

Special Educational Needs Report

Staffing:

From September 2014 we appointed 3 apprentices who have successfully completed their level 2 Teaching Assistant qualification. It has been agreed with the provider that they will be able to do another year and complete their level 3 qualification. We also appointed 3 new CLA's at the beginning of the school year, these have been valuable members of the team as they have grown in confidence as cover teachers and have gained many skills in dealing with challenging pupils either through behaviour or learning.

The team now has a SENCO, 5 CLA's, 3 Apprentices, and an Inclusion Manager. One of the CLA's is on a temporary contract.

Literacy:

Background information

Screening all students for literacy. All pupils in years 7, 8, 9 and 10 have had reading tests using the Hodder programme. This information is available to all staff via SIMS. This data will be repeated at the beginning of each school year.

During the autumn term CPD focussed on the improvement of teaching methods with lower ability groups. A video of the SENCO teaching 7M5 English with two CLA's in the classroom was presented to staff. Staff had time to reflect on the style of teaching and the methods they could implement in their own teaching with the lower ability groups. They also had time to discuss the use of CLA's in the classroom and how they can be effective in raising levels of pupils.

Observations of classes were then undertaken to see if the methods were being implemented. Some classrooms are hard to organise into the primary model which is the preferred method for 7M5 and 8M5. The primary model has pupils set into levelled groups to work together with the CLA so that differentiated material can be used by the CLA as a mini 'taught' lesson on the table.

A range of literacy intervention has continued to take place throughout the year.

1:1 Reading Programme

Sixth formers have been trained in 1:1 reading with our lowest level readers to further enhance their reading ability. This will be completed twice a week during study and tutorial.

Accelerated Reader

This reading programme is designed to look at comprehension rather than the mechanics of reading. This programme is monitored and delivered by the library staff. Pupils read a book and are then tested on the content. Pupils are encouraged to do 20 minutes reading a night. Each year the pupils are given a thorough test that sets them into groups ready for the year. This programme is delivered to all year 7 and 8's.

Lexia

Lexia is delivered to selected students by the librarian. This is a reading intervention computer programme that targets students with a reading age below their chronological age. It works by doing repetition exercises. The computer will continue to repeat a task with the pupil until it is sure that they have completely understood the literacy exercise. The programme is designed to deliver a personalised learning programme that adapts exercises automatically and according to the students' individual needs. Students work independently on the software, working through units and levels that test different strands of reading. There is a reporting system that provides teachers with data to inform their planning and structure differentiated activities based on their results.

LASS Testing

The LASS Test is a computer programme that gives an initial indication of dyslexia which then can lead to completing a full dyslexia test. The LASS test can also indicate where a pupil needs extra support if dyslexia is not the reason they are struggling with literacy. This information is then given to parents and shared with staff via SIMS.

Primary Transition

We continue to work closely with Sherwood Street Junior School, Birklands School, Eastlands, Cuckney and Church Vale. The SENCO and Inclusion Manager visit each school and collect detailed notes gained via the SENCO and the Year 6 teachers. This is fed into the main transition data ready to share with staff. The SENCO family is a supportive group that readily share information with each other. Extra transition visits are offered to any pupils that are anxious about coming to us. A programme of sessions over 6 weeks was used for the first time this year and was very successful. Students who are anxious were more confident on arrival in September.

Next Steps

Information on the new SEND policy to be shared in the summer term via CPD sessions.

Continue to monitor differentiation and its use in 7M5, 8M5 and 9M6 following on from the CPD training earlier in the year.

Review of SEND as a whole school intervention to take place from January 2017.