



SEN/D Report 2014 - 2015

Year	Reading		Writing		Maths	
	Average points progress	% at ARE	Average points progress	% at ARE	Average points progress	% at ARE
R	4.8	0%	4	0%	3	0%
1	6	0%	5.7	0%	5.7	0%
2	5	50%	5	50%	6.5	50%
3	3.5	17%	4.5	33%	4.5	33%
4	5.25	75%	3.8	25%	4	25%
5	3	0%	4.5	0%	3	0%
6	7.1	88%	7.8	88%	8.6	88%

Case Studies

Yoga Nurture Therapy

Whilst all SEN/D children have accessed yoga as a whole class session, 5 children have had small group or individual yoga in order to accelerate their progress. All of these children have made good progress through the year, with 2 particular children showing accelerated progress. Yoga supports the children in being able to access their education and different circumstances in their lives with confidence and an appropriate level of support. In the case of a Year 4 child who is on the SEN register for difficulties with concentration and behaviour, yoga has supported him in being able to work well within a group. He has learnt how to listen and respond to other children in an appropriate way and how to maintain his concentration level through a task. In comparison to the beginning of the year, he is able to work well with other children on his table, leading him to be more able to access the curriculum at a much higher level than at the beginning of the year. In conjunction with other intervention groups, this child is now more able to build strong and trusting relationships with other members of staff around school, leading him to be making more progress and having to attend a significantly lower number of detentions.

Music

Four of the children on the SEN/D register have the opportunity to experience music teaching from at least one of the following: Edna G Olds school orchestra, LEAD orchestra or small group music lessons. Whilst all of these children have made expected progress, they have all made accelerated progress in at least one of the key reading, writing and maths areas. They have also shown a noticeable increase in attitude and engagement in school life and towards their learning and progress since attending these sessions. Attending music lessons and being part of the school, has given the children in the key stage 2 year groups a chance to take on some additional responsibility and learn a new skill. They are entrusted with an instrument belonging to the school, which really gives them the chance to be responsible for something. Having the interaction with other children



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from Edna G Olds and from LEAD has really developed the confidence of a number of children and gives them a real sense of belonging. Having these positive thoughts and feelings towards the school and their education, puts the children in an excellent position for making progress. It has taught them discipline and resilience within a new area of the curriculum, expanding their skill base and future ambitions.

Value added for Year 6

88% of the year 6 SEN/D children (7 out of the total 8) have met or exceeded the average level of progress in reading, 88% have also exceeded the average level of progress in writing and 88% have significantly exceeded the average level of progress in maths. Over this year, the Year 6 SEN/D children have particularly made progress in maths. They have considerably exceeded the number of points progress made by the national average, particularly in this area. Year 6 have had a number of additional booster groups available to them, in which most of the SEN/D children were involved in. The aim of this was to support them and aim specific sessions towards their targets and areas of the maths, reading and writing curricula that they are finding particularly difficult. These have proven really effective as year 6 have made a huge level of progress across the academic year. The impact of these booster groups, both in school time, supported by the year 6 team, and the booster sessions after school, supported by the year 5 and 6 teams, has been huge. The children have become really focussed and have developed a really positive attitude towards their progress and end of year attainment levels. Whilst the primary focus of these booster sessions was to support the children with their progress, they taught them about becoming resilient learners, exam technique in preparation for their SATs, as well as problem solving strategies. At the beginning of the year, only 38% of the children were at the level appropriate for their age group in maths, whereas at the end, this percentage had risen to 88%, showing that the interventions mentioned have had a significant impact.

Extended Learning Club

12 of the children on the SEN/D register have attended extended learning club this year and had the opportunity to develop their handwriting, concentration, group working and fitness skills. In terms of their progress through the year, 7 of the 12 children attending extended learning club (58%) have made either the expected level of progress or have exceeded this in reading, writing and maths. Through a varied programme at extended learning, the children learn about the wider world at the beginning of the week, through to fitness activities and football towards the end of the week. They are expected to complete their homework as well as their reading time whilst at extended learning. This provides them not only with the opportunity to complete it to a high quality, but to have qualified members of staff supporting them with high level questioning as well. The SEN children who have attended extended learning have made excellent progress throughout the year and have made noticeable improvements in both their behaviour and attitudes towards learning. Regular conversations take place with many children with regard to their personal needs at extended learning club, and the communication with parents is maintained and nurtured whenever necessary.



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Interventions and Impact Groups

A number of intervention groups have taken place over the year, ensuring particularly SEN/D children have the opportunity to revisit and consolidate previous and new learning. Ranging from 1:1 intervention sessions to small groups, TAs and Teachers have pitched and planned the different sessions around the areas of need of specific children or small groups. In these focussed environments, the children have the opportunity to try out new ways of thinking and can be stretched with new ideas either as a revisit or as a pre-teach. Many SEN/D children in particular benefit from the time to be able to ask questions and try out new methods in more of an exploratory way. Children are becoming more resilient as they overcome further barriers and are constantly working with new partners and as part of groups of different children.