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| Intervention | Research | Impact |
| Literacy Catch Up | Accelerated Reader involved reading eBooks and eTextbooks to promote text comprehension alongside playing online quizzes and games to aid learning. The intervention was found, through an  efficacy trial, to have a moderately positive effect upon participating pupils progress compared to pupils who did not participate (Siddiqui, Gorard & See, 2016) | Oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit) |
| Numeracy Catch Up | Catch-Up Numeracy, is a one-to-one intervention consisting of two 15-minute sessions per week  that are delivered by teaching assistants. It has received promising results from trials with primary aged children (NFER, 2014). | Numeracy catch up is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners |
| Additional ICT Use | Research Indicates that ICT use can make a difference to a child’s learning. A positive link between the provision or use of ICT resoucres and pupil attainment. More substantial gains in pupil attainment are achievable where the use of ICT is planned, structured and integrated effectively. (Higgins, S. (2003). Does ICT Improve Learning and Teaching in Schools? Nottingham: British Educational Research Association.) | The use of digital technologies to support learning. Purchasing laptops, tablets and interactive whiteboards has helped increased pupils attainment in some lessons. Our pupils can become anxious when placed with a pen and some paper, however the introduction of ICT use has decreased anxieties and behaviours in specific classes such as English, Maths and Science. |
| Home Reading Pack | Home school reading program is a tried and tested method of raising aspirations and confidence around pupils reading. Its supported by the parents and based around tiered approach to improving fluency | This helps build confidence of learners when accessing learning and also helps the parent child relationship |
| Personalised SALT interventions | <http://www.researchautism.net/interventions/37/speech-and-language-therapy-and-autism> | Speech and language therapists provide treatment, support and care for children and adults who have difficulties with communication. They also provide treatment, support and care for children and adults who have difficulties eating, drinking and swallowing.  Speech and language therapists may use a wide range of different interventions, techniques and tools. For example they may create games which help individuals to communicate more effectively with other people or they may teach non-verbal children how to communicate using electronic devices or manual signing systems.  Speech and language therapists usually work as part of a multi-disciplinary team with other health care/education providers (such as occupational therapists, psychologists, physiotherapists, teachers and parents) to provide a package of care designed to meet the needs of the individual. |
| Decoding Programme | According to Put Reading First (Armbuster, Lehr, & Osborn, 2001), “Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.” This foundational thread helps students understand that there are systematic and predictable relationships between letters, their sounds, and the words they make. A strong grounding in phonics early in the reading process provides students with one more strong foundational thread in the tapestry of effective reading. | Pupils become more confident in reading and understanding what it is they have read and the meaning behind it. This is done via 1:1 or small groups. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they have read. |
| Bespoke Support to provide access the school | Improved levels of attendance leads to improve engagement and attainment | Access to outside clubs helps pupil build character, enjoyment and engagement at school |
| Supported Internship Programme | <https://www.autistica.org.uk/downloads/files/Internship-Programe-for-Autistic-Graduates_June2017_FullReport_web.pdf> | For the most part, the interns reported feeling accepted within the workplace and were well  supported by their managers, buddies and colleagues. Many interns also reported growing in confidence, and all gained practical experience and contributed to their teams: “the most useful thing that I’ve learned is that I am very able and it’s made me realise that I can do anything” [Intern].  Employment levels in the autistic population are low. In the UK only 16% of autistic adults are in full-time employment. The rate is also lower than for other groups, with 32% of autistic people in some sort of paid work, compared to 47% of other disabled groups.10 |
| Mentoring/Talk Time | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/> | Pupils have the opportunity to talk about issues with a key worker/mentor. Most pupils will meet with their mentor once a week (or whenever needed) to go over issues they are having at school or at home.  Meltdowns, anxiety attacks and behavioural issues have dropped significantly in pupils who have a keyworker. |
| Targeted Behaviour Interventions | See below | Personalised support for pupils in relation to their needs |
| Personalised Timetable/Curriuclum | <http://www.autismtoolbox.co.uk/supporting-pupils/personalising-learning/> | Pupils with autism need appropriate expectations placed upon them and specific individualised support with clear directions to attain goals and to achieve in school. Adaptations required to support learning should be identified and discussed at pupil review meetings. It is important that parents and all staff all involved with the young person’s learning are aware of which supports are most appropriate.  It is important that resources are adapted to match the understanding or ability level of each child as required |
| Targeted LSA Support | Symes, W. and Humphrey, N., 2011. The deployment, training and teacher relationships of teaching assistants supporting pupils with autistic spectrum disorders (ASD) in mainstream secondary schools. *British Journal of Special Education*, *38*(2), pp.57-64. | Providing targeted support to pupils who are under achieving. This improves academic achievement and self-esteem in lessons. If pupils have the same LSA in one subject or across a range of subjects this allows pupils and LSA’s to build a strong professional relationship, where staff understand pupil’s needs and can differentiate work based upon the needs of the child. |
| Therapeutic Outdoor Activity Programme (Equine Therapy) | Specifically, reduced stress, problem behaviours and ASD severity, and increased wellbeing, language and communication. Pupils appeared happy, calm and were able to build strong positive relationships with peers and instructors. (The Impact of a Horse Riding Intervention on the Social Functioning of Children with Autism Spectrum Disorder, Harris and Williams 2017) | They are a type of “Green Care”, connecting people with nature and animals to enhance health and wellbeing. Animals offer non-judgemental calming support leading to a range of social, psychological, physiological and physical benefits specifically, reduced stress, problem behaviours and ASD severity, and increased wellbeing, language and communication. |
| Extra Curricular | <https://www.autism.org.uk/services/nas-schools/helen-allison/school-life/extra-curricular-activities.aspx> | Further enhance our pupils’ confidence, self-esteem and sporting ability. Pupils have the opportunity to participate in clubs/activities that they enjoy, build positive relationships with peers and staff and having an opportunity to reduce anxieties before they head home. |
| Staff Training | <https://www.ambitiousaboutautism.org.uk/understanding-autism/training-for-teachers-and-school-staff> | One of the biggest factors in determining how well a child with autism succeeds and makes progress at school is how well their autism is understood by their teachers and so every teacher and class room based staff must get the right training so that every child with autism has a teacher who understands them and can allow them to gain a full education.  Our research has found that over half of parents of children with autism have kept their child off school because of a lack of appropriate support in the classroom. Yet training for teachers in special educational needs generally, and autism in particular, remains patchy, with significant gaps. Some teachers will have received no special educational needs training at all.  Teachers themselves are clear that they want this training, especially in autism, with a survey conducted by the NASUWT in 2013 found that 60 per cent of teachers believe that they haven’t had the training they need to teach pupils who are on the autism spectrum. |
| Specialist Teaching Strategies | <http://dera.ioe.ac.uk/6059/1/RR516.pdf> | Children with speech and language communication needs benefit from mainstream education with additional support mechanisms, especially in the early years, but also extending into secondary education. • Research suggests the use of intensive interaction and/or a ‘sensory’ based approach are effective for children with communication and interaction difficulties associated with profound and multiple learning difficulties. |
| Food/Diet Support | <https://www.ambitiousaboutautism.org.uk/understanding-autism/health/eating-issues> | Food is sometimes not a comfortable issue for children with autism: it can be a subject of high anxiety and even serious behaviour problems. Food, which is an emotional issue for everyone and a strong physical sensation besides, combines a lot of potential difficulties. Providing pupils with dietary support (Alternative Lunch, additional food, breakfast club) allows them to be comfortable and reduce anxieties which has a positive impact in school. |