

| | Wave 1 All pupils where appropriate | Wave 2 Small group interventions | Wave 3 Targeted and personalised support for children with SEN |
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| Communication and interaction | All interventions and provisions recorded and evaluated for individual pupils and groups on EduKey | | |
| | <ul style="list-style-type: none"> • Best placement considered for the pupil in the classroom, whether that is near the front, on the periphery or closer to the back to ensure minimal distraction for the pupil as well as to the learning of peers. • Use of modified language and short step instructions, repeating these where necessary to support the pupil in understanding what they need to do. • Peer support and sensitive grouping/pairing for practical activities. • Adapted planning/resources to ensure the work is well matched to the pupil's individual needs. • Visual timetables, Now/Next, differentiated word banks etc, to support independent learning. • Use of timers and incentives to promote independence, motivation and focus. • Planned ICT-based activities to try to overcome barriers to learning (e.g. Clicker) • Homework is appropriately differentiated. • Opportunities for 'brain breaks' and tasks broken into smaller chunks when needed. • Classroom is not overly stimulating to avoid sensory overload as much as possible. • Strategies to support social skill development, e.g. circle time/class buddy/talk partner/social skills group • All staff have received training specifically about how ASD can present in female pupils; staff understand that girls with ASD may present very differently to their male peers with girls often using more strategies to 'mask' their difficulties (whilst understanding that boys can also use similar strategies). • All teaching staff have received training on the impact of Autism on a child or young person's experience of school, on learning and on how to put effective support in place in the classroom. • Displays of vocabulary, e.g. Working Walls, using colour coding used at a whole school level (Language through Colour). • Social Stories - whole class | <ul style="list-style-type: none"> • Online Parent Workshops • Parent Workshops • Completed Language for Learning profile and identified specific areas of concern. • Language Link Groups • Comprehension skills assessed using Language Link and specified targets actioned through intervention or supplementary teaching. • Attention Autism • Lego Therapy • Speech Link group • Stammering Support Group | <ul style="list-style-type: none"> • Provide an individual workstation or quiet space for when the pupil needs time away from their peers. • An incentive scheme utilising pupil's individual interests (dinosaurs, animals, trains, etc) • Social stories to help the pupil deal with change or unexpected events. • Sensory equipment such as fidget toys or ear defenders when necessary. • ASD and Me Self-Esteem Project • ASD, my Sibling and Me Project • Start and/or End of day transition support • Intensive Interaction • Language Link - Supplementary Teaching • Selective Mutism Intervention - 'sliding in' technique • Singing Hands • Speech and Language Therapy • Developmental Language Disorder (DLB) and me • 1:1 support in lessons |

Cognition and learning

All interventions and provisions recorded and evaluated for individual pupils and groups on EduKey

- Best placement considered for the pupil in the classroom, whether that is near the front, on the periphery or closer to the back to ensure minimal distraction for the pupil as well as to the learning of peers.
- Use of modified language and short step instructions, repeating these where necessary to support the pupil in understanding what they need to do.
- Peer support and sensitive grouping/pairing for practical activities.
- Adapted planning/resources to ensure the work is well matched to the pupil's individual needs.
- Visual timetables, Now/Next, differentiated word banks etc, to support independent learning.
- Homework is appropriately differentiated.
- Opportunities for 'brain breaks' and tasks broken into smaller chunks when needed.
- Differentiation for children and young people with these needs ensures the development of literacy, numeracy, expressive language and communication skills.
- The curriculum is delivered at a level appropriate for the learners' age and stage of development i.e. learners who are attaining at a level significantly behind their peers are taught a curriculum that is adapted and suited to their age and areas of interest.
- Arrangements to support the use and delivery of approaches and resources for students with specific learning difficulties.
- ICT is used to support learning.
- TAs are trained and skilled in supporting children and young people with general and specific learning difficulties.
- Online Parent Workshops
- Parent Workshops
- Planned ICT-based activities to try to overcome barriers to learning (e.g. Clicker)
- Additional homework support
- Small group maths intervention
- Small group reading comprehension intervention
- Small group writing intervention
- Small group phonics booster group (Anima Phonics)
- Precision Teaching for Spelling
- Precision Teaching for Maths Facts (e.g. Times Tables)
- Touch Typing - BBC dancemat - to support use of Clicker
- Small group working memory support
- Use of timers and incentives to promote independence, motivation and focus.
- 1:1 reading with an adult
- 1:1 support in lessons
- 5 Minute Box (Phonics and Maths)
- Nessy - Reading and/or Spelling
- Toe-By-Toe Dyslexia Scheme
- 'Plus 1' Maths Coaching System
- 'Power of 2' Maths Coaching System

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| Social, emotional and mental health difficulties | All interventions and provisions recorded and evaluated for individual pupils and groups on EduKey | | |
| Sensory and physical needs | All interventions and provisions recorded and evaluated for individual pupils and groups on EduKey | | |
| <ul style="list-style-type: none"> • Use of de-escalation strategies by using language positively to promote well-being and calm including body language, posture and facial expression. Whole school de-escalation training is provided regularly as part of the whole school CPD programme. • Pupils given a responsible role or 'special job' to support self-esteem. • Use of 'When/Then' as incentive to complete a short learning task e.g. " When we have completed a maths task, then you can have 5 mins Lego time". • A positive and proactive approach to the social and emotional wellbeing and resilience of the whole school community. • The school is working towards the National Nurturing Schools Award. • Adverse Childhood Events (ACEs) and Attachment Theory training provided to all staff • Opportunities for 'brain breaks' • Social Stories - whole class | <ul style="list-style-type: none"> • Online Parent Workshops • Parent Workshops • Aspirations group • Dog-Friendly Workshop (combating phobias) • Emotional Literacy Group • Friendship Group • Lego Therapy • Social Skills Group • Swimming Goals group (anxieties around swimming lessons) • Confident Hearts | <ul style="list-style-type: none"> • Planned active learning/ opportunities to burn off excess energy (e.g. 'around the room' tasks) or active 5 min brain breaks e.g. trampoline time, run. • STAR charts to show antecedents (triggers), behaviour and consequences. • Use of 3 or 5 point scales to support the pupil in understanding their emotions. • Bereavement Counselling • Counselling and/or Pet Therapy • Emotional Check-In • Emotional Regulation sessions • Start and/or End of day transition support • 1:1 Growth Mindset support • Life Story Work • Safe and Healthy Eating lunchtime provision • Self-Esteem provision • 1:1 Social skills support • WOW book • 1:1 support in lessons • Additional EBSA support plan | |
| <ul style="list-style-type: none"> • Resources available and regularly used e.g. coloured overlays, wobble cushions, writing slopes, large-sized fonts, text on alternative backgrounds, weighted lappads, ear defenders etc • Consideration of seating in the classroom • School maintains a regularly reviewed Accessibility Plan • PSHE promotes embracing difference. • Specialist training and support is sought as appropriate for specific conditions where staff do not have relevant experience or qualification. • Positive role models of disability are used within the curriculum. • Staff understand the implications of differentiation of language. • Pupil-centred planning to ensure optimum engagement and support the development of communication, social and independence skills. • Opportunities for 'brain breaks' following sensory circuits model | <ul style="list-style-type: none"> • Clever Hands • Fizzy • Fine Motor Skills group • Handwriting Support • Scissor Skills group • Small group sensory circuits • Touch Typing - BBC dancemat | <ul style="list-style-type: none"> • Start and/or End of day transition support • Individual adaption of Learning Resources • OT sessions, supported back in class • Paediatric Physiotherapy • Safe and Healthy Eating lunchtime provision • 1:1 sensory circuits • Sensory Play • Sensory Stories • 1:1 support in lessons | |

| INTERVENTION | WHY WE USE THIS INTERVENTION | HOW PROGRESS IS MEASURED |
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| 1:1 reading | <p>According to the EEF, evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</p> <p>At Hawkinge Primary School, this is used to support the reading stamina of pupils who do not read at home, supporting disadvantaged pupils.</p> | Progress against reading stages or attainment data. |
| 1:1 support in class | <p>According to EEF, One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p> <p>At Hawkinge Primary School, we have noticed a trend in some pupils receiving 1:1 support becoming disempowered, socially isolated or lacking independence/self-belief. As a result, we are trialling in some cases moving towards more small group support instead. This has funding repercussions though as, currently, we cannot apply for funding to support this.</p> | Depending on the intended outcome of the support, progress is measured against academic attainment or progress towards wider SEND outcomes. Children who receive 1:1 support have their own individualised provision plans, which are routinely reviewed. |

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| 5 Minute Box / the Number Box | <p>The Five Minute Literacy Box™ and The Number Box™ have been developed by specialist teacher Jane Kendall BA, Dip RSA SpLD. The Literacy Box has the same effective multisensory principles and structure, but now offers greater depth of learning. The activities incorporate evidence-based specialist teaching methods to maximise learning of sounds and even more useful key words from the English curriculum.</p> <p>At Hawkinge Primary School, these resources are used at KS1 level (predominantly Y1) to support early difficulties. We have also trialled the 10 Minute Box but found it not to be compatible with Anima Phonics and that it therefore created more confusion than it solved!</p> | <p>Improved attainment data and English/Phonics/Maths (dependant on focus).</p> <p>Progress through structured programme of activities</p> |
| ASD and Me / DLD and Me / DCD and Me / My Sibling and ASD etc | <p>These programmes are based on evidence that understanding differences and disabilities can empower young people.</p> <p>At Hawkinge Primary, each of these programmes is delivered in a bespoke way, sometimes with a parent or sometimes just the child but always with communication between school and home.</p> | <p>Previously, progress here has been measured through qualitative statements and anecdotal evidence, both at school and at home. We are looking into investing in 'Bounce Together' – a platform designed to track and monitor wellbeing – and so will hopefully be able to use this going forwards.</p> |
| Attention Autism | <p>Two peer-reviewed studies have evaluated the efficacy of the AA approach in UK schools. McKeown (2015) investigated the effects of a social skills programme based on the AA approach for six adolescents with ASC (aged 11-14 years). They provide promising preliminary evidence for the AA approach improving the outcomes of young people with ASC, as well as their relationships with school staff.</p> <p>We are still in the early stages of embedding this at Hawkinge Primary but early signs have shown successes for some key pupils who have a high level of need.</p> | <p>Currently largely anecdotal but will be moving towards AET resources to more accurately measure impact.</p> |

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| Clicker 8 | <p>A study by Angus Council found the use of Clicker resulted in almost three times the number of words being written, with more than twice the number of multi-syllabic words used. Pupils requiring significant or average support took over a third less time to complete their work when using Clicker, and with over four times less help from teachers / TAs needed. Overall, pupils required help or prompting 6.5 times less when using Clicker to support their writing; highlighting the significance of Clicker in encouraging independent work.</p> <p>At Hawkinge Primary School, staff have accessed a range of CPD around the use of Clicker and it is used widely across the school to enhance adaptive teaching. Outcomes are improved further when paired with Touch Typing support to increase typing speed. Codes have also been shared with parents to allow access to Clicker resources at home (ie for home learning)</p> | <p>Quality of work in books.</p> <p>Pupils' ability to show their understanding using alternative methods of recording (therefore, improving attainment in Foundation Subject and Science).</p> |
| Confident Hearts | <p>The 8-week program is designed to empower and inspire young minds. It helps children and young people to celebrate their uniqueness, become happier, more confident individuals and to respond in a more balanced, rational way when things are difficult. As above, according to EEF, the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p> <p>This intervention is currently being trialled at Hawkinge Primary with a small group of KS2 pupils. Early indications are that outcomes for wellbeing are positive.</p> | <p>We are looking into investing in 'Bounce Together' – a platform designed to track and monitor wellbeing – and so will hopefully be able to use this going forwards.</p> |

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| Counselling/ Pet Therapy | <p>According to the National Institute of Health, there is preliminary evidence which suggests that therapy dogs can enhance children's well-being in a variety of settings from schools, hospitals, airports, and courtrooms.</p> <p>Therapy dogs have been found to reduce physiological symptoms of stress through lowering cortisol levels, increasing positive emotions, promoting engagement in learning activities and positive attitudes toward learning, reducing negative behaviours like task avoidance and aggression in the classroom, as well as encouraging prosocial behaviours and acting as a “social catalyst” to facilitate social interactions with others.</p> <p>In addition, there is evidence indicating an association between well-being and learning outcomes. Children with higher levels of well-being learn more effectively, have lower levels of absenteeism at school, better academic engagement, and also have more satisfying and successful peer relationship.</p> <p>At Hawkinge Primary School, this has proven to be an excellent addition to our counselling offer for some pupils and has also allowed the facilitation of ‘dog-phobia’ workshops.</p> | <p>Previously, progress here has been measured through qualitative statements and anecdotal evidence, both at school and at home. We are looking into investing in ‘Bounce Together’ – a platform designed to track and monitor wellbeing – and so will hopefully be able to use this going forwards.</p> |
| Emotional Literacy / Emotional Regulation | <p>According to EEF, the average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p> <p>At Hawkinge Primary School, these strategies are built into our PSHE scheme and taught as part of whole-school input all the way through the school. However, some children need additional or bespoke approaches to this which are delivered either as part of a very small group or 1:1.</p> | <p>Previously, progress here has been measured through qualitative statements and anecdotal evidence, both at school and at home. We are looking into investing in ‘Bounce Together’ – a platform designed to track and monitor wellbeing – and so will hopefully be able to use this going forwards.</p> |

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| Fizzy and Clever Hands | <p>The FIZZY and Clever Hands Programmes are recommended by Kent occupational therapy as programmes for schools to use to assist in the development of motor skills for those children who find this challenging.</p> <p>These have to be accessed in order to refer to OT for further support. Staff who deliver them have had training from OT.</p> | <p>Assessed on progress through the programme.</p> <p>Improvements in fine/gross motor skills at home and in school (e.g. PE lessons, handwriting, dressing)</p> |
| Homework Support (in school) | <p>According to EEF, the average impact of homework is positive across both primary and secondary school. Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.</p> <p>At Hawkinge Primary, additional opportunities in-school to support homework means closing the gap for disadvantaged pupils and has improved attendance for some for whom not having done hwk was then a barrier to attending school</p> | <p>Attendance data, success of having given in homework, attainment data (maths and SPAG)</p> |
| Intensive Interaction | <p>Advised by SALT and a part of work alongside the Balance System Approach</p> <p>The evidence base for Intensive Interaction as an intervention is limited, but there are published studies and case studies that show positive results. It is a communication intervention that uses play and imitation to help people develop social skills and communicate.</p> <p>At Hawkinge Primary, it is delivered by a specialist TA 1:1 either within the EYFS classroom during CIA or withdrawn in a quiet space.</p> | <p>Comments on progress in language and speech development and social interaction. Reported on through SALT records of visit if open to the service.</p> |

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| Language for Learning | <p>Although Language For Learning has not been included in any systematic reviews into the effectiveness of educational programmes, it is regularly recommended at LIFT or by STLS as an assessment/identification tool.</p> | <p>At Hawkinge Primary School, it is used when it is unclear whether language is a barrier and, if areas of weakness are identified, the suggested strategies at the back of the book are a useful reference for teachers. Progress/success would be measured by whether the pupil then makes progress against the original difficulty that prompted the assessment and, if not, further referral is made (LIFT etc).</p> |
| Language Link (Infant and Junior) | <p>Advised by SALT and a part of work alongside the Balance System Approach</p> <p>Junior Language Link has been nominated as a finalist for The Bett Awards 2023. Junior Language Link was shortlisted in 2021 for The Nasen awards in the technology category.</p> <p>Infant Language Link won the award for Primary Resource Tool for Leadership, Management and Assessment 2019. 'Judges... commended how Infant Language Link so effectively provides schools with resources for assessment and interventions. A compelling case supported by research and case studies.'</p> <p>At Hawkinge Primary School, children make good progress with this intervention and the assessment tool is useful in measuring progress, identifying issues and supporting further referrals.</p> | <p>All pupils assessed on entry to the school (in Reception or after transferring). All pupils reassessed in Y1 and Y3. Pupils who do not pass are reassessed annually after receiving additional Language Link input (in small group or 1:1). Pupils who continue to not make progress (improve scaled scores) are referred to SALT through the Balance System.</p> |

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| <p>Language Through Colour</p> | <p>Developed by and recommended by SALT and further promoted by STLS.</p> <p>Colour coding is beneficial for anyone who has difficulties with developing their words and structuring sentences. This could include children with developmental language disorder (DLD) (also sometimes known as specific language impairment), children with Down's Syndrome or Autistic children, or children who have any form of special educational need or disability (SEND). Furthermore, this can help young children with their early reading and writing development as it helps them to see the order of different sentences. It can be an effective way of supporting children with English as an additional language to become more familiar with English vocabulary and sentence structures.</p> <p>Language Through Colour is embedded into our whole-class teaching at Hawkinge Primary but then delivered as a supportive intervention (usually 1:1) to help with pre-teaching or boosting language skills. Staff have attended training and Hawkinge Primary is often used as an example of this working well.</p> | <p>Attainment in all subject requiring written sentences and vocabulary knowledge.</p> |
| <p>Lego Therapy</p> | <p>A literature review by UCL literature review suggests the effects of LEGO® therapy can be substantial in helping children with a formal diagnosis of ASD with their communication and social skills. With this knowledge, schools and Educational Psychologists can be confident that the intervention is likely to bring success to the child. Furthermore, the findings suggest that these improvements can be seen in both a school and home environment.</p> <p>At Hawkinge Primary School, we have seen pupils with a range of social communication difficulties benefit from this support. However, not all pupils are able to then apply these skills back to other contexts.</p> | <p>Currently largely anecdotal but will be moving towards AET resources to more accurately measure impact.</p> <p>Pupils do self-assess their progress throughout too.</p> |

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| <p>Life Story Work</p> | <p>Life story work is a therapeutic intervention that can help children (and people with dementia) heal and improve their sense of identity. While there is evidence that life story work can be effective, more research is needed to understand how it works best.</p> <p>This work is only ever done in school as a project alongside family members to ensure it is accurate and respectful of those involved.</p> | <p>Previously, progress here has been measured through qualitative statements and anecdotal evidence, both at school and at home. We are looking into investing in 'Bounce Together' – a platform designed to track and monitor wellbeing – and so will hopefully be able to use this going forwards.</p> |
| <p>Nessy (Reading and Spelling)</p> | <p>Nessy Reading and Spelling has been recommended by AUSPELD and DSF, and has the British Dyslexia Association mark of quality assurance. Research shows that the program can produce positive educational results. In one study, students on average made a gain of 1 year after 18 weeks of using Nessy Reading.</p> <p>At Hawkinge Primary, we have found the provision of more effective when delivered alongside adult support or when further supported at home by using the access codes.</p> | <p>Nessy assessment data and moving up through the islands.</p> <p>Reading and spelling attainment data.</p> |

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| <p>Plus 1 / Power of 2 Maths Coaching System</p> | <p>NTU study suggests that using the 'Plus 1' and 'Power of 2' coaching manuals is improving attainment (and by implication progress) of children in maths. The results suggest that those schools using Power of 2 show higher levels of maths attainment than those which do not in 6 key school performance measures: percentage reaching expected standard in reading, writing, maths; percentage achieving high score in reading, writing, maths; percentage reaching expected standard in maths; percentage achieving high score in maths; average scaled score in maths; percentage reaching expected standard in maths (Teacher Assessment). The significance is to a 99% confidence limit.</p> <p>At Hawkinge Primary, we have been using this system to support learners who are struggling to retain key mathematical concepts for a few years. Children have made good progress when the support is regular</p> | <p>Maths attainment data and anecdotal confidence within maths lessons</p> |
| <p>Precision Teaching</p> | <p>While there is emerging evidence for the positive outcomes of precision teaching, the evidence base is rather small.</p> <p>In Hawkinge Primary, we use PT strategies to support spellings of key words and times tables facts, most frequently in KS2</p> | <p>Progress in spelling/times tables assessments.</p> |

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| Sensory Circuits and access to sensory tools and sensory stories | <p>Promoted by Occupational Therapists and Educational Psychologists, sensory-based interventions (SBIs) such as use of weighted vests or bouncing on a ball aim to have an effect on self-regulation, attention, or behavioural organisation (Watling and Hauer 2015). However, there is ongoing debate within the occupational therapy profession about sensory integration/sensory-based interventions and their effectiveness.</p> <p>At Hawkinge Primary, we have built regular brain breaks into lesson time, following the structure of sensory circuits but for whole-class. Some children do access bespoke sensory circuits but this has to be timetabled and so is not generally reactive to a pupil's immediate needs. Sensory tools are distributed from school (not brought from home) and are shared alongside a social story explaining their appropriate usage.</p> | Pupil's behaviour, ability to access the classroom environment and attention within lessons. |
| Sensory Stories and Sensory Play | Research shows that exposure to sensory-rich environments positively influences cognitive development. "Sensory play is adaptable and accommodating, making it beneficial for sensory-sensitive and sensory-seeking children," said Dr. Krystal Starke, Child Testing Researcher. | Engagement within activities. Impact on emotional regulation and/or language skills. |
| Small Group English/Maths/Phonics Booster | <p>According to the EEF, the average impact of small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>At Hawkinge Primary, these groups are run to support the learning of learners and/or disadvantaged pupils to ensure they 'keep up' in lessons. They are run in addition to small group 'Keep Up, Catch Up' sessions which run daily for both English and Maths and support the learning of any pupil who has not met the objectives of that day's English /Maths lesson.</p> | <p>English / Maths / Phonics attainment data</p> <p>Pupils confidence in lessons</p> |

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| Social Stories | <p>There is mixed evidence on the effectiveness of Social Stories. Numerous studies have concluded that they are effective, and the National Standards Project classified story-based interventions as an established procedure for increasing social skills and decreasing problem behaviors. However, many of the studies showing improvement were not conducted in a way that allows for a conclusion to be reached about whether the Social Story actually caused the improvement.</p> <p>At Hawkinge Primary, social stories are used to support all pupils at various transition points and then in more depth/frequency for those who benefit most from them. They are also used alongside the introduction of new sensory tools etc to familiarise pupils with the expectations around them.</p> | Pupil's ability to engage with the area discussed in the social story. |
| Speech Link | <p>Advised by SALT and a part of work alongside the Balance System Approach</p> <p>Speech Link, has been nominated as a finalist for the 2023 Education Resources Awards.</p> <p>At Hawkinge Primary School, children make good progress with this intervention and the assessment tool is useful in measuring progress, identifying issues and supporting further referrals.</p> | All pupils assessed on entry to the school (in Reception). Pupils who do not pass are reassessed after receiving additional Speech Link input (in small group or 1:1). Pupils further up the school are re-screened if a problem becomes evident. Pupils who continue to not make progress (improve scaled scores) are referred to SALT through the Balance System. |

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| Stammering Support Group | <p>A critical review examined the evidence concerning the effectiveness of group therapy for improving fluency in school-aged children and adolescents who stutter. Overall, the collected evidence suggested that group fluency therapy is an effective intervention method for school-aged children and adolescents who stutter, as improvements in stuttering severity were seen in both quantitative and qualitative measures between pre- and post-intervention.</p> <p>At Hawkinge Primary School, this support group has been commended by SAL therapists and is spoken of highly by the children who attended who are now much more confident in self-advocacy.</p> | <p>Progress in fluency of speech, particularly when speaking in front of an audience</p> <p>Progress in confidence</p> |
| Toe By Toe | <p>The Dyslexia-SPLD Trust measured the success of this intervention as being 'useful' for improving reading accuracy in Y5-7 pupils.</p> <p>At Hawkinge Primary, we use this coaching system to support Y5-6 learners with spelling and reading when previous support (e.g. Nussy, Anima Phonics) has been unsuccessful.</p> | <p>Progress through the book alongside reading, writing and SPAG data</p> |
| Touch Typing - BBC Dance Mat | <p>Limited studies exist to support the use of this but online reviews indicate, underneath the cartoony design, Dance Mat Typing is straightforward typing practice, providing a brief but very good introduction to touch-typing for younger students.</p> <p>At Hawkinge Primary, this is used as a stepping-stone to further supporting pupils using Clicker software if typing speed or familiarity with a keyboard is a limiting factor.</p> | <p>Improved access to word-processing software e.g. Clicker</p> |