



SEN/D Report 2015 – 2016

	Reading	Writing	Maths	SPAG
% making expected progress	61%	52%	39%	42%
% making above expected progress	30%	35%	52%	47%

Year	Reading		Writing		Maths		SPAG	
	% making at least the expected level of progress	% at ARE	% making at least the expected level of progress	% at ARE	% making at least the expected level of progress	% at ARE	% making at least the expected level of progress	% at ARE
R	%	50%	%	50%	%	50%	N/A	N/A
1	66%	0%	66%	0%	100%	0%	66%	0%
2	100%	0%	100%	0%	50%	0%	100%	0%
3	100%	66%	100%	66%	100%	66%	66%	66%
4	100%	40%	100%	40%	100%	60%	100%	60%
5	100%	25%	75%	25%	100%	25%	100%	25%
6	100%	100%	100%	100%	100%	100%	100%	100%

Case Studies

Yoga Nurture Therapy

Whilst all SEN/D children have accessed yoga as a whole class session, 6 children have had small group or individual yoga in order to accelerate their progress. 50% of these children have shown more than expected progress, with the other 50% making expected 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. It provides the children with being able to make mature choices and access their learning with a greater level of concentration. One pupil discussed different ways in which to stay calm and approach their learning in a positive way, by referring to some of the techniques he had learnt during his yoga sessions.

Mentoring

The mentoring scheme started last year, and due to the hugely positive impact that was noticed in the children and their attainment, has been continued this year. We are really lucky to have our football coach from Canoville Coaching come in once a week in order to deliver 1:1 or small group mentoring sessions. Our aim is to support the children with developing their own self confidence and learning strategies, to ensure they are always putting 100% into their work. They are



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encouraged to take a piece of work they are proud of each week, which is then reviewed and discussed with their coach, who checks in with them regularly to reinforce these positive learning behaviours. 6 children on the SEN/D register have accessed this scheme this year and have all shown at least expected progress, with 4 of these children showing more than expected levels of progress.

Music

Five of the children on the SEN/D register have accessed both the school orchestra, and small group music lessons learning to play different instruments. One pupil has shown more than expected levels of progress in all areas of the curriculum, with the other four children showing at least expected progress and in some areas more than expected levels of progress. They feel really empowered by these sessions and thrive off being part of the wider school community. These children are taking on additional responsibility, such as supporting other children and working as part of a team. 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 expanding future ambitions.

Value added for Year 6

100% (one child) of Year 6 pupils on the SEN/D register have made accelerated progress during the year in all areas. They have had access to additional booster groups, which have taken place after school, as well as focussed TA support within the morning sessions. The focus throughout the year has ensured that all of year 6, have developed resilience, great exam technique, problem solving skills, but in particular a really positive attitude towards their progress and end of year attainment levels. 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 4 and 6 teams, has been huge.

Extended Learning Club

4 children on the SEN/D register have attended extended learning club this year, at least twice a week. During this time, children have the opportunity to develop their handwriting, concentration, group working and fitness skills. 50% of the children have made expected progress this year, with the other 50% exceeding the level of expected progress in reading, writing, maths and SPAG. Through a varied programme of extended learning provision, 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 techniques as well. The SEN/D children who have attended extended learning club have made good or accelerated progress throughout the year.



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Interventions and Impact Groups

Intervention groups take place each afternoon and are focused around a personalised area of need. 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 deeper levels of thinking as well as stretch new ideas either as a revisit or as a pre-teach session. Many SEN/D children in particular benefit from the time to be able to ask questions and try out new methods of working, applying exploratory strategies. Children are becoming more resilient as they overcome further barriers to their learning and enjoy working with new partners as well as part of varied groups. The impact of these interventions is documented in an impact file which each member of staff keeps as a record of the pupils' progress.