

Holy Cross Catholic Primary School SEND Governors Report Autumn 2021

Spring 2 2021 to Summer 2 2021 Analysis

Comparative Data																		
Group Discussion & Interaction	Grammar & Sentence Building	Listening & Understanding	Verbal Storytelling &	Vocabulary	Speech Clarity	Reading Fluency	Phonics	Attitude to Reading	Understanding	Spelling	Composition	Punctuation & Grammar	Handwriting	SPEAKING & LISTENING	READING	WRITING	Year group	Boy/Girl
1	1	1	2	1	2	2	0	1	1	1	0	1	0	2	1	1	EYFS	B
1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	EYFS	B
1	1	2	2	2	1	0	2	1	0	1	0	0	0	2	1	1	EYFS	B
0	0	1	0	1	1	1	3	0	0	2	2	0	1	0	0	1	Y1	B
0	0	1	1	2	1	2	0	1	1	1	0	1	1	1	1	1	Y1	B
0	2	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	Y2	G
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	Y2	B
0	1	0	3	1	0	2	0	1	0	1	1	0	2	0	2	0	Y3	B
1	3	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	Y3	G
0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Y3	B
1	0	1	0	1	0	2	1	0	3	1	1	2	0	0	2	1	Y4	B
0	0	1	1	0	0	0	0	0	0	0	1	1	1	1	0	1	Y4	B
-1	0	0	-2	0	0	4	5	0	2	6	2	2	1	-2	5	6	Y6	B
0	0	0	0	0	0	1	1	0	2	1	1	1	1	0	1	1	Y6	G

Spring 2 2021 - Summer 2 2021 Tool Kit Tracker Data Analysis

S&L: Steady progress for those children with targets. Those children with 0 did not have S&L targets and therefore were at the top band so couldn't make any more progress.

1 boy in Y6 with - 2 progress had specific needs in S&L which needed more specialist support. This child was part of a weekly social skills group to work on his personal targets.

Reading: 1 child in Y6 made excellent progress in reading against the Toolkit Tracker. (5)

The other children made slower progress in reading which we will continue to look at. However, the children in KS1 did make good progress in phonics which in time will be reflected in the reading data.

Writing: 1 child in Y6 made excellent progress in reading against the Toolkit Tracker. (6)

The other children made slower progress in writing which continues to be a whole school focus.

Educater Spring 2 2021- Summer 2 2021 SEND Data Analysis

See table below

SEND by Gender



Gender	Num	%
Boys	9	75%
Girls	3	25%

SEND by Area of Need



Area of Need	Num	%
SLCN	0	0%
ASD	4	67%
MLD	0	0%
SPLD	1	17%
SLD	0	0%
PMLD	0	0%
VI	0	0%
HI	0	0%
PD	0	0%
MSI	0	0%
SEMH	0	0%
OTH	1	17%

SEND by Year Group



Year	Num	%
R	2	17%
Y1	1	8%
Y2	2	17%
Y3	3	25%
Y4	2	17%
Y6	2	17%

Code	Meaning
SLCN	Speech, language and communication needs
ASD	Autistic spectrum Disorder
MLD	Moderate Learning difficulties
SPLD	Specific learning difficulties
SLD	Severe learning difficulties
PMLD	Profound and multiple learning difficulties
VI	Visual impairment
HI	Hearing Impairment
PD	Physical difficulties
MSI	Multi-sensory Impairment

Educater Summer 2 2021

Year	<u>Mathematics</u>			<u>Writing</u>			<u>Reading</u>		
	Below	WT	WA	Below	WT	WA	Below	WT	WA
EYFS (3)	3	0	0	3	0	0	3	0	0
1 (1)	0	0	1	0	1	0	0	0	1
2 (2)	1	0	1	1	1	0	1	0	1
3 (3)	1	0	2	1	1	1	1	0	2
4 (2)	0	1	1	1	1	0	0	1	1
6 (2)	0	2	0	1	1	0	0	1	1
Total (13)	5/13	3/13	5/13	7/13	5/13	0/13	5/13	2/13	6/13

Reading has been a strength. Purchasing of new books that match student's ability have supported this. We have a high focus on reading in school and children are expected to read daily at home. Specific interventions for reading such as overlearning games and precision teaching have ensured high quality, individualised teaching has been delivered. We will continue to ensure thorough assessments are carried out with children with additional needs and advice from outside agencies sought in how best to engage and teach pupils with specific needs. We will respond to this accordingly.

Writing continue to be the area where children with additional needs do not secure as positive outcomes. We have introduced and embedded the Lexia intervention and precision teaching and overlearning games have been used very successfully. We have seen good to very good progress in the areas of writing however due to the complexities of writing and the specific needs of our pupils, it requires time to embed. Early intervention is key and we have introduced 'The Write Stuff' this term to provide more structure to writing which we hope will suit our ASD learners.

Maths - 8/13 children were either WT or WA across the school. This year we aim to use overlearning games to deliver Maths interventions. Tracking on the Toolkit of these pupils should also be introduced in order to pick up any issues early on and set individualised targets like we do for English.

Children with EHCP's have made very good progress. Targets are consistently achieved and pupils make very good progress against these. Securing additional funding for our most complex pupils has been of great benefit. As a school, we are timely with assessments and seeking support to ensure pupils receive the provision they deserve.