

Report to Governors  
Additional Needs Department  
SpringTerm 2016

Enrichment/Enhancement

As the number of students with Additional Needs increase, the provision that is in place has had to develop too. Since 2008, the school has seen significant changes in the provision for those students with Social, Emotional & Mental Health difficulties as well as for those with Moderate, Communication, Specific and general learning difficulties. Specific rooms are now allocated to provide dedicated support for students with these needs,

We have, over the last three years, developed links with a number of other organisations in order to provide SEMH and ASD students with a specialised support programmes. These sessions all take place in SP5, which is run by Carol Taylor, our HLTA. The facility is heavily utilised by staff and students as a safe haven at breaks and lunchtimes too.

We shall soon start our Primary Liaison visits which enable us to gather information on our new intake. In discussion with our primary colleagues, we will be able to identify those students that would benefit from additional transition. For example, one strategy that is place is for ASD students. One student has produced a booklet for parents and students on 'Our School'. This provides students with key information that they require before beginning an extended transition programme. This includes information on the school day, photographs and a map. By providing this information, it can lower anxieties surrounding the transition to high school.

Progress towards DDP objectives

Over the last two terms, three Teaching Assistants have been supporting over 190 Key Stage 3 students with literacy development. Our first range of assessments has shown positive levels of progress for a large number of students. The data has shown that some students have made exceptional progress, one student made 65 months progress in reading over a 6 month period! In comparison to last year, student progress has continued to improve and the gaps are closing between those on Pupil Premium and those that are not. The data shows:

Pupil Progress - Withdrawn Support 2014-16

Reading - RA under 10  
Months Progress Oct - Mar

	14.15	15.16
FSM	17.9	19
NFSM	15.3	18.6

Spelling - SA under 9.06  
Months Progress Oct - Mar

	14.15	15.16
FSM	14.5	11
NFSM	12.4	15

Reading & Spelling  
Months Progress Oct - Mar

	14.15	15.16
Spelling		
FSM	9.04	9.06
NFSM	11.08	13
Reading		
FSM	13.3	12
NFSM	13.3	17

As reading comprehension is a significant issue across the school, we are always looking at how our provision can impact on a greater number of students and in turn, raise results. Although Accelerated Reader and Withdrawn Support do make a positive impact, there is always room for greater development.

### MLD Base

Amazingly, September 2016 saw the start of the eighth year of the MLD Base. We are looking at a number of Level 1 and Entry level certified courses for one of our Year 7 students for the next academic year. These will include:

- Towards Independence
- Foundation Learning Tier
- Literacy for Everyday Life
- Numeracy for Everyday Life
- Transition Challenge

### Developing provision

As identified earlier, we are reviewing our transition work for those Year 6 students that require a greater level of support. This will include working with students from a number of primary schools to provide additional visits and/or programmes of study in order to minimise the issues surrounding transition. This includes, for the first time, a dedicated coffee morning for parents of Year 6 students that have Additional Needs. This will provide another opportunity for parents to speak to staff.

### Rewarding provision

We have been working with Helen Sanderson Associates on Person Centred Planning and are now considered as a centre of excellence. We have been approached by the Educational Psychology Team at Wrexham to provide training to schools on this process. Over the next term, we will provide four

half day sessions on the process and train around twenty staff on how it can be successfully implemented into schools.