

Towards 2014 – Preparing for Change

Guidance Sheet 7 (July 2014)

The Principles of Effective Intervention

The Issue:

The majority of intervention sessions are delivered by Teaching Assistants, who may not be well trained to carry out this role. The impact of the intervention could therefore be minimal.

Teachers do not take responsibility for intervention sessions and they do not link to learning in the classroom

Interventions are not always closely matched to the needs of the pupils.

The impact of the intervention on the pupils learning is not always measured or reviewed rigorously.

Pupils spend too much time away from the classroom.

The (0-25) SEN Code of Practice (July 2014) says:

6.14 Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

6.19 ...schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

The (0-25) SEN Code of Practice (July 2014) says:

6.27 A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

6.50 The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Guidance:

Features of Successful Intervention Programmes:

- Delivered 1:1 or very small group by a teacher or experienced, trained Teaching Assistant
- 15 – 30 minutes daily for a limited number of weeks (usually around 20) and very highly structured
- Based on detailed diagnostic assessment carried out before the programme begins and again when it ends
- Pupil progress is monitored frequently and targets are reviewed and adjusted as a result. Where the pupil does not make progress, he/she should be withdrawn from the programme
- Chosen because there is evidence to show that they work

Good Practice:

- Teacher and TA plan and set targets together
- The same targets are set for the classroom and for the intervention
- The teacher reflects the work carried out in the intervention, during lessons in the classroom
- The teacher occasionally teaches an intervention session
- The teacher occasionally observes the TA teaching an intervention session
- The same TA delivers the intervention and supports in the classroom at other times
- Pupils feedback to the rest of the class what they have been working on in intervention sessions

At the end of the programme, evaluate the outcomes:

- What is the impact? Have the pupils made accelerated progress?
- If not, why not?
- Can improvements be made before the programme is used again?
- Should this intervention be discontinued?