

SEN Impact (2017/18)

1. Phonics program

All students entering PCSA are screened on Transition Day. Those who are three or more years behind their chronological age for reading access the Phonics Program. This continues into year 8 to ensure that the reading skills are imbedded

Impact 2016 – 17 Overall average improvement: 1 year 7 months (over 9 months of classroom teaching)

2. Funded students

All funded students receive in class support, small class teaching or withdrawal.

Total Funding 2016 – 17 = 43, 862 (6 students)

Impact : All 6 students made at least expected levels of progress and/or have received/are receiving the appropriate intervention to ensure they do so. Three students were new starting with us in 2016 and their transition was very smooth, with immediate progress being made.

3. Numeracy/Literacy withdrawal

KS4 students access SRB (Sir Richard Branson Centre) on a taught program. End of Y11 GCSE results reflect the work done whilst in here on a supported program.

Impact 2016– 17 SEND students accessing centre:

Maths : 38% made expected progress. 92.3 % Grades 9-1

English: 38% made expected progress. 92.3 % Grades 9-1

Where progress is below expected for individual students, we have supporting evidence from parents relating to attendance/medical conditions around time of public examinations.

4. LSAs in classes

In addition to top-up funded students, we have a team of LSAs and TAs who meet the needs of students with SLDs/MLDs. They work across classrooms and track individuals they support. Tracking is interrogated four times a year to ensure appropriate and consistent impact. LSAs use the Praising Stars reports to tailor the in-class support that their key student's receive, in order to ensure that their needs are met.