

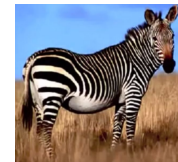


'Slower progress is still progress'

Further SEND information



just undiscovered





SEND Progress & Closing the GAP

'Slower progress is still progress'



SEND students are making more PROGRESS!!! THANK YOU

YEAR	P8 Any number of subjects	P8 (8+subjects)	P8 (10 + subjects)	Att 8 Av grade
2019 42 students	0	0.2	0.3	4
2018 29 students	-0.3	-0.03	0.23	3.4

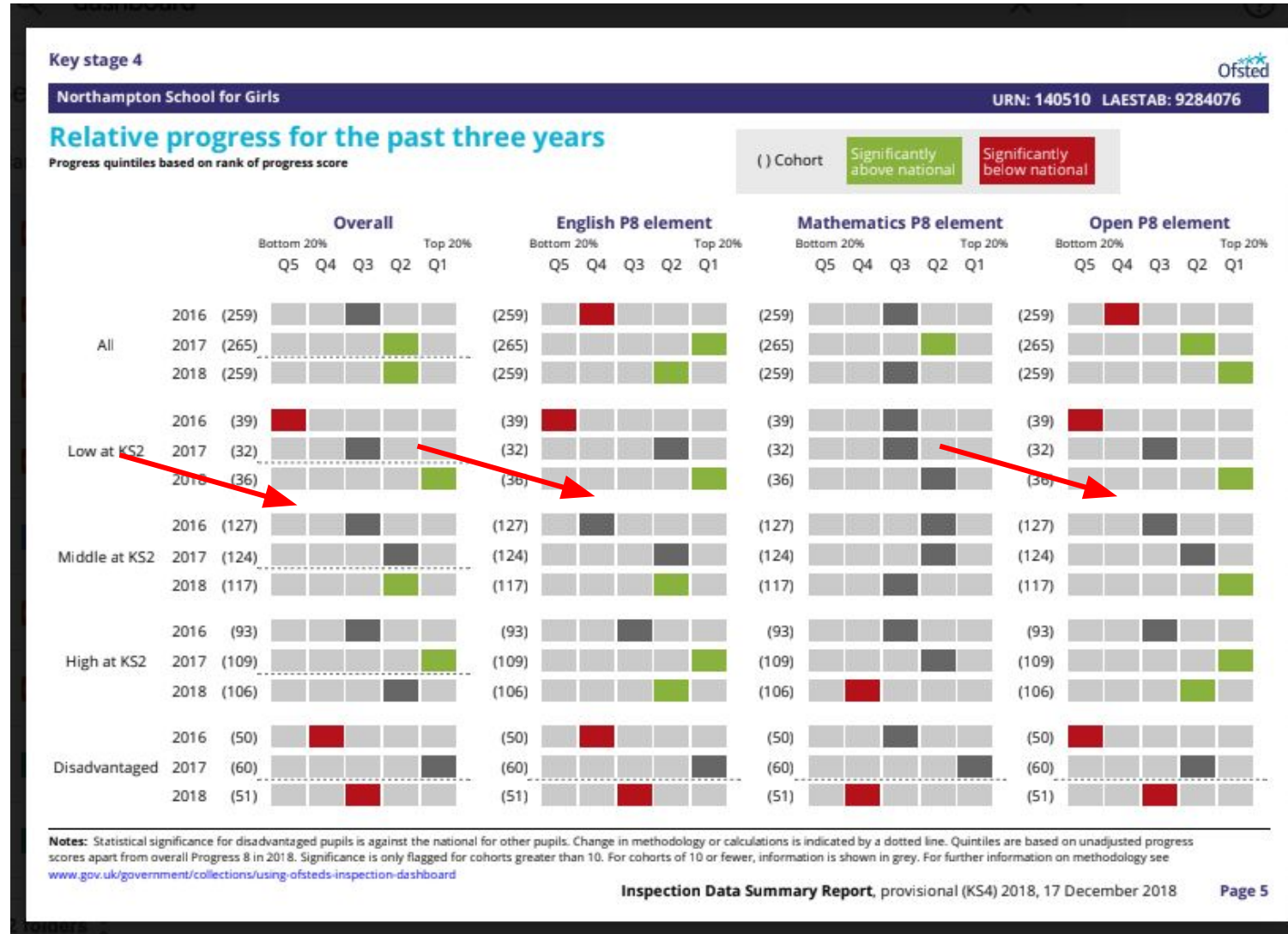


**42 SEND students ,
57% with positive P8 score (ALL 66.4% PP 45%)
P8 Eng 0.07 A8 4.23; Maths P8 0.03 A8 3.5**

just undiscovered



LAPs (including most SEND students) are making more PROGRESS!!! THANK YOU





SEND - Four Areas of Need					
	Cognition & Learning	SEMH	Sensory & Physical	Communication & Interaction	Other
	MLD, SpLD SLD PMLD	SEMH	VI HI MSI PD	SLCN ASD	Medical
National	39%	18%	6%	30%	7%
NSG	59%	13%	16%	9%	11%

Cognition & Learning

York Assessment of Reading for Comprehension (YARC) - a one-to-one, diagnostic reading assessment of fluency and comprehension skills. Primary and secondary editions.

Single Word Spelling Test (SWST) – A group test designed to assess spelling attainment for 6 – 16 year olds.

New Group Reading Test (NGRT) and New Group Spelling Test (NGST) – Group assessments of reading and spelling. Reports can be developed that combine and compare results from both tests.

PhAB and PhAB2 - A battery of tests that help assess phonological awareness and processing of sounds in 5 -11 year olds (PhAB) and 6-14 year olds (PhAB2).

Wide Range Achievement Test (WRAT-4) – An assessment of reading fluency, reading comprehension, spelling and number skills in one comprehensive battery.

Sandwell Early Numeracy Test (SENT) – Assesses ability of basic numeracy skills. 2 editions for pupils aged 4-8 (SENT-R) and pupils aged 8 to 14 years (SENT KS2–KS3).

Cognitive Abilities Test (CAT4) - Standardised measure of cognitive reasoning ability across 4 areas: verbal, non-verbal, mathematical and spatial.

Lucid Rapid –Standardised Group screening for dyslexia in pupils aged 4 to 15.

Communication and Interaction

WellComm Toolkit - Speech and Language Toolkit for Screening and Intervention in the Early Years. Offers a range of customised intervention activities to help support language development. Av

British Picture Vocabulary Scale (BPVS3) – A one-to-one test that assesses vocabulary. It can be used to assess language development in non-readers and pupils with expressive language impairments.

The Progression Tools - A series of 8 non-standardised tools aimed at different ages to support identification of speech, language and communication needs. Can also be used to track progression of these skills over time. Available from: www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/

Renfrew Language Scales – Assesses the age level of consecutive speech used from information content, sentence length and grammatical usage in retelling a story. Includes the Action Picture Test, the Bus Story Test and the Word Finding Vocabulary Test. Ages 3 to 9 years. Available from: www.winslowresources.com

Infant and Junior language link – Group screening assessment to identify receptive language need. Includes intervention resources. Available for EY/KS1 and KS2. Available from: <https://www.speechandlanguage.info/primary>

Autism Progression Framework – a free interactive assessment tool to support identification of pupils' social, emotional, independence and learning needs. Available from: <http://www.aetraininghubs.org.uk/schools/pf/>



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Social, Emotional and Mental Health (SEMH)

Boxall Profile – A checklist framework for assessment of social, emotional and behavioural difficulties. Online version available online at: <https://boxallprofile.org>

Strengths and Difficulties Questionnaire (SDQ) – A brief behavioural screening questionnaire for 3-16 year olds. Versions of the questionnaire are available for pupils, parents and teachers to complete. Available for free from: <http://www.sdqinfo.com>

Emotional Literacy – A series of checklists designed to discover where pupils' strengths and weaknesses are in the area of emotional literacy e.g. self-awareness, motivation, empathy, social skills.

Measures of Children's Mental Health & Psychological Wellbeing – A series of simple, questionnaire based assessments that can be used to assess a range of children's social and emotional skills, individually or in groups. Includes resilience, social behaviour and belonging. Suitable for 2 to 20 years.

Pupil Attitude to Self & School (PASS) - An all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school.

Revised Children's Anxiety and Depression Scale (R-CADS) – A series of questionnaires that measure the reported frequency of symptoms of anxiety and low mood, including separation anxiety, social phobia, panic, obsessive compulsion and low mood. Available from: <https://www.corc.uk.net/outcome-experience-measures/revised-childrens-anxiety-and-depression-scale-and-subscales/>

Sensory and/or Physical

VMI-6 - Beery-Buktenica Developmental Test of Visual-Motor Integration – An all-age screener for visual-motor deficits that can lead to learning, neuropsychological and behaviour problems. Available from: <https://www.pearsonclinical.co.uk/Psychology/Psychology.aspx>

Visual/Hearing Impairment assessments - Assessments that would be carried out in collaboration with specialist teachers and healthcare professionals.

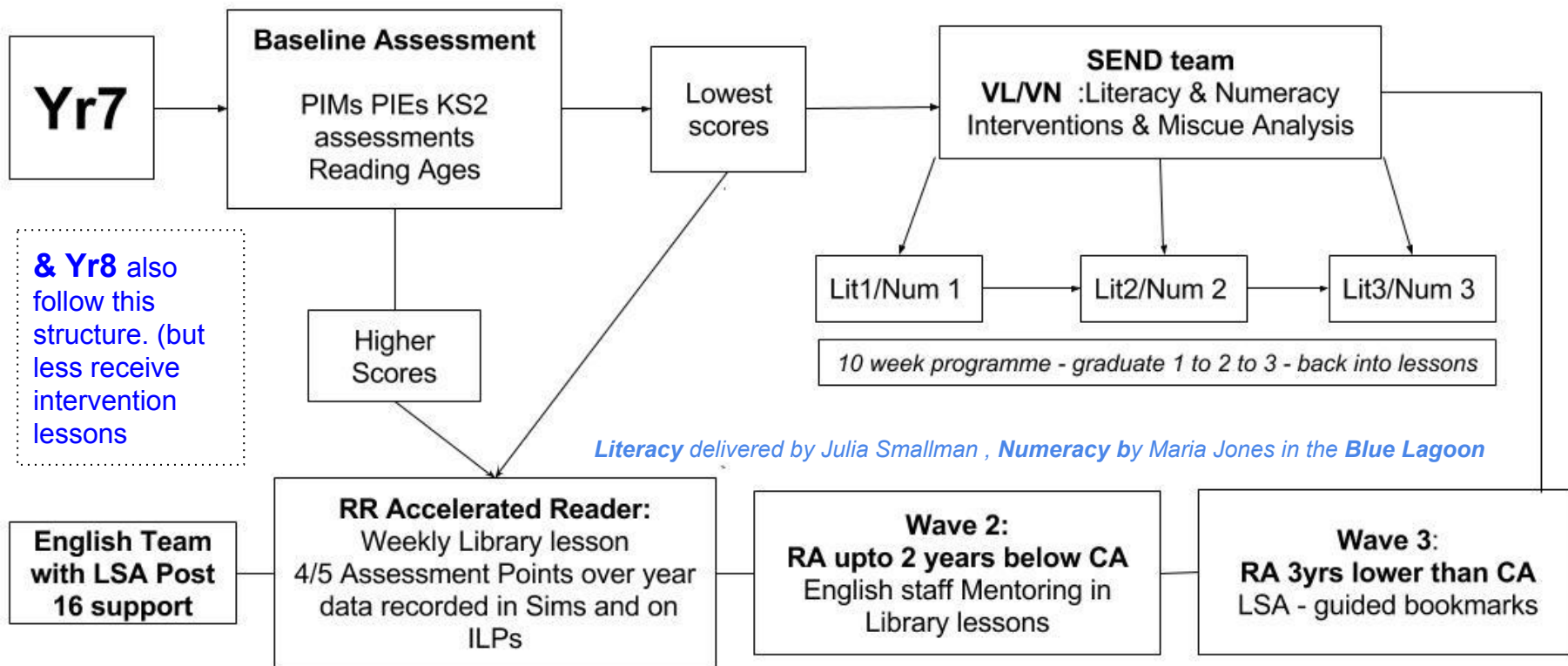
Physical and other sensory needs assessments- used to assess sensory processing difficulties. To be carried out with occupational therapist or paediatrician.

Biel and Peske Sensory Checklist – Observational checklist that can be used to assess sensory needs including touch, proprioception, vestibular and auditory. Available from: <http://www.senplus.ltd.uk/sensory-andor-physical-needs/>

All the above assessments are available from:
<https://www.g1-assessment.co.uk> unless otherwise stated.

Literacy & Numeracy Interventions

New Year 7 Data - PIE's & PIMs data from July 2019 These scores determine the Catch Up intervention groups from September. These students come out of a single lesson per week for small group intervention and graduate off the programme when they have caught up. Sometimes this takes a term sometimes two or more years.



+ ALL Students: QFT English Faculty & Whole School GPS, Literacy support, - initiatives to develop Inference & vocab, use of ILP strategies, SENDCo support and curriculum adjustments.



Reading Targets KS4

ALL Minimum 12.6 years RA

MOST Better or equal to CA

SOME 2 + yrs above CA

Three Waves of intervention

Wave 1 = upto 1 year from Chronological age (CA) : Wave 1 students are everyone's responsibility, form tutors and subjects teachers, not just English teachers. It is up to them to ensure that QFT teaching is happening and their role in closing the gap should not be underestimated. With a little bit of consistent focus from all of their teachers, these students can meet chronological age and this will ultimately enable students to achieve their goals. Support from Post 16 reading ambassadors.

Wave 2: 1-2 years from CA: Intervention and monitoring by English teacher in library lesson (yrs7&8) , LSA Sharmistha & Post 16 reading ambassadors.

Wave 3: +2 years from CA: Support from LSA, complete miscue analysis and comprehension tests. Small group intervention sessions in tutor time or removed from curriculum for one lesson per week in Catch Up literacy sessions

Upto date Reading Data available to staff 4 times per year in Yr7 &8, and once a year in year 9&10