

SEG Review Term 1 2014

This term the Special Education Grant has funded Niki to work with children three days a week over 15 hours. During this time Nicki runs programmes for 36 students. There are a couple of students who are receiving support for more than one subject and therefore the total number children seen was slightly less than this.

The sessions cover literacy and Mathematics with the goal of accelerating learning and filling gaps in the students learning so they can achieve better in class. Programmes offered this term have included

- Rainbow reading
- Writers group
- Spelling support
- Lexia Core 5 online literacy programme
- Xtra Maths Basic facts support
- Number knowledge group

We have tracked the students within each group and monitored their progress to evaluate the success of the programmes and whether programmes have accelerated their progress.

Results

Programme	Participants	Progress over term	Recommendations
Xtra Maths	13 year 5/ 6 students	<p>Over the term the average progress was 16% with a maximum movement of 78% progress and a minimum movement of 0% progress.</p> <p>There were six students for whom the programme made less than 5% difference and was therefore ineffective</p> <p>Three students made considerable progress two of which reached 100 out of 100 for the addition section of the test.</p>	The programme being run as part of SEG time is to cease in Term 2 and children who still need this ongoing practice with work with xtra math in class and at home.
Rainbow reading	6 Year 4 -6 students	All children in this programme made progress with the greatest movement being 1 year over the term and the lowest being 1 reading level.	Implement a couple of comprehension groups for term 2 which looks at

		<p>Two of the year 4 students reached the Year 3 standard, which brings them within 6 months of expectation. Accuracy levels for these children are high and it was identified that comprehension of the text is the area needing the most work. 4 of the 6 students made accelerated progress in comparison to previous terms results.</p>	<p>interpreting text for those students still behind. We will add some new students to these groups. This will strengthen their skills and hopefully enable those who did not make accelerated progress this term to</p>
Writers group	4 year 4 students in class support	<p>The objective of this group was to develop independence and confidence in writing. They started the term writing between 1 and 3- 4 simple sentences in a writing session.</p> <p>There was significant movement for three of the students who are now writing up to half a page of work independently with adjectives, description and a hook. Some re-crafting is now evident. The increase in confidence has set them up to be able to reach the standard by the end of the year.</p> <p>One child in this group increased her ability to write considerably but will not reach the standard</p>	<p>The three children who made significant progress have been discontinued from the SEG programme and added to the in class target group for ongoing monitoring. The other child is continuing with the programme in Term 2</p>
Spelling programme	6 Year 2/3 students	<p>Progress over the term in spelling for this group averaged 23 words improvement on the first 100 words. The greatest improvement was 39 words and the smallest was 5. Biggest gains were made by the students who were spelling less than half at the start.</p>	<p>5 of these students have been referred back for another term of this programme with different goals for next steps in the blend and vowel sounds. One child was discontinued.</p>
Lexia core 5	3 year 3 students	<p>All students progress at least one stage. One of the students</p>	<p>Two of these students are</p>

Reading	below the standards in reading	exceeded their goal for the term and achieved the National standard for after 3 years at school. The greatest movement was 3 reading levels.	continuing with the reading programme. The child who has achieved level 21 is now focusing on other areas.
Number knowledge group	4 junior students	Progress with basic facts test out of 30 showed an increase of between 8 and 20 for these students. Their understanding of number and recognition of numbers was enhanced significantly.	Two of these children moved up a strategy group and were discontinued now being monitored in class groups. The other two were re-referred but are on a waiting list due to demand.