



SEND Summary 2015/16

Progress of Year 6 cohort of pupils with SEN from KS1 to KS2

	Reading			Writing			Maths		
	KS1 level	KS2 standard Score	+/- from national average	KS1 level	KS2 standard Score	+/- from national average	KS1 level	KS2 standard Score	+/- from national average
Pupil 1	2b	97	-3	2c	103	+6.3	1	94	+1.9
Pupil 2	1	93	+2.2	1	91	+1.9	1	91	-1.1
Pupil 3	2c	100	+2.7	1	91	+1.9	2c	94	-4.3
Pupil 4	1	99	+1.7	1	91	+1.9	1	101	+8.9
Pupil 5	2b	103	+2.4	2c	103	+6.3	2c	91	-7.3
Pupil 6	1	83	-7.8	1	91	+1.9	1	90	-2.1
Pupil 7	1	86	-4.8	1	79	-10.1	2b	98	-3.5



good or better progress



sufficient progress



less than sufficient progress

The figures in this table were arrived at by assigning each pupil a prior attainment group based on their KS1 level. We then referred to the table provided in 'Primary School accountability in 2016' which provides the national KS2 averages for each prior attainment group. The highlighted figures are the difference between the individual pupil's standard score at the end of KS2 and the national average score for that prior attainment group.

Summary

The picture for progress made from KS1 to KS2 is a generally positive one. The creation of a small teaching group with additional support which included the majority of children with SEN, supported progress in Reading, Writing and Maths through extra guided groups through the week and the provision of precision teaching and overlearning through use of a TA.

As a result of this provision, 29% of children with SEN made good or better progress and 57% made sufficient progress in Maths. One child made less than sufficient progress. In writing 29% of children with SEN made outstanding progress whilst 57% made sufficient progress. One child made less than sufficient progress, as a result of a specific learning difficulty in this area.

In reading 57% of children with SEN made good or better progress with a further 29% making sufficient progress. 14% (1 child) made less than sufficient progress. Good progress in reading for children with SEN was achieved through the provision of 1:1 reading on a daily basis – this resulted in increased confidence and reading stamina. Reciprocal reading was used in guided reading sessions to widen children's understanding of vocabulary and hone predicting and summarising skills.

Investment in SEN resources

- **Subscription to Speechlink**

Web based resource providing initial assessment and intervention for children who may have a speech and language need, has been purchased in order to aid the early identification of speech and language needs which often create significant barriers to learning if not identified quickly.

- **Purchase of afternoon from Speech and Language therapist**

Haslam Park has purchased input from a qualified Speech and Language Therapist in Reception to carry out the 'Language through Listening' programme. This provision was extended this year by employing a therapist for a further afternoon a week in order to carry out therapy with groups of children with low scores at the end of the

reception programme. The speech and language therapist was also employed in order to access speech and language assessment for children of 'hard to reach' families.

- **Purchase of SENT assessment for Maths**

Assessment tool which can be used for children from reception to KS3 allowing accurate diagnostic assessment identifying 'Maths Age' and gaps in learning. This will aid early assessment of difficulties in maths and assist in planning effective interventions to address gaps in learning.

- **Purchase of Working Memory programme**

'Memory Fix' is a working memory programme providing pre and post assessments, an activity bank and resources in order to carry out group work to improve children's working memory skills.

- Purchase of sets of banded picture books to support children with SEN to develop inference skills and to encourage an interest in reading.