1 Intervention programmes

The National Literacy and Numeracy Strategies aim to raise standards for all children. Some children may need extra support beyond the literacy hour and daily mathematics lesson. The Strategies have produced a range of intervention programmes to support children so that they can make accelerated progress and, wherever possible, catch up with their peers. A brief summary of each programme is outlined at the end of this guidance.

Intervention programmes offer a structured approach to helping children who, with additional support, can work at age-related expectations within the NNS and NLS Frameworks for teaching. They are not designed for those children who are working well below age-related expectations.

2 Linking intervention to inclusion

Targeting support

To ensure there is a coherent picture of intervention programmes alongside SEN and EMA support, schools will want to assess children's needs across the school, taking into account:

- comparative national and school data on attainment and progress, which may highlight particular underachieving groups, or needs in specific year groups or curricular areas;
- information from the school's own procedures for tracking individual children's attainment, including information from SEN or EAL assessments;
- individual support requirements specified, for example, in Statements of special educational need.

This 'needs assessment' will enable headteachers and coordinators to map out provision across the school. The provision map will include NLS and NNS interventions and other forms of support, for example targeted support for children learning English as an additional language, or group work for a number of children with behavioural and social difficulties.
Aligning the SEN Code of Practice with the intervention

The SEN Code of Practice describes a ‘graduated response’ to the identification of special educational needs. The NLS/NNS assume three ‘waves’ of support for children. These may be mapped onto the graduated response as follows:

**Wave 1**
The effective inclusion of all children in a high-quality literacy hour and daily mathematics lesson (quality first teaching).

**Wave 2**
Small-group intervention (for example booster classes; LEA or school-based programmes; NLS and NNS intervention programmes) for children who can be expected to ‘catch up’ with their peers as a result of the intervention.

Wave 2 interventions are not primarily SEN interventions, and where they are delivered without modification within the designated year group, there is no need to place the children on School Action. Children included in Wave 2 interventions may on occasion, however, already be at School Action or School Action Plus. This will be where they have special educational needs such as emotional and behavioural difficulties, difficulties in communication and interaction, or sensory or physical impairment, for which they are receiving other forms of support.

**Wave 3**
Specific targeted intervention for children identified as requiring SEN support.

Children receiving Wave 3 support will always be placed on School Action, and on School Action Plus if an external agency is involved in assessment, planning and review.

3 Identification of children for intervention programmes

Schools use their assessment data to identify and target those children who, with additional support, can catch up with their peers. This data will include National Curriculum assessments and qualitative information about the children. Screening materials are included in the ELS, ALS and FLS programmes.

The children need to be involved so they understand the purpose and intended outcomes of the intervention. The intervention programmes include strategies to enable children to identify their learning targets and to assess their own progress.

Some children may need support more than once during their time in primary school but the expectation is not that the same children receive ELS, ALS and FLS and Springboard support. The aim is that the programmes intervene as early as possible, to help them to ‘catch up’, and reduce the numbers needing further additional provision.

Following the screening procedure for ELS, we decided to include one of the identified children in the group who has significant behaviour problems and was already receiving additional support from a Teaching Assistant. This worked well with both Teaching Assistants present for the group sessions, one leading the group and the other supporting the individual child. The child was, on occasions, given time out of the group but overall he made good progress.’ (Year 1 teacher)

4 Organising intervention programmes in school

**Resources**

Schools have always used their funding to support children who are not making expected progress. The Strategies have provided some additional funding to introduce resources and train staff. Some schools find it most successful to target funding for teaching assistants to particular age groups and/or intervention programmes.

‘When I took over as headteacher last year it had got to the point where sometimes there were three adults in one class and none in another so I stopped and reviewed the deployment. I asked the questions – who, why, what and when? As a result, we reorganised the system to target support where it is most needed. We realised that we needed to target children in Year 1 for ELS and Year 5 for Springboard. The SENCO has taken over the timetabling of additional adults and support is more closely linked to the tracking of progress.’ (Headteacher)

**Role of additional adults**

The team of additional adults working with intervention programmes may include SEN support teachers, teaching assistants, EMA teachers, learning mentors, a range of ITT trainees on school placement and volunteer helpers. Intervention programmes are most effective when:

- the teacher and teaching assistant (or additional adult) are clear about their roles in the partnership;
the teaching assistant (or additional adult) is thoroughly familiar with the literacy and mathematics curriculum for the relevant year group.

‘The headteacher asked me if I would like to work in Year 5; initially I was not sure but I knew the class because I had previously supported a child with SEN. I started working with one class on Springboard 5 and really enjoyed it. Then, when I was asked to do it in the other Year 5 class, at first it was difficult because I didn’t know the children so well. This year I have worked in both Year 5 classes and feel confident working with the children.’

(Teaching assistant, Year 5)

Training and support

LEA training for specific intervention programmes is available for teachers and teaching assistants. This complements the general training programmes for teaching assistants which LEAs provide. Support for intervention programmes is also available for teachers and teaching assistants through in-school support and through local network meetings.

‘I found the support meetings run by our LEA after the first four weeks of ELS to be really helpful. We were able to discuss how the programme was going and went through the progress checks together. It was good to hear how other teaching assistants worked in their schools.’

(Teaching assistant, ELS)

Space and time

Intervention programmes are most successful when the school identifies a designated space and time for the programmes, and timetabling ensures that participating children do not miss out on the broad curriculum. Programmes are successful when the teacher and teaching assistant have dedicated time to discuss the progress of the group and to plan for the week ahead.

‘We had identified a number of children we wanted to target for ALS but we had problems with finding space and time. The best time to run the intervention programmes was straight after lunch but the teaching assistant was also a meals supervisor. In the end we decided we needed to make some radical decisions – we offered her additional hours in school as a TA and we turned a cloakroom into a working space. This has been most successful; the children come straight into ALS from lunch and are back in class 25 minutes later.’

(Headteacher)

Involving parents

It is important that parents or carers are contacted before the intervention programme starts, and kept informed throughout.

‘This year we took a very low-key approach to discussing ELS with the parents and their role in making sure the homework was done. Having seen how effective it has been I am going to make sure next year that I have a more formal meeting with the parents of the children involved where I will spell out the benefits of ELS and emphasise their role in supporting their child in the project by doing the homework together’.

(Headteacher, Infants School)

5 Monitoring and evaluation

Monitoring intervention programmes and evaluating their impact will be a part of the school’s self-review process. The review will include:

- identifying where the targeted group is at the start of the programme and what they need to learn;
- ongoing monitoring throughout the intervention programme;
- after the intervention programme monitoring how well the targeted children are keeping up with their peers;
- longer term monitoring through National Curriculum tests, optional testing and other assessments.

The effective targeting and monitoring of intervention programmes is vital if all children are to reach their potential.

6 Conclusion

Intervention programmes have a crucial role to play in continuing to raise standards in literacy and mathematics. Monitoring children’s progress and targeting support to help those who need to ‘catch up’ will help to ensure that all children make progress.
**National Literacy Strategy intervention programmes**

Early Literacy Support (ELS) is a programme for children identified as needing additional support at the end of the first term in Year 1. It consists of training, screening procedures and 60 additional literacy sessions. The sessions, taken by a teaching assistant with a group of six children, focus on key literacy objectives from Reception, Year 1 term 1 and Year 1 term 2. They are designed to bring as many of the children as possible back ‘into step’ with their peers by the time they reach the end of Year 1.

Additional Literacy Support (ALS) is targeted at children in Year 3 (and, if necessary, Year 4) who attained level 2C or level 1 at the end of Key Stage 1 and need to consolidate key literacy skills and understanding early in Key Stage 2. The four eight-week modules focus on key objectives for phonics, reading and writing. The 20-minute sessions are designed to be taken by a teaching assistant with a group of about six children within the independent and group time of the literacy hour, but can also be used at other times.

Further Literacy Support (FLS) is targeted at children in Year 5 who have achieved at least level 2 at the end of Year 4 and who are working at level 3 in Year 5. It consists of a training programme, screening procedures and three modules of additional literacy sessions focused on key objectives from Years 4 and 5. There is an emphasis on writing, on strategies that enable children to track and comment on their own progress, and on independent and ‘homework’ tasks. The 20-minute sessions are designed to be taken by a teaching assistant with a group of six children.

Year 6 Booster Units, available at www.standards.dfes.gov.uk/literacy and on CD-ROM, provide examples of units of work that address key writing objectives and which are designed to help as many children as possible to achieve level 4.

**National Numeracy Strategy intervention programmes**

Springboard 3 is targeted at those Year 3 children who reached level 2C at the end of Key Stage 1 and who, with support, are likely to reach level 3 by the end of Year 4. The ten units focus on the key objectives from the Year 2 programme which children must meet if they are to tackle with confidence the key objectives of the Year 3 programme. There are two 30-minute sessions per unit, designed to be taken by a teaching assistant with a group of between six and eight children.

Springboard 4 is targeted at those children in Year 4 who, with some additional support, are likely to reach level 3 by the end of the year. The ten units focus on the important teaching objectives from the Year 3 programme which children must meet if they are to tackle with confidence the key objectives of the Year 4 programme. There are two 30-minute sessions per unit, designed to be led by a teaching assistant with a group of between six and eight children.

Springboard 5 is targeted at those children in Year 5 who, with intervention, are likely to reach level 4 at the end of Year 6. It consists of ten lead lessons taught by the class teacher and ten follow-up sessions supported by a teaching assistant. The lead lessons are presented, for the teacher, on video. The video sequences show different approaches to teaching and could be useful to help teachers plan a series of initial lessons on a topic.

Springboard 6 is targeted at those children in Year 6 who, with intensive support, can achieve level 4 in the Key Stage 2 national tests. It consists of 22 half-hour lessons, usually delivered by a teacher. Each lesson links to the objectives in the NNS Unit Plans.

Sample Year 6 booster lessons is a booklet containing a set of specimen mathematics lessons that focus on essential level 4 teaching objectives that will support children in Year 6 who, with extra support, could achieve this level.

**Other guidance**

Helping children achieve in Year 6: English and mathematics highlights the important objectives and teaching strategies to help children attain level 4 at the end of Key Stage 2. (Ref: DfES 0033/2002)

Guidance on organising Literacy and Numeracy booster classes is a booklet for all schools. (Ref: DfEE 0251/2000)