

Not Secondary School Ready (SEND) – Impact on Reading

Feb 2017

Context

These students were initially identified as 'Not Secondary School Ready' as defined by the Government Guidelines and as a team we analysed the SATs Data on the students' transition.

We identified the students that presented as underperforming in Maths and English, who we felt needed additional support to enable them improved access to the curriculum.

In September, the SENCO administered a diagnostic reading assessment, 'The Access Reading Test' to gauge the students' reading comprehension and reading age. She worked with a Specialist TA on how to deliver specific reading interventions designed to accelerate inference skills, reading for meaning and word level reading/spelling.

The students attend these interventions for 5 lessons a fortnight (instead of languages), with Ms Stringer (TA) with the supervision of the SENCO. There are two groups of 7 students.

All 14 students have been identified as 'K' – School Support on the SEND register and all students have a personalised 'SEND Profile' detailing their individual needs and recommendations for teachers. These are circulated to teachers, parents and students and are stored on SIMs for ease of access.

All students have been invited to a homework club that takes place every Thursday after school from 3.30 – 4.30. This is supervised by teachers and a TA.

All students are invited to lunch club organised by the Inclusion TAs in room G101.

Impact

86% (12 students) out of the 14 'Not-Secondary School Ready' students made over 6 months in reading age.

50% (7 students) out of the 14 'Not-Secondary School Ready' students made over 1 years progress in reading age.

21% (3 students) out of the 14 'Not-Secondary School Ready' students made over 2 years progress in reading age.

1 student regressed in their reading progress.