Adapting a proven socio-emotional intervention to children with Special Educational Needs and Disabilities

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Pyramid clubs have run for 30 years in mainstream schools: the clubs target children aged 7-14 who internalize their difficulties, particularly those who are shy, quiet, withdrawn and anxious. There is an extensive evidence base demonstrating the benefits of the clubs, leading to their inclusion in the Early Intervention Foundation guidebook as a validated intervention to support socio-emotional development. Children with SEND have attended clubs alongside mainstream peers over the years, but the impact of the club for them has been limited, so pilot work has been undertaken on clubs just for children with SEND. These children often find school difficult and are seldom offered group-based, therapeutic interventions that are fun and which allow them an element of control over the content, thereby developing their peer skills, independence and self-esteem. Working with an organization supporting children with visual impairments, and with a junior school that has a specialist centre for children with SEND, pilot Pyramid clubs have taken place to test out the adaptations that would be needed to run clubs matched to the children’s needs, and to assess whether those clubs are likely to have significant and/or long-lasting impact. The pilots have shown that clubs are feasible and that the children who attended benefited from having tailored clubs. The next step is to identify suitable tools to measure progress of the children, as the usual measure (the Goodman’s Strengths and Difficulties Questionnaire) is not sufficiently sensitive for this group of children.


Early Intervention Foundation Guidebook https://guidebook.eif.org.uk/search?search=Pyramid+clubs