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| Intervention | Research | Impact |
| Literacy Catch Up inventions | 'The intervention found a positive, low effect upon pupil progress through an efficacy trial... The results show a statistically significant effect on a number of these outcomes with the largest effect being reading confidence and ability... Also significant were the effects on writing confidence and enjoyment, and general attitude towards school.' (Rutt, 2015).  This research was included in the most recent DfE strategies review document in September 2018.  Rutt, S. (2015). Catch Up® Literacy. Education Endowment Foundation.  See DFE literacy review link- <https://www.gov.uk/government/publications/literacy-and-numeracy-catch-up-strategies> | The recent trial looking at Catch Up Literacy (Rutt et al., 2014) identified a significant effect of one-to-one teaching conducted by TAs and the EEF toolkit identifies a number of trials that have shown the significant effects of this type of delivery. This trial, while not identifying any gains in literacy scores, Catch Up Literacy Education Endowment Foundation 30 has identified a couple of significant gains in pupils’ attitude to school and in their reading confidence. These are very relevant findings and, while considered as part of the secondary analyses, should be seen as being highly beneficial, and necessary, when wishing to improve pupil levels of literacy. Attitudes and confidence may need to be improved first before any improvements in test scores can be observed.  Increase in literacy grades, attitude within the subject and increase in self-confidence. Due to improved confidence within the class, students improve their social behaviours and are more willing to contribute and participate in lessons. Also these one to one interventions develops a positive bond between the teacher and student. |
| C-Pen (scanning text to audio device) | C- pens can be used for exam reading so the student can access the questions with no special access requirements are needed to help individuals as well as to help dyslexic students who have trouble reading and sounding out words. <http://www.examreader.com>  Assistive technology using text-to-speech offers opportunities as a support strategies and as interventions. The C-Pen is, in the main, used as a means of accessing cognitively-appropriate texts where phonetic knowledge, decoding ability or processing disorder prevents reading independently. In this sense it is a support strategy. The idea behind the use of the technology is to use it in conjunction with other interventions and 'create a more level academic playing field' as 'free ... (students) from the stigma and failure that they have faced their entire school careers.'  Hasselbring, T.S. and Bausch, M.E., 2005. Assistive technologies for reading. *Educational Leadership*, *63*(4), p.72  Erdem, R., 2017. Students with special educational needs and assistive technologies: A literature review. *Turkish Online Journal of Educational Technology-TOJET*, *16*(1), pp.128-146.  Ok, M.W. and Rao, K., 2017. Using a Digital Pen to Support Secondary Students With Learning Disabilities. *Intervention in School and Clinic*, *53*(1), pp.36-43.  This resource has been trialled throughout the previous academic year and there has been a positive impact on particular students. | In the main results on reading comprehension progression was variable but research consistently indicated that in multiple studies when pupils evaluated themselves as learners there was a positive difference. This is a newly introduced intervention at the school and impacts will be monitored case-by-case. Thus, far use of C-Pen has resulted in enabling one pupil to access reading 2 certificates higher than when reading independently and means that a human reader is no longer required, enabling the student to work almost independently in lessons. Further, peer reviewed research and methods of use are being investigated.  Improved reading comprehension age and increased attainment in subjects due to self-confidence and being able to access written material independently. |
| Targeted academic support | Important strategies to consider when supporting disadvantaged pupils to increase academic attainment and personal develop s to ensure high quality teaching, effective diagnostic assessment ‘assessment of need’ and supportive remote learning. Also having targeted academic support as well as good communication with and supporting parents.  See (The EEF guide to supporting school planning; A tiered approach 2021)  [The\_EEF\_guide\_to\_supporting\_school\_planning\_-\_A\_tiered\_approach\_to\_2020-21.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf) | This initiative can increase pupil attainment and personal skills. Ensure pupils remain on their personal academic pathways to be able to achieve their potential. It will lower anxieties in the classroom and can help attendance for those who have been absent for a significant amount of time. This can be 1:1 for specific ‘catch up’ or in small groups to help support pupils. |
| 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. |
| Numeracy Catch Up | Catch-Up Numeracy, is a one-to-one intervention consisting of extra 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  Technology (Remote education) | Research Indicates that ICT use can make a difference to a child’s learning. A positive link between the provision or use of ICT resources and pupil attainment. More substantial gains in pupil  attainment is 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.)  Technology changes rapidly, involves consideration on e-safety and how to use efficiently to have an impact on education. (P.Edge, 2021 annual governor conference)  Rapid evidence assessment (Remote learning (EEF, May 2020)  DFE guidance, What’s working well in remote education, January 2021) | 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.  Access to technology over the pandemic has been key for pupils to be able to continue to develop skills and learning. Use of virtual registrations have been invaluable to ensure pupil well-being as we as peer interactions to promote motivation and learning. Different types of approaches to remote learning suit different tasks and content. Also supporting pupils to work independently can improve learning outcomes and aid with assessment. Feedback has also been key during this pandemic. |
| 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. |
| Bespoke Support to provide access the school | Improved levels of attendance leads to improve engagement and attainment.  Personalised curriculum and bespoke support has been trialled and delivered over the last few years with expansion of the type of activities to engage pupils as well as involving outside agencies where needed. Bespoke support is dependent on the needs of the pupil. | Access to outside clubs helps pupil build character, enjoyment and engagement at school. Use of personalise curriculum time or alternative timetables has helped pupils develop life skills, learn to self-regulate and enjoy their school experience; which leads to improved attendance, confidence and increased attainment in certain areas. It reduces anxiety and promotes a calm and safe environment. |
| 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. |
| 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/Curriculum | <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 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. |
| Music therapy | <http://informahealthcare.com/doi/abs/10.3109/10673229.2011.549769> Natural standard research  <http://www.naturalstandard.com/databases/genomics/all/condition-autism.asp>  <https://www.psychologytoday.com/us/blog/natural-standard/201306/music-therapy-health-and-wellness>  <https://autismsciencefoundation.wordpress.com/2013/08/30/music-therapy-may-help-children-with-autism/> | Music can be used to aid child development of reading and language skills, as well as encouraging listening skills and eliciting responses to certain music to uncover emotions and feelings. There is strong evidence that music therapy helps to reduce anxiety and relieve stress. It can help with teaching verbal and non-verbal communication skills.  A study in 2004 has shown that music therapy used with pupils with autism can improve social behaviours, reduce anxieties, increase focus and attention and improve communication attempts using vocabulary and gestures. |
| Art therapy | <https://the-art-of-autism.com/the-value-of-art-therapy-for-those-on-the-autism-spectrum/>  <https://www.arttherapy.org/upload/autismtoolkit.pdf> | Art therapy can be an alternative way for pupils with autism to express themselves and communicate without speaking. It also can help with social skills as it can facilitate conversations between pupils as well as pupils building relationships with their teachers through their art work. Art therapy can be used to address Sensory Processing Disorder when a pupil becomes over stimulated they can ‘focus’ solely on their art and shut out the rest of the world. Also if they are over sensitive to certain textures, smells etc, pupils can become more tolerate of these stimuli through using them and experiencing the stimuli while completing their art work. |
| 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. |