

Maximising the impact of short term interventions on pupil progress and building school capacity



A summary report on research carried out by Southampton Advisory Outreach Service for SEND (SAOS) and Southampton Inclusion Partnership, 2015-2016.

The research sets out to investigate the challenges for SAOS in measuring the impact of short term interventions for pupils with special educational needs, seeking to identify the factors that contribute to successful intervention. It also highlights considerations for enhanced partnership working between the Southampton Advisory Outreach Service for SEND and city schools in order to ensure that pupils with special educational needs achieve the best positive outcomes.

Key findings are described below but the complete research can be found at: www.southamptoninclusion.net

Key findings	Influencing factors	Impact
The <i>Target, Monitoring and Evaluation</i> system provides a visible method for measuring the progress of pupils against specific targets.	Targets need to be: <ul style="list-style-type: none"> - Bespoke for individual pupils - Specific and well defined - Visibly measurable - Clear in providing success criteria - Skills based - Appropriately base lined and reviewed - Agreed by all professionals involved in the intervention 	<ul style="list-style-type: none"> - Provides quantifiable data on pupil outcomes, despite the diversity of schools and pupils and the need to measure a wide range of conceptually complex skills - Enables practitioners to focus on pupil progress rather than on provision or how support is perceived - Ensures the specific needs of individual pupils are identified and met - Helps to reduce the gap between current and intended learning and leads to a higher level of performance for the pupil - Secures greater commitment to achieving the goals that are set, generating a feeling of accomplishment which is motivational and more likely to produce long term effects

<p>Intervention has a significant impact on a school's capacity to meet the needs of similar pupils in the future.</p>	<ul style="list-style-type: none"> - Commitment from all professionals to invest the time needed to bring about change - Effective communication throughout the process - Monitoring systems in place to ensure consistency in approaches 	<ul style="list-style-type: none"> - Extends a school's knowledge of pupils with special educational needs and increases staff confidence to work with these pupils - Equips school teams with a wider repertoire of practical and inclusive strategies
<p>The initial meeting between a school and SAOS has a significant impact on the positive impact of the intervention in terms of ensuring pupil progress and building school capacity.</p>	<ul style="list-style-type: none"> - Targets agreed between all professionals - Person with key responsibility for delivery part of action planning - Sharing of work processes and decision making - Actions planned and communicated - Partnership Working Agreement discussed 	<ul style="list-style-type: none"> - Enables professionals to identify outcomes for pupils - Communicates targets to all parties responsible for the pupil's progress, leading to a greater sense of ownership - Establishes commitment from all professionals to the targets that are set - Identifies the success criteria by which progress will be measured - Helps to clarify perceptions and assess needs of both staff and pupils
<p>A key factor in the success of intervention is effective communication throughout the process.</p>	<ul style="list-style-type: none"> - Input and direction of the school leadership team from the start - Ongoing communication and feedback between all professionals throughout the process - Targets agreed between all professionals - Person with key responsibility for delivery to be part of action planning - Shared and consistent language between all staff and with pupils 	<ul style="list-style-type: none"> - Motivates participation of all those involved to bring goals to completion, creating shared responsibility - Helps to reduce limiting factors, facilitate any necessary refinements and maximise resources - Helps to maintain consistency throughout the intervention - Helps to sustain commitment throughout the process - Helps to track progress of pupil and keep targets in focus - Strengthens cohesion, making clear connections between all stages of the process

<p>A key factor in the success of intervention is the establishment of clearly agreed systems and processes.</p>	<ul style="list-style-type: none"> - Established and coordinated systems for implementation, monitoring and evaluation - Roles at all levels clearly defined e.g. Class Teacher, Senior Leadership Team - Ongoing refinement of actions to meet changing needs of pupil - Staff access to appropriate training and feedback on performance - Commitment from all professionals to invest the time and energy needed to bring about change 	<ul style="list-style-type: none"> - Ensures coherence and continuity in terms of delivery - Reduces variability in implementation - Keeps pupil's targets in sight and prevents the emergence of conflicting goals - Increases sustainability over time - Ensures shared and consistent language between all staff and with pupils - Facilitates opportunities to reinforce skills in different contexts
<p>A key indicator of the success of an intervention lies in whether outcomes are sustainable over time.</p>	<p>Elements that sustain positive benefits of intervention in the long term include:</p> <ul style="list-style-type: none"> - Consistent use of language and strategies to reduce variability in implementation - Commitment from staff to provide opportunities for pupils to practise newly learned skills across different contexts - Monitoring of progress throughout the duration of the intervention and making necessary adaptations that promote progress - Progress of pupil towards targets is made visible and celebrated 	<ul style="list-style-type: none"> - Motivates service users to maintain systems once support is withdrawn

Areas for future development and partnership working

SAOS	SCHOOLS
<p>Continue to collate a range of qualitative and quantitative data from a range of sources and perspectives in order to inform future development.</p> <p>Revise data gathering to incorporate rates of progress in terms of pupil progress and building school capacity e.g. point scores.</p> <p>Ensure that reviews identify the factors that impact on intervention.</p> <p>Examine different types of data as part of whole service evaluation e.g.</p> <ul style="list-style-type: none"> i) comparing targets for different areas of need ii) examining the factors that lead to targets not being met or exceeded. 	<p>Support the service in identifying the strengths and weaknesses of an intervention and determining those aspects which have a positive impact on the intervention and on pupil progress.</p>
<p>Work with schools to place pupils at the centre of the target setting and evaluation process.</p> <p>Support schools in using a range of strategies to collate the perspectives of pupils.</p>	<p>Schools to ensure pupils remain at the centre of the process, in terms of setting targets and evaluating progress.</p>
<p>Provide a focus for evaluating the wider impact on pupil progress across areas that fall outside the parameters of the target itself e.g. celebrating examples where the pupil has generalised new skills at the final review meeting.</p>	<p>Provide opportunities for pupil to generalise skills in different contexts and evidence impact.</p>
<p>Communicate the significance of the initial target setting meeting on the success of the intervention.</p> <p>Establish the importance of principles within the Partnership Working Agreement in helping to increase pupil progress and build school capacity.</p> <p>Consider how best these principles can be communicated and embraced by all those involved.</p>	<p>Leadership teams to ensure that the value of the initial target setting meeting is communicated and understood.</p> <p>Ensure that those involved in the intervention at all levels are committed to the principles within the Partnership Working Agreement.</p>
<p>Revise management of the evaluation process to ensure that i) there is equal emphasis on pupil progress as well as building school capacity and ii) it reflects the extent to which progress has been made.</p>	<p>Provide an opportunity for all staff to contribute to the evaluation in order to reflect a wider range of views.</p>
<p>Establish systems that allow for measurement of sustainability over time e.g. additional monitoring visits and case studies.</p> <p>Examine ways in which schools cascade support and apply recommendations in new contexts.</p>	<p>Work in partnership with the service to measure capacity over time.</p>

<p>Continue to work with schools to develop the language of target setting, define clear success criteria and develop awareness of what can be realistically achieved within a short time frame.</p> <p>Work with schools to develop targets once support is withdrawn e.g. final review meeting.</p>	<p>Schools to continue to develop the principles of target setting once support is withdrawn.</p>
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