannah, Paul, John, Sunita ELS top-up sessions – term 3 Children to be identified through ELS progress checks	*Additional Literacy Support* (ALS) modules 1, 2 and 3 – term 1 for children new to the school or needing further support with phonics following ELS			Teacher and TA use *Further Literacy Support* in term 2 – children to be identified through tracking but? Sam, Daniel, Aston, Sian	Booster – children to be identified through tracking but? James, Ahmed, Elizabeth, Ian, Antony
Wave 2 mathematics intervention		Additional 20 minute TA sessions from NNS *Models and Images* CD-ROM			*Springboard mathematics 4:* children to be identified through tracking but? Jamia, Jordan, Mary, Kalam, Ben	*Springboard mathematics 5:* children to be identified through tracking but? Brooke, Daniel, Emma, Hannah, Victoria	*Springboard mathematics 6 Booster:* children to be identified through tracking but? Sunita, Sarah, Beth, Mansoor, Alfie

Provision map for Balshaw Primary School, 2005–6

Provision additional to Wave 1 Inclusive Quality First Teaching for all children

Provision	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wave 3 literacy intervention		*Reading Recovery* for 4 children for 15–20 weeks, terms 2 and 3. Lowest attaining children to be identified but? David, Paul, Yusuf, Anthony		Contingency for *Phonographix* ™ with children new to the school. *Paired Reading* programme organised by inclusion coordinator, involving trained cross-age peer tutors and parents – approximately 18 children involved on a rolling programme			
Wave 3 mathematics intervention				Teacher and TA use Primary Strategy Wave 3 materials with 3 children Billy, Peter, Sarah	Teacher and TA use Primary Strategy Wave 3 materials with 4 children William Burnett, Liam, Travis, Sara	Teacher and TA use Primary Strategy Wave 3 materials with 4 children Neil, Oliver, Ruth, Mohammed S.	Teacher and TA use Primary Strategy Wave 3 materials with 1 child Alice
Structured language programme		*Talking Partners* in term 1 – Hannah, Paul, John, Mansoor, Ijaz					

Provision map for Balshaw Primary School, 2005–6

Provision additional to Wave 1 Inclusive Quality First Teaching for all children

Provision	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EMA provision	First language support and additional language work for 2 children at the early stages of learning EAL Kalam, Nic	First language support and additional language work for 2 children at the early stages of learning EAL Rafiq, Attia	First language support and additional language work for 4 children at the early stages of learning EAL Parvais, Ali, Jahangir, Sedef	Small group language enrichment/ development for children at later stages of learning EAL Yusuf, Ibrahim, Usha, Jamila	Small group language enrichment/ development for children at later stages of learning EAL Sara, Jamia, Mohammed	Small group language enrichment/ development for children at later stages of learning EAL Mansoor, Ijaz, Mohammed R., Nadia	Small group language enrichment/ development for children at later stages of learning EAL Ali, Shantila, Jahangir
Coordination programme			Weekly lunchtime group plus home programme William Burnett, Aiden, Charlie, Gareth, Jade, Kimberley				
One-to-one counselling for children with behavioural, emotional and social difficulties					Patrick, Maria	Adam	Ben, Alice

Provision map for Balshaw Primary School, 2005–6

Provision additional to Wave 1 Inclusive Quality First Teaching for all children

Provision	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Small group work to develop social, emotional and behavioural skills	*Incredible Years* – parenting support programme and children's social skills groups Gareth, Cameron, Reggie, Liam, Callum, Emma, Rebecca, Sunita, Billy, Jordan, Sara, Joanna? →		Friendship skills group Peter, Stephen, Rebecca, Adam	*National Pyramid Trust* clubs for less confident children – to be identified through screening	*Circle of Friends* for Patrick and Maria	Anger management group Ali, Chris, Terry, Katie	*National Pyramid Trust* transition clubs for less confident children – to be identified through screening
One-to-one mentoring to increase aspirations/ engagement with learning					Travis, William Paris, Aston	Daniel, Leroy, Luke	
In-class support	Kalam, Jamila, Jenny	John, Rafiq, Attia	Stephen, Adam, Parvis, Ali, Jahangir, Sedef	Gareth, Brooke	William Burnett, Patrick, Travis, Sara	Neil, Mohammed P.	Ben

Provision map for Balshaw Primary School, 2005–6

Provision additional to Wave 1 Inclusive Quality First Teaching for all children

Provision	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Other	One-to-one work with TA on programme devised by speech and language therapist Cameron Family Literacy and Family Numeracy programmes for interested parents or carers	One-to-one work with TA on programme devised by speech and language therapist Anthony Family literacy and Family Numeracy programmes for interested parents or carers	One-to-one TA sensory programme supervised through outreach from SLD special school Beth	One-to-one TA work with child with ASD on social scripts David One-to-one work with TA on programme devised by speech and language therapist Sasha	Lunchtime club for children needing help with social skills/playground interactions Wiliam Burnett, Shelby, Jordan, Leroy, Aston One-to-one TA work with child with ASD on social scripts Luke	Lunchtime club for children needing help with social skills/playground interactions Adam, Chris, Katie, Terry, Sian, Luke One-to-one TA work with child with ASD on social skills Lucy	One-to-one TA work with child with ASD on social skills Neil

Provision map for Balshaw Primary School, 2005–6

Further information on interventions described in the case study

- Playing with sounds and Progression in Phonics

  Early Literacy Support

  Additional Literacy Support

  Springboard Mathematics 5

  Further Literacy Support

  Models and Images

  Primary National Strategy Wave 3 mathematics materials

  www.standards.dfes.gov.uk/primary/
- Talking Partners

  www.rowa.co.uk/talk_part.htm
- Phonographix ™

  www.readamerica.net
- Paired reading

  www.Dundee.ac.uk/psychology/TRWresources
- Reading Recovery

  e-mail: Readrec@ioe.ac.uk
- Parenting support programme and children's social skills groups

  www.incredibleyears.com
- National Pyramid Trust

  www.nptrust.org.uk/
- Friendship skills groups, circles of friends, anger management groups

  Contact your local educational psychology or behaviour support service for information.

A case study of an individual child

Prior to her admission to the reception class as part of the annual intake in September, Sarah had not attended nursery or playgroup, although she had spent brief periods with a childminder. During the first term her teacher became concerned about Sarah's development in terms of communication and in the spring term included her in small group structured oral language development sessions led by a teaching assistant who had attended 'Talking Partners' training.

During their weekly meetings to review the progress of children in this group, it was noted that Sarah's confidence and participation both within the group, in sessions involving the whole class and during independent, child-initiated activities was improving steadily and that she was developing a range of appropriate oral language structures and functions. It was therefore decided to continue this intervention into the summer term.

At this stage, Sarah's teacher had also noted that she would benefit from some additional support with phonological awareness and phonic knowledge, skills and understanding in order to keep in step with her peers. She therefore included her in the small group sessions which she regularly ran in addition to the daily 'word level' session based on 'Playing with Sounds'.

Although the school as a whole had not organised its books in the foundation stage and Key Stage 1 according to 'book band' levels, the Reception teacher had sought the advice of the literacy coordinator in order to level the books used in Reception. The records passed on to the Year 1 teacher showed that Sarah was able to read confidently at the pink level and enjoyed choosing and independently reading books from the box of familiar books provided at this level. The records also included the records of progress from the small group interventions in oral language and phonics in which Sarah had been involved.

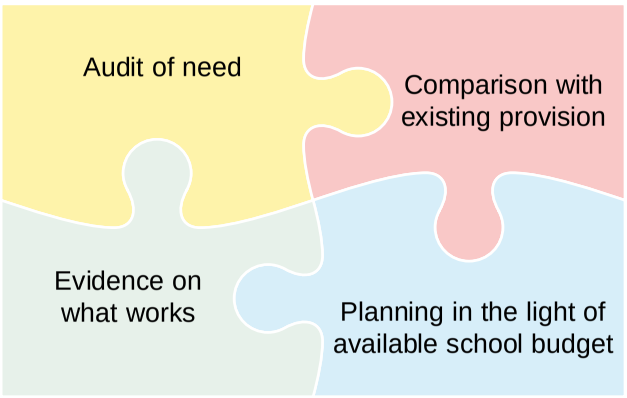
As they started Year 1 the class teacher encouraged all children to choose books from the 'black level' – a selection of reading scheme books which appeared to be roughly at the same level. During the autumn term Sarah's teacher decided to place her in the 'SEN' group within the class. This group worked with the teaching assistant during the literacy hour and daily mathematics lesson. When a group of children was identified as likely to benefit from 'Early Literacy Support' in the spring term, Sarah was not considered for inclusion as she was in the SEN group .

By the end of Year 1, Sarah was achieving well below age-related expectations and had an IEP with targets 'to learn number facts to 10', 'to recognise the first 100 high frequency words', 'to be able to blend sounds for reading' and 'to raise her self-esteem'.

In Year 2, Sarah was included in a group of children given additional support with phonics by a teaching assistant who had gained experience of using 'Additional Literacy Support' in Year 3. She was also given reading support from a parent volunteer who heard her read on a weekly basis from the reading scheme used in this year group. A teaching assistant supported her group in the daily mathematics lesson. At the end of Key Stage 1, Sarah was assessed by her class teacher as working at level 1 in both reading and writing at level 2c in mathematics. The review of her IEP showed limited progress against the targets set, and these were retained for the next six months.

On entry to Year 3, Sarah was immediately included in a group involved in 'Additional Literacy Support' which was managed by a newly-appointed teaching assistant. On the advice of the SENCO, Sarah was placed on the reading scheme used in the school with children identified as having SEN. The teaching assistant and a parent volunteer regularly heard Sarah read from this scheme and recorded her progress through the books in the reading diary. During the spring term, the class teacher felt that Sarah was not benefiting from whole-class, shared sessions during the literacy hour and arranged for the teaching assistant to withdraw her for additional phonics work. Outcomes of the optional tests at the end of Year 3 suggested that Sarah was still working at the same levels in reading and writing as at the end of Key Stage 1 and had progressed to level 2a in mathematics. The review of her IEP continued to show limited progress against the targets set.

Auditing need and planning provision at Balshaw Primary School



Balshaw Primary School

- 380 pupils on roll
- Reception – Year 6
- 41 % FSM
- 0% EAL
- 32% SEN

At Balshaw Primary School the headteacher, deputy headteacher and inclusion coordinator use a systematic process each year to plan their provision for children needing additional help with their learning.

Step 1
Auditing the projected pupil profile of need for the next school year

For each year group, the leadership team completed a must/could/should chart (their chart for Year 4 is at the end of this case study) to map the projected needs in each year group for the 2005–06 school year. Using information from parents and carers, attainment data and a range of other assessment evidence, they pulled together a list of all known children who would benefit from additional provision (including those starting school or transferring from other schools) and the type of provision they might require.

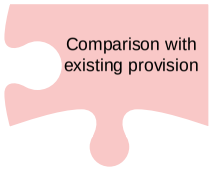
In the 'must' rows of the grid went the names of children for whom specific types of provision were either statutory or clearly essential: for example, children with a statement of SEN or children at an early stage of English language acquisition. Against their names went ticks in each relevant type of provision column on the must/could/should chart.

In the 'should' row went the names of children who had the next highest call on available provision, either because of their potential, with relatively little help, to catch up with their peers and achieve age-related expectations in literacy or mathematics, or because of the severity of their needs and the impact of those needs on their own progress or that of other learners. Assessment information, including, for example, that from detailed tracking of pupil progress, EAL assessments and SEN/PLASC information, was used to add ticks to show the type of provision each child might require.

The 'could' row was for children for whom the school wanted to make additional provision, if the budget allowed, but for whom the priority was lower.

For the incoming Reception class, completing the chart involved liaison with a range of early years settings feeding into the school. The Area SENCO played a key role in relation to children with SEN at *Early Years Action* and *Early Years Action Plus.*

The leadership team then transferred this information onto a map of the provision that children in each year group would need in 2005–06 (**Handout 3.1**).



Step 2
Comparing the map of provision needed with current provision

The next step was to compare this projected 2005–06 map with an acetate showing the school's current provision in each year group. Placing the acetate overlay of current provision over the list of names of children needing a particular type of provision in 2005–06 revealed gaps. The gaps showed where there were children with needs that would not be met if the school retained its 2004–05 pattern of provision. The leadership team concluded that they would need to make significant adjustments to the deployment of staff and build in capacity for provision for:

- rising numbers of children coming into the Reception class needing additional support in developing the skills of social interaction;

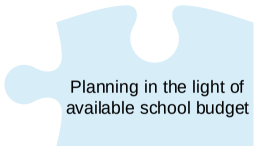
Comparison with existing provision

- rising numbers of children in Year 1 whose Foundation Stage Profile indicated a need for support in developing their spoken language and listening skills;
- rising numbers of children needing additional help with social, emotional and behavioural skills, particularly in Year 4;
- decreasing numbers of children in Key Stage 2 needing Wave 2 and 3 literacy interventions. As a result of two years of implementing ELS and Reading Recovery in Year 1, together with improving the pace of teaching phonics in Key Stage 1 and using ALS as an additional phonics intervention in Year 2, the number of children going into Year 3 working well below age-related expectations had shrunk significantly. A contingency plan would be needed for children arriving new to the school in Key Stage 2, but the current Key Stage 2 Wave 2 and 3 literacy intervention programmes could be put on hold. This would free staff time to implement interventions that seemed to be needed in other areas of the curriculum.

Evidence on what works

Step 3
Making choices about effective interventions

The inclusion coordinator brought a paper to the leadership team, outlining the types of provision which he felt would be effective in meeting the needs that the school had identified. He was able to draw on information from an LEA conference he had attended, which had focused on the evidence base for a number of different interventions. He had also met with a member of the LEA's EMA team and the school's link professional from the LEA Support Teaching and Educational Psychology Service to seek their advice with specific reference to the children who were at an early stage in EAL acquisition, the more advanced EAL learners and the children who were experiencing emotional or social and behavioural difficulties.



Step 4
Making decisions in the light of the school's budget

The leadership team discussed the information they had so far – the map of provision that was likely to be needed and the types of provision likely to be effective – in the light of information on the school's 2005–06 budget. The budget included:

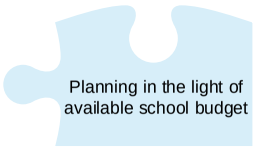
- Ethnic Minority Achievement Grant (EMAG) funding;
- SEN funding (*School Action*, *School Action Plus*, and Statements);
- Excellence in Cities (EiC) funding;
- funding that the school identified for Wave 2 literacy and mathematics interventions and for meeting the needs of advanced bilingual learners.

The team worked out a 2005–06 provision map that would use this combined funding to meet any statutory requirements (for children who had appeared in the 'must' column on the must/could/should chart) and to put in additional provision for as many children as possible in each year group, with a focus on early intervention in the Foundation Stage and Key Stage 1.

New elements of their provision map were the introduction of *Talking Partners*, in Year 1, for children needing support in developing their spoken language and listening skills and a lunchtime club and social skills groups in Years 4 and 5 to meet the needs of children with behavioural, social and emotional difficulties. Provision that had been made for literacy needs early in Key Stage 2 was switched to greater use of *Springboard mathematics* programmes and the introduction of the Primary National Strategy's Wave 3 mathematics intervention.

The school also identified a need to audit overall provision for, and mainstream staff confidence in, meeting the needs of both early stage and advanced bilingual learners, as well as considering whether resources used from the EMAG were as well deployed as possible.

New EiC funding was used to fund a parenting support programme and children's social skills groups in Reception and



Year 1 and to develop a mentoring scheme targeted at children in Year 4 and Year 5 who were becoming disengaged from learning – particularly a group of boys of African-Caribbean heritage. This would run alongside Further Literacy Support (FLS) in Year 5, for a similar and overlapping group.

Step 5
Planning for staff development

The projected pupil profile informed the leadership team about overall staff development needs – for example, CPD for staff on providing effective support for children learning English as an additional language and for children on the autistic spectrum, as these needs were represented in every year group. The team decided also to investigate the use of a whole-curriculum approach to developing children's social, emotional and behavioural skills, in the light of the rising numbers of children needing help in this area.

The inclusion coordinator also planned to book time with each year group team, early in the school year, to look with them at the profile of needs in the year group. He planned to work with year group colleagues to generate a list of all the inclusive teaching strategies they used in their everyday quality first teaching to enable children with particular needs to access the curriculum. He would then be able to suggest some additional strategies, tailored to the particular profile of needs in the year group, and build these into a programme of joint planning, co-teaching and classroom observation and monitoring.

Planning provision additional to Wave 1 Quality First Teaching: an example

Year group: 4

	Name of child	Parenting support programme and children's groups	Wave 2 literacy intervention	Wave 2 mathematics intervention	Wave 3 literacy intervention	Wave 3 mathematics intervention	Structured language programme	EAL provision e.g. pre-tutoring, guided talk, use of first language	Coordination programme	One-to-one counselling	Small-group work to develop social, emotional and behaviourial skills	One-to-one mentoring to increase aspirations/ engagement with learning	In-class support	Other
MUST	William Burnett					✔			✔				✔	✔ Lunchtime club
	Patrick Collins									✔	✔		✔	✔ Circle of friends, teacher supported by EP
	Maria Lanson									✔				✔ Circle of friends Lunchtime club
	Liam Hudson					✔								✔ One-to-one TA work on sociial scripts/skills supervised by autism advisory teacher
SHOULD	Travis Delmore					✔					✔	✔	✔	
	Sara Sanaee					✔		✔					✔	
	Jamia Naz			✔				✔						
	Mohammed Rashid							✔						
	Shanay Felby				✔ (paired reading)									
	Colleen Dawson				✔ (paired reading)									
	Shelby Holt				✔ (paired reading)									✔ Lunchtime club
	Hollie Barnes				✔ (paired reading)									
	Alden Hobin								✔					
	Jordan Sykes			✔										✔ Lunchtime club
	Mary Hardy			✔										
	Leroy Baines											✔		✔ Lunchtime club
	William Paris											✔		
COULD	Charlie Steel								✔					
	Kalam Patia			✔										
	Ben Swaine			✔						✔				
	Claire Steel				✔						✔			
	Holly Dawson					✔								
	Fay Jones					✔								
	Aston Furbey											✔		✔ Lunchtime club

Planning provision additional to Wave 1 Quality First Teaching: an example

Year group: 4

	Name of child	Parenting support programme and children's groups	Wave 2 literacy intervention	Wave 2 mathematics intervention	Wave 3 literacy intervention	Wave 3 mathematics intervention	Structured language programme	EAL provision e.g. pre-tutoring, guided talk use of first, language	Coordination programme	One-to-one counselling	Small-group work to develop social, emotional and behaviourial skills	One-to-one mentoring to increase aspirations/ engagement with learning	In-class support	Other
MUST														
SHOULD														
COULD														

Summary of research on commonly used interventions

Teaching assistant support

Key findings	Reference
While noting that there are children with SEN who are now spending more time than they should with teaching assistants rather than with teachers, Ofsted found that the presence of teaching assistants can improve the quality of teaching, particularly 'where the teaching assistant is following a prescribed intervention or catch up programme, for which they had received training and worked in close partnership with the teacher'.	*Teaching assistants in primary schools: an evaluation by Ofsted*, 2001–2. London: Ofsted
In an unpublished study, the Primary National Strategy's Year 6 Teaching Assistants pilot, which ran during the autumn of 2002, has provided strong evidence of the positive impact that teaching assistants can have on attainment in English and mathematics. The results of the pilot showed gains of 2% points in level 4 Key Stage 2 English and 3% points in mathematics in excess of the national average. The pilot offered support for those children who, with additional help, could achieve level 4 in English and mathematics at the end of Key Stage 2. Key to the success of the pilot was the quality of the four-day literacy and numeracy training that it provided to teaching assistants.	
Evaluation of Wave 2 intervention programmes *Early Literacy Support* and *Further Literacy Support* (both involving a trained teaching assistant working closely with the class teacher) has demonstrated significant impact on children's progress.	Hatcher, P. (2004) *A brief summary of the North Yorkshire ELS/Reading intervention Research Project*, personal communication University of Leeds School of Education (2004) *National evaluation of the National Literacy Strategy Further Literacy Support Programme*. www.standards.dfes.gov.uk/literacy/about/news_and_events_archive/870975
Evaluation of other Wave 2 and 3 literacy interventions that involve trained teaching assistants working on time-limited intervention programmes (such as Better Reading Partnership, Acceleread Accelewrite, Multi-sensory Teaching System for Reading (MTSR))has demonstrated impact on children's progress.	Brooks, G. (2002) *What works for children with literacy difficulties?* London: DfES research report 380.

Key findings	Reference
There is also evidence, however, that suggests schools need to think carefully about **how** and with **whom** teaching assistants work. They might want to consider the following findings. Longitudinal research has so far failed to find statistical evidence showing that the number of teaching assistants/additional adults in the classroom has an influence on children's educational progress.	Blatchford, P., Martin, C., Moriarty, V., Bassett, P. and Goldstein, H. (2002) *Pupil: adult ratio differences and educational progress over Reception and Key Stage 1.* London: DfES Blatchford, P., Russell, A., Bassett, P., Brown, P. and Martin, C. (2004) *The role and effects of teaching assistants in English primary schools (Years 4 to 6)* London: DfES Gerber, S., Finn J., Achilles, C. and Boyd-Zaharias (2001) 'Teacher aides and students' academic achievement', *Educational Evaluation and Policy analysis*, 23, 2
The Gatsby numeracy support assistants project found that Years 1 and 2 low-attaining children supported by a trained TA did not make more progress in mathematics than control children who were not supported.	Mujis, D. and Reynolds, D. (2003) 'The effectiveness of the use of learning support assistants in improving the mathematics achievement of low-achieving pupils in primary school', *Educational Research*, 45, 3.
Several studies have found that the presence of a teaching assistant prevents the child from interacting with his or her peers. TA support has a greater impact on inclusion (as assessed through classroom observations) when directed towards groups of children rather than individuals. The presence of a teaching assistant prevents the class teacher from considering their own role in adapting the curriculum to ensure their pupils' access and participation.	Giangreco, M., Edelman, S., Luisellu, T. and Macfarland, S. (1997) 'Helping or hovering? Effects of instructional assistant proximity on students with disabilities' *Exceptional children*, 64,7–18 MENCAP (1999) *On a Wing and a Prayer*. London: MENCAP Farrell, P., Balshaw, M. and Polat, F. (1999). *The management, role and training of learning support assistants*. London: DfEE. Lacey, P. (2001) 'The role of learning support assistants in the inclusive learning of pupils with severe and profound learning difficulties', *Educational Review*, 53,2 Derington, C., Evans, C. and Lee, B. (1996) *The Code in practice: the impact on schools and LEAs*. Slough: NFER; Lorenz, S. (1999) *Effective In-class Support.* London: David Fulton; Tennant, G. (2001) 'The rhetoric and reality of learning support in the classroom: towards a synthesis', *Support for Learning*, 16, 4.
The proximity of a TA can result in increased dependence on adults.	Giangreco, M., Edelman, S., Luisellu, T. and Macfarland, S. (1997) 'Helping or hovering? Effects of instructional assistant proximity on students with disabilities', *Exceptional children*, 64,7–18
Whereas teachers focus on the engagement of pupils in the learning process, TAs tend to encourage dependency by prioritising the achievement of outcomes of the activities, whether or not these activities represent children's capabilities.	Moyles, J. and Suschitzky, W. *Jills of all trades: classroom assistants in Key Stage 1 classes*. University of Leicester/ATL

Key findings	Reference
TA support in class appears to increase the amount of time children spend on task, but this does not result in an increased rate of learning, perhaps because it does not necessarily help pupils to construct their identity as learners, and may actively hinder this process.	Howes, A. (2003) 'Teaching reforms and the impact of paid adult support on participation in learning in mainstream schools', *Support for learning*, 18, 4.

Class size and mixed-age groups

Key findings	Reference
Several major reviews of the international research literature have failed to find that smaller classes lead to improved pupil achievement overall.	Hanushek, E. (1997) 'The evidence on class size', *Wallen Wallis Institute of Political Economy, University of Rochester, Working Paper No. 10.* Rochester: University of Rochester; Bennett, N. (1998) 'Annotation: class size and the quality of educational outcomes'. *Journal of Child Psychology and Psychiatry,* 39,6; Blatchford, P. and Mortimore, P. (1994) 'Issues of class size for young children in schools: what can we learn from research?' *Oxford Review of Education*, 20.
The exception is in the early years, particularly for socially disadvantaged children, where class size is reduced below 15. The Tennessee 'STAR' project found that when children aged five to eight were randomly allocated to large (22 to 24 pupil) and small (14 to 16 pupil) classes, children in smaller classes did significantly better. The benefits were greater for children from minority ethnic groups and for children from poorer backgrounds. Blatchford et al investigated the educational effects of class size difference and adult: pupil ratios in Reception and Key Stage 1 classes in nine LEAs. This study found significant effects for class sizes in the Reception Year on children's progress in literacy and mathematics. In literacy, though not in mathematics, children who started out as low-achievers at school entry showed the greatest benefits. In Year 1 and Year 2, however, there was no clear statistical evidence of an effect of class size.	Krueger, A. (1999) 'Experimental estimates of education production functions' *Quarterly Journal of Economics,* 114, 2; Blatchford, P., Goldstein, H., Martin, C. and Browne, W. (2002) 'A Study of Class Size Effects in English School Reception Year Classes', *British Education Research Journal*, 28, 2.

Key findings	Reference
On the issue of mixed-age classes, there is no evidence that such groupings (sometimes called 'vertical grouping') have any negative effects on children's attainment, and much evidence of social benefits – increases in cooperation, improved relationships, reduction in anxieties about learning, improved self-esteem for less-able older children in the class. Teachers, however, tend to dislike working with mixed-age classes.	Kulik, J. and Kulik, C. (1992) 'Meta-analytic findings on grouping programs', *Gifted Child Quarterly*, 36, 2 Miller, B. (199) 'A review of the quantitative research on multi-grade instruction', *Research in Rural Education*, 7, 1 Veenman, S (1995) 'Cognitive and non-cognitive effects of multi-grade and multi-age classes', *Review of Educational Research*, 65, 4
Ofsted initially reported that the use of setting in primary schools led to impressive gains in national tests in setted subjects.	Ofsted (1999a) *Setting in Primary Schools*. London: Ofsted.
Later reports noted that there were fewer examples of very good teaching in lower sets and no overall trend for the quality of teaching to be better in setted classes.	Ofsted (2001) *The National Numeracy Strategy: the second year.* London: Ofsted
A research study conducted by Institute of Economic and Social Research involving 1200 children in one London borough concluded that there is no support for the view that lower Key Stage 2 children learn more effectively in sets for mathematics at any attainment level. The study demonstrated that the tail of underachievement was reduced and that the range of ability within the class decreased when children were taught in mixed-ability groups. Test results of mixed-ability classes were up to 7% higher than those achieved in sets. The authors recommend mixed-ability teaching, as it has social and equitable benefits for pupils.	Whitburn, J. (2001)' *Effective Classroom Organisation in Primary Schools: Mathematics*', Oxford Review of Education, 27, 3

Setting

Key findings	Reference
Several overviews of research found no consistent and reliable evidence of positive effects of setting and streaming in any subjects or for pupils of particular ability levels. This research also notes the detrimental effect of setting on the attitudes and self-esteem of pupils of lower ability. Low-ability pupils placed in sets, compared to low-ability pupils taught in mixed-ability classes, were less likely to participate in school activities, experienced more disciplinary problems and had a higher level of absenteeism.	Sukhnandan, L. and Lee, B. (1998) *Streaming, Setting and Grouping by Ability*. Slough: NFER; Kulik, J. and Kulik, C. (1992) 'Meta-analytic findings on grouping programmes', *Gifted Child Quarterly*, 36, 2.
Several studies have demonstrated that lower-ability sets tend to contain a disproportionately large number of boys, socially disadvantaged pupils, pupils from minority ethnic backgrounds and summer-born children.	Sukhnandan, L. and Lee, B. (1998) *Streaming, Setting and Grouping by Ability.* Slough: NFER; Norris, C. and Aleixo, P. (2003)' Ability grouping in schools: attainment and self-esteem', *Education and Health*, 21; Gillborn, D. and Youdell, D. (2000) *Rationing education: policy, practice, reform and equity*. Buckingham: Open University Press.
There is considerable evidence that children of African-Caribbean heritage are placed in lower-ability groups more often than their levels of attainment would indicate.	
The evidence on pupil grouping is very readably reviewed summarised in a book by Susan Hallam, Judith Ireson and Jane Davies from the Institute of Education. They conclude that 'structured ability grouping, of itself, does not raise standards. While teachers find planning and teaching easier when they are working with pupils of similar attainment, this does not always translate into better pupil performance. Ability grouping tends to lower expectations for pupils who are not in the highest set. They receive a different curriculum, taught differently, that teachers believe is matched to pupils' needs but that pupils, all too often, perceive as too easy and lacking in challenges and interest. Grouping pupils by ability reduces access of the less able to parts of the curriculum, high-ability role-models and examples of high-quality work they might emulate.'	Hallam, S., Ireson, J. and Davies, S.(2002) *Effective pupil grouping in the primary school,* London: David Fulton.

Setting

Key findings	Reference
A headteacher quoted in this book puts it more simply: 'They have to have the role models … if they are all of similar ability, how do they know how far they can fly?'	

Large-scale ICT schemes

Key findings	Reference
A national evaluation of Integrated Learning Systems (ILS) carried out by the University of Leicester found that children using ILS made no more progress than would be expected from normal schooling, and in one school where the use of the system was targeted on children with SEN, significantly less progress than a control group. Another review of using ILS with children with low attainment in reading concluded that its effectiveness had not been demonstrated.	National Council for Educational Technology (1996) *Integrated Learning systems: a report of phase 2 of the pilot evaluation of ILS in the UK.* Coventry: NCET Lewis, A. (1999) 'Integrated learning systems and pupils with low attainments in reading', *British Journal of Special Education*, 26, 3

Summary of research on effective additional provision

Early intervention

Key findings	Reference	Where to find out more
Pre-school education A major review of the effects of pre-school education found that high-quality early education significantly reduces the number of children at risk of being identified as having special educational needs.	Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I. ,Taggart, B. and Elliott, K. (2003) *The Effective Provision of Pre-school Education (EPPE) project: findings from the pre-school period.* London: Institute of Education.	
Social, emotional and behavioural development A review of the research on the impact of early intervention on children's social, emotional and behavioural development concluded that there is evidence for a number of small-group interventions which have been shown to have powerful, long-term positive effects. Three early intervention programmes are particularly recommended: nurture groups, structured group work on social skills combined with parenting groups and a programme specifically designed for vulnerable and withdrawn children in their early years of school.	DfES / Coram Family (2002) *Intervening Early*. London: DfES.	
Nurture groups In the London borough of Enfield, where nurture groups were first introduced, the progress of children who had been in nurture groups was compared with that of a control group of children who had similar needs but had not taken part in a group. The study showed that three times as many children in the control group later required a Statement for special educational provision than those who had been in nurture groups. The proportion of children who went on to special schooling was almost seven times higher in the control group.	Iszatt, J. and Wasilewska, T. (1997) 'Nurture Groups: an early intervention model'. *Educational and Child Psychology*, 14, 3.	www.nurturegroups.org
A study of nurture groups at Cambridge University found measured improvements in speech and language skills and baseline assessment in 342 children who received this provision. At entry to the nurture group programme, 92% of the children were in the abnormal or borderline range on a standardised questionnaire measuring behavioural, emotional and social	DfES / Coram Family (2002) *Intervening Early*. London: DfES.	

Key findings	Reference	Where to find out more
difficulties, compared to 85% of a matched control group attending mainstream classes. After two terms in the nurture group this changed to 64% for the children who had been in the group, compared to 75% for the control group. 96% of staff involved felt that having a nurture group had a positive impact on the school as a whole, reflected in the development of more nurturing practices throughout the school and changes to the way staff think and talk about children. Professor Paul Cooper, who led the Cambridge research, has concluded at the end of the two-year study that nurture groups are extremely successful for a wide range of children with social, emotional and behavioural difficulties. 'Not only do these children improve in terms of their emotional and behavioural functioning, but improvements occur relatively quickly, typically in two terms. Behaviours associated with engagement with the curriculum improve – ability to settle down to work, the ability to work collaboratively with other children – and children become more sociable.' The research also found that nurture groups had whole-school impact. Whereas the difficulties of children with emotional and behavioural disorders who were in schools without nurture groups worsened, the behaviour of children in schools with nurture groups got better, whether they were in a group or not.	Times Educational Supplement September 17th 2004, reporting on the as yet unpublished conclusions from a two-year evaluation *The effectiveness of nurture groups*.	
Social skills groupwork Evaluations of a structured groupwork programme for children aged 4 to 8 (Dinosaur School) found that children who had taken part in the group showed significantly less aggression than control groups with similar needs who had not taken part in a group. Follow-up assessment indicated that the improvements were maintained over time. When group work with children was combined with parent support groups, the effects became even stronger: whereas 75% of children showed improvements a year after they had been in a group, 95% showed improvements where their families had also been involved in the programme.	Webster-Stratton, C., Reid, J. and Hammond, M. (2001) 'Social skills and problem-solving training for children with early-onset conduct problems: who benefits?' *Journal of Child Psychology and Psychiatry*, 42,7.	www.incredibleyears.com For details of UK training programmes contact Dr Stephen Scott, Maudsley Institute tel: 020 7848 0746

Key findings	Reference	Where to find out more
Parenting groups Successful parenting programmes appear to share the following characteristics: • they will involve groups rather than working with parents on an individual basis; • they will be community-based (taking place in local settings which are readily accessibleand where parents feel at ease) rather than clinic-based; • they will make at least some use of behavioural techniques within a structured programme.	Barlow, J. (1999) *Systematic review of the effectiveness of parent-training programmes in improving behaviour problems in children aged 3-10 years*. Oxford: Health Services Research Unit, Department of Public Health.	Contact your local community, family learning or adult education service, child mental health service or LEA educational psychology or behaviour support service for further information.
National Pyramid Trust clubs Evaluation of National Pyramid Trust clubs, targeted at children in the seven to nine age group who are withdrawn, becoming isolated and low in self-esteem, has shown that nearly 60% of children who attend show improved self-esteem, compared to 25% in a control group. Improvements in attendance, relationships with peers and academic skills have also been reported.	Makins, V. (1997) *The Invisible Children.* London: David Fulton/National Pyramid Trust. Skinner, C. (1996) *Evaluation of the Effectiveness of National Pyramid Trust Clubs held in 1995-6*. Surrey: University of Surrey	www.nptrust.org.uk
Early language skills Data from the initial implementation of the *Talking Partners* early language intervention programme in Years 1 to 3 showed gains on average of 13 to 18 months on standardised tests of expressive language.	Hilditch 2002, personal communication.	www.rowa.co.uk
The use of *Teaching Talking*, a structured process for school-based diagnostic assessment, intervention and monitoring for children with language difficulties (Locke and Beech 1991, published by NFER-Nelson) in one Education Action Zone reduced the percentage of Reception children with below average language skills from 27% to 6% over a period of nine months.	Dann, V. (2002) 'Education Action Zone boosts speech and language skills'. *Afasic Abstract*, Spring 2002.	

Key findings	Reference	Where to find out more
Reading Recovery *Reading Recovery* works with the very lowest attainers in Year 1 and has proved itself successful, internationally and in the UK, in returning approximately 80% of these children to average levels of literacy for their class by the end of Key Stage 1. Follow up of 651 children who had taken part in a Reading Recovery intervention to the end of Key Stage 2 tests showed that 51% reached level 4+. Research in Australia and New Zealand followed up children who had experienced *Reading Recovery* at six when they were between ten and twelve years of age, and found them still significantly ahead of a comparison group who had not had *Reading Recovery*, in reading accuracy and comprehension, in attitudes to reading, and in length and quality of writing. In the UK, one study found that 70% of children who had received *Reading Recovery* at six were still within the average band of their class four years later. Children eligible for free school meals, and those who were non-readers when they began *Reading Recovery* at six, showed the greatest long-term benefits. Other researchers, however, find that gains are not always sustained.	Reading Recovery National Network 2003; Moore, M. and Wade, B. (1998). 'Reading Recovery: its effectiveness in the long term.' *Support for Learning*, 13, 3; Pinnell, G., Lyons, C., DeFord, D., Bryk, A. and Seltzer, M. (1994) 'Comparing instructional models for the literacy education of high-risk first graders' *Reading Research Quarterly*, 29, 1. Hurry and Sylva (1998) *The long-term effects of two interventions for children with reading difficulties*. London:QCA Chapman, J., Tunmer, W. and Prochnow, J. (1998) *Reading Recovery in relation to language factors, reading self-perceptions, classroom behaviour difficulties and literacy achievement: a longitudinal study*. Paper presented to AERA, San Diego, April 1998.	www.ioe.ac.uk/reading recovery
Better Reading Partnership Another Key Stage 1 literacy intervention is the *Better Reading Partnership,* which involves trained adult partners reading together with children three times a week, for approximately 15 minutes, one-to-one. The evidence suggests that children make rapid progress over the period of intervention.	Brooks, G. (2002) *What works for children with literacy difficulties?* London: DfES Research Report 380.	www.rowa.co.uk

Key findings	Reference	Where to find out more
Family Literacy *Family Literacy* is a programme devised by the Basic Skills Agency. It is based on the evidence that children are more likely to experience difficulties if their parents also have weak literacy skills. The programme aims to break this cycle of deprivation by working with parents to improve their literacy skills at the same time as it works with their children. Its goal is to ensure that they feel more confident in their ability to help their children in the future. Evaluations show substantial gains for the children involved, sustained at follow-up several years later.	Brooks, G. (2002) *What works for children with literacy difficulties?* London: DfES Research Report 380.	Contact your LEA lifelong learning, adult learning or community education team for further information.

Other literacy interventions

Key findings	Reference
The evidence on the efficacy of Wave 3 interventions has been reviewed in a recent report commissioned by the National Literacy Strategy (Brooks, 2002). The review draws out some general principles. • Work on phonological skills can be very effective, but needs to make the links between the phonological learning and application to texts. • It is possible to improve children's comprehension by using schemes targeted specifically at this area. • Working on children's self-esteem, together with their reading, has proved very successful. • Schemes which initially appear costly in terms of the involvement of teachers rather than teaching assistants, and substantial amounts of training, can give good value for money in the longer term. Children with the most severe literacy difficulties may only be able to catch up if they receive skilled support of this kind. • Where reading partners (volunteer adults, peers or parents or carers) are available and can be given appropriate training and support, partnership approaches such as paired reading can be very effective for children with less severe difficulties. • Short, focused interventions lasting 12–20 weeks can have good impact; interventions lasting longer than this do not necessarily produce proportionally greater benefits. The review covered all the main schemes and programmes reported by LEAs to be in use in their schools; it reports on 29 specific schemes for which it was possible to obtain some evidence of evaluation.	Brooks, G. (2002) *What works for children with literacy difficulties?* London: DfES Research Report 380.

Key findings	Reference
Reading Particularly effective schemes were: • *Acceleread, Accelewrite* • *Phono-graphix*® • *The Catch Up Project* • *Better Reading Partnership* in Year 1 to Year 6 • *Multisensory teaching system for reading (MTSR)* • *Reciprocal Teaching* • *THRASS* • *Paired reading* The schemes which have positive follow up evidence over a follow up period of up to one year are *Acceleread, Accelewrite, Paired Reading* and *Better Reading Partnership*. Only *Reading Recovery* and *Family Literacy* have been systematically followed up over a longer period (three to four years), with evidence that at least some of the gains are maintained.	email: talksystem@aol.com www.readamerica.net www.thecatchupproject.org www.rowa.co.uk ww.mmu.ac.uk/ioe/projects/TRWresources email:christa.rippon@Haringey.gov.uk www.thrass.co.uk www.dundee.ac.uk/psychology/TRWresources
Writing and spelling These have received less attention in the literature. Greg Brooks' study does, however, point to *Acceleread, Accelewrite, Cued Spelling* and *Phono-graphix*™, as consistently effective, with *MTSR* and *THRASS* effective in some studies and some age groups, but not all. Writing composition, as distinct from transcription (spelling and handwriting) has been researched least of all. We do know, however, that *Reading Recovery* has a long-term positive impact on the rate and quantity of children's writing (on a rating scale) and the amount that they write. *Family Literacy* also seems to impact on the quality of writing, as does a scheme called *Paired Writing* in which pairs of children use a multi-step structure (ideas – drafting – editing) which scaffolds collaborative writing.	Moore, M. and Wade, B. (1998). 'Reading Recovery: its effectiveness in the long term.' *Support for Learning*, 13, 3. Sutherland, J. and Topping, K. (1999) 'Collaborative creative writing in eight year olds: comparing cross-ability fixed role and same-ability reciprocal role pairing'. *Journal of Research in Reading*, 22, 2.

Interventions for children with mathematical difficulties

Key findings	Reference
Evidence on the efficacy of mathematics interventions has been provided in a report commissioned by the National Numeracy Strategy. The review draws out some general principles: • mathematical difficulties are highly susceptible to intervention;	Dowker, A, (2004) *What works for children with mathematical difficulties.* London: DfES Research Report 554.

Key findings	Reference
• intervention should be as early as possible, partly because mathematical difficulties can affect performance in other areas of the curriculum, and partly to prevent the development of negative attitudes to, and anxiety about, mathematics; • interventions should focus on the particular components of mathematics with which the child has difficulty rather than follow a set 'programme'; • interventions using peer support, ICT or TA support work best when they are managed by a skilled teacher who orchestrates and retains overall responsibility for the child's learning.	
The following effective interventions are described in the report: • *Peer tutoring* • *Mathematics Recovery* • *Numeracy Recovery.*	
Mathematics Recovery is a one-to-one intensive (daily) teaching system for children in Year 1, based on detailed diagnostic assessment. Evaluations in Australia, the USA and the UK have shown that children make significant progress, many of them catching up with their peers.	Wright, R., Martland, J. and Stafford, A. (2000) *Early Numeracy: assessment for teaching and intervention*. London: Paul Chapman.
Numeracy Recovery works with six and seven-year-olds and is less intense than *Mathematics Recovery*, involving only half-an-hour of intervention per week for approximately 30 weeks. An evaluation presents evidence of outcomes for 122 children which shows significant gains on standardised tests of numerical operations, with the improvements maintained a year later.	Dowker, A.(2001) 'Interventions in numeracy: the development of a numeracy recovery project for young children with arithmetical difficulties'. *Support for Learning*, 16.
Family Numeracy, a programme which works with groups of children and their parents, appears to be as successful as its *Family Literacy* counterpart in raising attainment and breaking a cycle of familial under-achievement in areas of high social deprivation.	
All three programmes involve additional time from adults. Where this is not possible, *Paired Maths* offers an alternative involving pairs of children working together on a tutoring programme, which has been shown to have a significant impact, in a series of well-designed research studies.	Topping, K. and Ehly, S. (1998) *Peer-Assisted Learning*. London, Lawrence Erlbaum; Topping, K., Campbell, J., Douglas, W., Smith, A. (2003) 'Cross-age peer tutoring in mathematics with seven and 11 year-olds', *Educational Research*, 45, 3.

Interventions for children learning English as an Additional Language

Key findings	Reference
There is good evidence on the impact of the *Talking Partners* programme on children learning EAL. The programme is designed to be delivered in Key Stage 1 or lower Key Stage 2 as a Wave 2 intervention, developing proficiency in oral English. Those language functions over which children need to gain control in order to meet the demands of the curriculum at age seven, particularly those which occur most in literacy, are identified and given progressive attention each week within the framework of a 10 week intervention strategy. A school based 'partner' (a trained additional adult) works with three children in three sessions of 20 minutes duration each week. Activities include news telling, describing pictures, giving and following instructions, using barrier games, retelling familiar stories and reporting back in a plenary session on something that has been done in a 'Talking Partners' session or elsewhere. The aim is to accelerate learning, close gaps and increase independence in speaking and listening. There is an emphasis on specific praise (for example, *That was great Ibrahim, I really liked the way you used your voice to emphasise how big and gruff he was),* and specific prompts to extend learning (using 'talk frames'). 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.	Kotler, A., Hilditch, J. and Newman P. (1999) *Talking Partners*. Bradford Education. Further information: (www.educationbradford.com/Useful+Resources/Talking_Partners) Guided Talk, final report (August 2000), quoted in *EAL: more than survival* (2003) The Basic Skills Agency.

Peer tutoring

Key findings	Reference
There is a good deal of evidence to show that peer tutoring – where one child (either from the same class or an older age group) takes on a direct teaching role with another – can be a highly effective intervention for children experiencing difficulties in learning. One study, for example, compared the effect of an increase in teaching time, a reduction in class size, computer-assisted learning and peer tutoring, and found that only the latter was effective in raising attainment. Peer tutoring is effective in many curriculum areas: mathematics, spelling, language development, ICT skills and problem solving.	Levin, H. and Glass, G. (1986) 'The political arithmetic of cost-benefit analysis'. *Phi Delta Kappa*, 68, 1. Charlton, T. (1998) 'Enhancing school effectiveness through using peer support'. *Support for Learning*, 13, 2; Topping, K. and Ehly, S. (1998) *Peer-Assisted Learning*. London, Lawrence Erlbaum.

Key findings	Reference
Evaluation of the Valued Youth Programme, in which secondary age students at risk of educational failure tutor younger students, has shown that the programme achieved its aim in terms of promoting tutors' self-confidence and willingness to attend school. School staff described improvement in the young people's self-esteem, communication and organisational skills, although not in their behaviour or attitudes in class.	Davies, G. (2000) *The Coca-Cola (Cross-Age Tutoring) Valued Youth Programme as an Inclusive Strategy*. Paper presented to the International Special Education Congress .
Another study reports several highly successful projects in which fourteen to sixteen-year-olds with a history of disruptive behaviour and underachievement tutored nine to eleven-year-old slow learners over a period of ten weeks. The older pupils showed massive gains in school attendance and performance; the tutees showed improvement of 15–20% in task completion and performance on attainment tests.	Maher, C. (1984) 'Handicapped adolescents as cross-age tutors'. Leeves 1990) *Exceptional Children*, 51.
While cross-age tutoring has particular benefits for improving tutors' engagement with learning, same-age tutoring also works very well. There have been many reports, for example, of successful schemes that have divided classes or year groups into two on the basis of reading ability and established reading partnerships involving every child.	Horner, E. (1990) 'Working with peers'. Special Children, November issue; Leeves, I. (1990) 'Now hear this'. *Special Children*, April issue

Study support and out-of-hours learning

Key findings	Reference
A major research project conducted by NFER evaluated 50 study support pilot schemes, Playing for Success (study support linked to professional football clubs), and a number of summer schools. The review reached the general conclusion that involvement in study support is associated with positive academic achievement – but the direction of effect is not clear. It may be that study support increases achievement, or equally it may be that those who choose to attend out of hours activities are already more able or motivated than those who do not. There was evidence in this study that children most likely to attend were those who perceived themselves as able, intended to remain in full time education after the age of 16 and were from educationally advantaged homes.	Mason, K. (1999)' What is study support? What does it have to offer?' *NFER News*, Autumn 1999.
Those involved in providing study support perceived benefits for children in terms of motivation, achievement, self-esteem and improved personal and social skills. Hard evidence of impact is lacking, however, except from the NFER evaluations of the Playing for Success initiative, where improvements of on average fourteen to eighteen months in numeracy, and fifteen months in reading comprehension in primary-aged children have been reported in one evaluation. A subsequent evaluation replicated these effects and found a particular impact on numeracy and ICT skills. Children's independent study skills and self-image also showed improvements. There was, however, some evidence that children with special educational needs did not make as much progress as others in self-confidence and basic skills.	Sharp, C., Blackmore, J., Kendall, L., Schagen, I. et al (2002) *Playing for success: an evaluation of the third year*. London: DfES;

Key findings	Reference
Another research overview has identified features which need to be in place if study support is to be effective: • programmes should have clear goals and strong links with the school curriculum; • wherever possible, schools should use existing teaching staff to run the programmes, if children's school performance is to be improved; • variety in activities (for example, building in sporting and cultural activities) can be important in developing new skills and raising self-esteem); • families should be involved in designing after school schemes: children are more likely to attend if their families have been involved. Breakfast clubs provide a morning meal for children who might otherwise start the day without one. Some clubs also offer study support or play activities while others focus on informal interaction to build relationships between adults and children and start the day in a positive climate. They have been evaluated by the New Policy Institute (2002). The evaluation found that children attending were reported by teachers to be more alert in the classroom, have improved social skills and concentration and improved school attendance. Positive changes in children's behaviour were not consistently found.	Sharp, C., Blackmore, J., Kendall, L., Greene, K., Keys, W. Macaulay, A., Schagen, I. Yeshanew, T. (2003) *Playing for success: an evaluation of the fourth year*. London: DfES. Shwartz, W. (1996) *After School Programmes for Urban Youth*. ERIC/CUE Digest no. 114. New York: Education Resources Information Centre. New Policy Institute (2002) *A National Evaluation of Breakfast Clubs*. London: New Policy Institute. On-line report at www.breakfastclubs.net

Interventions for children with social, emotional and behavioural difficulties

Key findings	Reference	Where to find out more
Social skills groupwork Major research reviews such as those by Carr (2000), Kazdin (1998) and Buchanan (1999) have concluded that social skills group work is effective for children with the broad range of conduct disorders, for children with attention deficit hyperactivity disorder and for adolescents at risk of exclusion from school. Combining social skills group work with some kind of work with parents or carers to help them learn new behaviour management skills is often more effective than work with the children and young people alone. Groups need to be small (usually about five to eight) and run by a trained adult or pair of adults. Sessions often take place once a week for approximately eight to ten weeks but there is evidence that longer programmes are more successful. The content usually includes some direct teaching and modelling, together with opportunities for discussion and practice within the sessions and outside.	Carr, A.(ed) (2000) *What works for children and adolescents: a critical review of psychological interventions with children, adolescents and their families*. London: Routledge. Kazdin, A. (2000) 'Treatments for aggressive and antisocial children', in Lewis, D. and Yeager, C. (eds) *Child and Adolescent Clinics of North America*, 9.	Contact your local behaviour support, educational psychology or child mental health services for further information. Examples of evaluated groupwork programmes include: *Friends:* www.friends info.net, www.labss.co.uk *Stop think do* ww.stopthinkdo.com *Dino Dinosaur social skills and problem solving curriculum* www.incredible years.com
Mentoring The evidence on mentoring is mixed. Outcomes appear to depend on the level of intervention and the extent of training which the mentors receive. A scheme called Chance UK, which works with children of five to eleven with a variety of behaviour problems, and provides volunteer mentors with a three-day training programme has not been found to produce greater improvements in children's behaviour than those found in a control group who did not have mentors – even though teachers and children themselves and their families rated the project highly.	Hall, J. (2004) *Mentoring and young people: a literature review*. Scottish Council for Research in Education. St James-Roberts, I. and Singh, C.(2002) *Mentors for primary school children with behaviour problems: an evaluation of the CHANCE project*. London: Home Office.	www.standards. dfes.gov.uk/sie/eic/ eiclearningmentors www.nmn.org.uk

Key findings	Reference	Where to find out more
In contrast, evaluations of a mentoring programme called *Schools Outreach*, which recruits full-time workers from the community served by a school and provides them with intensive diploma-level training in pastoral care before placing them in the school, are more positive in terms of impact on behavioural measures. Early indications are that the paid school-based Learning Mentors funded under the DfES Excellence in Cities scheme are having a positive impact. Ofsted found that they 'are making a significant effect on the attendance, behaviour, self-esteem and progress of the pupils they support … In 95% of the survey schools, inspectors judged that the mentoring programme made a positive contribution to the mainstream provision of the school as a whole and had a beneficial effect on the behaviour of individual pupils and on their ability to learn and make progress ... Overall, the programme was seen as providing 'good value for money'. An audit of mentoring schemes carried out by Manchester Metropolitan University concluded that the factors fundamental to success included real commitment by the school to the mentoring process, recognition by teachers of what mentors do, enough time and suitable venues for mentoring sessions and structured evaluation. US research suggests that key features of successful mentoring are monitoring of programmes, screening and training of prospective mentors, structured activities, parental involvement and long-lasting contact between mentor and mentee. There is evidence that mentoring programmes are unlikely to be effective if they rely only on building a supportive relationship: specific targets for behavioural change and a system of rewards and sanctions (contingencies) for meeting them may also be necessary.	Ofsted (2003) *Excellence in Cities and Education Action Zones: management and impact,* London: Ofsted Wilce, H. (2001) 'Amazing mainstream'. *Times Educational Supplement*, July 6th 2001 Fo, W. and O'Donnell, C. (1975) 'The buddy system: relationship and contingency conditioning as a community intervention programme for youth', *Journal of Consulting and Clinical Psychology*, 42.	
Stress management and counselling Another form of intervention aimed at preventing social, emotional and behavioural difficulty starts from the assumption that children, particularly in areas of high social deprivation, can experience intense stress in their lives and are likely to benefit from opportunities for stress reduction and relaxation.		www.theplace2be.org.uk www.cheiron-quietplace.com

Key findings	Reference	Where to find out more
One well-known programme is called *The place to be*. Schools involved in this programme set up a special room, equipped with art and play materials, where volunteer adults with counselling skills work with children who are referred by teachers. Children and adults can also use the room at certain times on a self-referral, drop-in basis. The room aims to provide a setting which is calm and safe, where communication about emotions to trained listeners is encouraged. Teachers value the programme highly; in an evaluation of work in 28 schools over a period of a year they reported that 87% of the children involved showed positive change. Hard evidence in the form of measures of attendance, attainment and exclusion has not so far been reported.		
A similar scheme in Liverpool, called *A Quiet Place*, has been the subject of a rigorous evaluation which compared outcomes for children who had support with those of a control group which did not. A Quiet Place project designated a room in each of 17 primary schools, which offered a relaxing and aesthetically pleasing environment, rich in sensory stimulation such as twinkling lights, soft music and soothing waterfalls. The room provided the base for a six-week intervention with referred children, consisting of one session of psychotherapy, one session of 'therapeutic touch' and one session of relaxation training per week. The children involved in the programme made significantly greater gains than the control group in behaviour (concentration, self-esteem, impulse control, inter-personal skills, cooperativeness) as rated by independent observers and teachers. The programme was slightly more effective with boys than with girls, and with older children (Years 4 to 6) than with younger children (Nursery to Year 3).	Renwick, F. and Spalding, B. (2002) 'A Quiet Place Project: an evaluation of early therapeutic intervention in mainstream schools.' *British Journal of Special Education*, 29, 3.	
Learning support units (LSUs) DfES evaluations of initial pilots of LSUs (mainly in secondary schools) found that schools with in-school centres did succeed in reducing the number of permanent exclusions by a factor of 4.3% in the same year that there was a national rise of 2%. There was considerable variation in permanent exclusion figures, however, and not all the schools involved were successful in bringing numbers down.	Hallam, S. and Castle, F. (1999) *Evaluation of the behaviour and discipline pilot projects (1996-99) supported under the Standards Fund programme*. London: DfEE.	www.dfes.gov.uk/ibis

Key findings	Reference	Where to find out more
Where the centres were functioning well and operating according to particular parameters defined by the researchers, there was evidence of a reduction in fixed-term exclusions, ranging from 22% to 30% over a two-year period. Factors associated with success included: • operating a combination of withdrawal of pupils from their classes for limited periods and in-class support at other times; • operating in ways which involved teachers outside the centre, so that there was a sense of partnership and shared ownership; • active involvement of senior staff who were involved from the start in defining, and later supporting, the role of the in-school centre as a complement to (not a substitute for) existing provision aimed at reducing exclusions; • parental involvement; • the presence of a physical centre which could provide pupils with a focus and a sanctuary where necessary; • pupil involvement in setting targets for themselves, monitoring their own behaviour, making choices and accepting responsibility; • good communication systems within the school. Factors likely to prevent the in-school centre being a success include: • being used for fire fighting (on-the-spot referral of children who are misbehaving in a lesson) or as a dumping ground; • being used for long-term respite care; • being seen as an isolated bolt-on provision, rather than an integral part of a whole-school behaviour and inclusion policy. Evidence of the effectiveness of LSUs in the primary phase is mixed. Overall, the Ofsted evaluation of the EiC programme (2003) found that the effect in the majority of schools had been largely positive and that the majority of pupils placed in an LSU gained from their placement. But Ofsted also highlighted the need for greater clarity of role and purpose, better integration with other services for vulnerable children and greater attention to academic learning.	Ofsted (2003) *Excellence in Cities and Education Action Zones: management and impact.* London: Ofsted	

A possible calendar for an inclusion coordinator

Autumn term	Throughout year	Spring and summer term
How well are we doing and how do we compare with similar schools? *Inclusion coordinator* • Analyse and interpret trends in progress of vulnerable pupils and groups. • Working with literacy and mathematics coordinators, review success rate of differentiated curricular targets for lower-attaining children and additional individual targets, e.g. IEPs. • Share outcomes of analysis with leadership team, (LT), and whole staff. *Staff* – Discuss analysis of pupil progress. **What more should we aim to achieve?** *Inclusion coordinator* • Working with literacy and mathematics coordinators, support teachers' annual and end of key stage target setting for individual pupils. • Support individual staff to identify targeted pupil progress objectives. • Support LT to set school targets from individual targets and school performance data. *Staff* – Participate in annual and end of key stage target setting.	**Take action, monitor and review progress** *Inclusion coordinator* • Working with literacy and mathematics coordinators, support staff in planning curricular targets for children with additional needs, including appropriate differentiation of medium and short-term planning. • Monitor progress of vulnerable individuals and groups across year groups towards end-of-year pupil progress objectives and towards end of key stage targets. • Coordinate professional development activity to support pupil progress objectives. • Monitor the quality and impact of inclusive teaching in classrooms (Wave 1). • Monitor the quality of the overall learning environment and conditions for learning in order to ensure that this is inclusive of all children. • Monitor the quality and impact of Wave 2 and 3 interventions. • Undertake periodic focused scrutiny of children's work and teachers' planning, along with discussions with children and parents or carers, in order to gather qualitative information on the quality and impact of the school's provision for children with additional needs.	**Planning for the next school year** *Inclusion coordinator* • Support LT to audit the projected needs of children in different year groups in the next school year and plan appropriate provision in the light of available budget and evidence on the types of provision that are likely to be most effective. • Work with LT to decide priorities for school improvement plan, confirm budget, resources and CPD necessary. • Identify the professional development needs of year group teams in relation to the range of needs in their new class groups. **End of year review of progress** *Inclusion coordinator* • Review progress towards pupil progress objectives with teachers. • Draft annual analysis and review of progress of vulnerable individuals and groups. **End of key stage assessment** • Advise on appropriate arrangements for end of key stage assessment for children with additional needs.

Autumn term	Throughout year	Spring and summer term
What must we do to make it happen? *Inclusion coordinator* • Support LT to manage and plan evaluation of targeted provision for children with additional needs. • Coordinate systematic discussions with parents and carers about provision that will best support their children. • Plan work with outside agencies in the light of the school improvement plan and the identified needs of children and staff in different year groups. *Staff* • Participate in discussions with parents and carers about provision that will best support their children.	*Inclusion coordinator* • Observe and support or coach the work of additional adults. • Contribute specialist expertise to assessment for learning, so as to help identify appropriate learning objectives, teaching styles and access strategies for children with additional needs. • Provide workshops for parents or carers to help them match support at home to children's learning needs. • Coordinate progress reviews for individual children and plan appropriate support for them in preparation for transition to a new class or school. *Staff* • Plan appropriate differentiated curricular targets for individuals and groups. • Differentiate medium- and short-term planning in the light of these targets. • Monitor all children's progress towards end-of-year pupil progress objectives and end of key stage targets. • Undertake professional development activity to support pupil progress objectives. • Undertake progress reviews for individual children, in conjunction with parents and carers.	*Inclusion coordinator* • Support the annual audit of resources by all curriculum coordinators in order to ensure that resources reflect the diverse experiences and learning needs of all children. *Staff* • Implement appropriate arrangements for end of key stage assessment for children with additional needs. • Review progress towards pupil progress objectives.

Provision	Year 4
Wave 2 mathematics intervention	*Springboard mathematics 4:* children to be identified through tracking but ? Jamia, Jordan, Mary, Kalam, Ben
Wave 3 literacy intervention	Contingency for *Phonographix* ™ with children new to the school. *Paired Reading* programme organised by inclusion coordinator, involving trained cross-age peer tutors and parents – approx 18 children involved on a rolling programme
Wave 3 mathematics intervention	Teacher and TA use Primary Strategy Wave 3 materials with 4 children William Burnett, Liam, Travis, Sara
EMA provision	Small group language enrichment/development for children at later stages of learning EAL Sara, Jamia, Mohammed
Coordination programme	Weekly lunchtime group plus home programme William Burnett, Aiden, Jade
One-to-one counselling for children with behavioural, emotional and social difficulties	Patrick, Maria
Small group work to develop social, emotional and behavioural skills	*Circle of friends* for Patrick and Maria
One-to-one mentoring to increase aspirations/ engagement with learning	Travis, William Paris, Aston
In-class support	William Burnett, Patrick, Travis, Sara
Other	Lunchtime club for children needing help with social skills/playground interactions Wiliam Burnett, Shelby, Jordan, Leroy, Aston One-to-one TA work with child with ASD on social scripts Luke

Individual Education Plan

Name C.	**DoB** 9/6/95	**Class** 3J
School Action	**Date of IEP** 12th December 2002	**Date of review** 4th April 2003

Areas of need

C has needs in the area of literacy and numeracy. (Reading – 1c/Writing – 1a/Numbers and the number system – 1c) Handwriting is poorly developed and pencil grip is poor.

Curriculum Differentiation – access strategies and teaching styles

Consider:

- supplementing print materials with diagrammatic and pictorial material;
- a peer reading buddy;
- extra adult support for reading and scribing;
- provision of personal resource box for mathematics (blocks, clear number line);
- recording using mind-mapping, highlighting, sorting;
- increased access to ICT for recording;
- use of a pencil grip.

Curricular targets	**Review/Outcomes**
1 C will use her knowledge of phonics to spell and read CVC words.	
2 C will count on and back in 1s and 10s reliably.	
3 C will form the letters b, f, k, p, r, s, v and w clearly .	

Provision – see attached provision map.

Record of Intervention Programme

Please tick if the child attended the session and add any evidence of impact on children's progress.																	
Name of member of staff							**Name of intervention**										
Session date:																	
Name:																	**Brief evaluation**
John Brown																	

Additional provision

Name of provision:	*Social use of language programme*
Lead person:	Debbie, Lorna
Supported by:	Avis (speech and language therapist)
Start date:	Each term
Length of intervention:	1 term
Frequency:	1 x per week
Target group:	Reception – Year 4
Groupings:	Maximum 6
Named pupils:	
Assessment method:	Teacher rating scales supplied by speech and language therapist, used before and after the intervention

Additional provision

Name of provision:	Paired reading
Lead person:	SENCO
Supported by:	
Start date:	Each term (from Sept 04)
Length of intervention:	12 weeks
Frequency:	Daily with parent or carer or Year 6 child
Target group:	Years 3 and 4
Groupings:	1:1
Named pupils:	
Assessment method:	Macmillan Individual Reading Analysis before and after the intervention

Tools which can be used to assess the impact of interventions

Attainment	**English as an additional language**
QCA optional tests for Years 4 and 5 Teacher – assessed NC sub-levels (Note: expected 'points' gain at least 3 points per year where W = 3 points, 1c = 7, 1b = 9, 1a = 11, 2c = 13, 2b = 15, 2a = 17, 3 = 21)	*A Language in Common* (QCA)
Communication and interaction	**Behaviour, emotional and social development**
Renfrew language scales (Winslow) *Teaching Talking* (NFER Nelson) *Living Language* (NFER Nelson) *The AFASIC Language Checklists* (LDA)	*The Boxall profile* (AWCEBD) *Goodman's strengths and difficulties questionnaire* www.sdqinfo.com *Emotional literacy assessment and intervention* (NFER-Nelson)
Cognition and learning	
Literacy	**Mathematics**
Placement and progress check tools for NLS Wave 2 interventions: *Early Literacy Support, Additional Literacy Support, Further Literacy Support* Criterion referenced assessments taken from *Playing with sounds: a supplement to Progression in Phonics* (DfES 0280-2004) *An Observational Survey of Early Literacy Achievement: 5-7 years* (M. Clay, Heinemann)	Tracking charts for *NNS Wave 3 mathematics intervention* Materials from NNS *Using assess and review lessons*: probing questions linked to key objectives Reception to Year 6, sample assess and review lessons *Basic Number Diagnostic Test: 5-9 years* (Hodder & Stoughton) *Early Mathematics Diagnostic Kit: 4-8 years* (NFER Nelson) *Staffordshire Mathematics Test: 7-8 years* (NFER Nelson) *Target Mathematics Test 4 + 5: 8-13 years* (Hodder & Stoughton)
Reading	**Spelling**
Individual Reading Analysis: 5-11 years (NFER Nelson) *New Reading Analysis: 6-13 yrs* (NFER Nelson) *Neale Analysis of Reading Ability: 6-13 years* (NFER Nelson)	*Single Word Spelling Test: 6-14 years* (NFER Nelson) *British Spelling Test Series: 5 years - adult* (NFER Nelson)

What does our data tell us about the impact of each type of provision within our provision map?

What are the views of children or parents and carers or staff on the effectiveness of the provisions we have made?

Are there any provisions in our map which could be incorporated into quality first inclusive teaching by the relevant year group team, so they are no longer seen as additional ?

What have we learned this year about types of effective provision that are new to us – from other schools, from the LEA, from sources such as national conferences, websites or reading? Would any of these be useful in our context?

What does our audit of children's needs for next year tell us? How well does our current provision map match those needs? What changes will we need to make?

Key points for action from this session

What do I want to do in my school in order to develop effective practice?

-
-
-

Who else do I need to involve in enabling this to happen?

-
-
-

How will I do this?

-
-
-

What is my timescale for this to happen?

-
-
-

How will I know I have been successful?

-
-
-