

SEG Review Term 3 2014

This term the Special Education Grant has funded Niki to work with children three days a week over 15 hours. These programmes were a mixture of in class and withdrawal programmes. During this time Niki ran programmes for 28 students. Some students had more than one focus.

All students receiving assistance this term were in the literacy areas with a focus on reading, writing, spelling and blends.

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
Reading	17 students across the school from Year 1 – 6 11 senior and 6 junior	<p>During the programme we saw an increase in reading level for all students.</p> <p>9 of the 11 senior students made at least 6 months progress during the term which is good acceleration. Two of our lower students only moved one reading level, which is not above that expected, from classroom programmes. These children have both been reallocated to a teacher lead reading intervention in term 4. Both of these students have received three terms of SEG for insufficient progress.</p> <p>Progress for our junior students ranged from 0 – 6 reading levels.</p> <p>Within this group two students made accelerated progress. Three students made expected levels of</p>	<p>4 students were referred to teacher lead reading interventions.</p> <p>3 students were discontinued and will be now monitored in class to ensure they maintain their gains.</p> <p>4 students have been recommended for another term of seg.</p> <p>All of the junior students have been discontinued from reading intervention for Term 4. Three will be receiving support in other areas in Term 4 and the other three will be discontinued.</p>

		<p>progress which is considered good for them compared to previous terms. The sixth child made no progress and is well below despite three terms in the SEG programme. This child has been discontinued and will be considered for a teacher intervention next year.</p> <p>Two of the students reached expected levels this term.</p>	
Writing	<p>7 Students in writing programmes.</p> <p>Three from senior school and four from junior school.</p> <p>Writing programmes are in class support.</p>	<p>Junior students were assessed using a word test which evaluates how their written vocabulary is increasing. Gains were between 2 and 21 words over the term. Two of the students made what is considered accelerated progress and have been discontinued from the SEG spelling programme. The child who only made 2 word gain has also been discontinued from this programme as it is not resulting in gains for them.</p> <p>All three senior students showed improvement in confidence and quality of writing. We saw an increase in the amount of writing they are able to produce independently.</p> <p>All three of these children are also part of a focus writing group with the teacher in class.</p> <p>All three children have been discontinued from writing support in Term 4</p>	<p>Of the seven children receiving support this term only two will receive support in term 4. This will be as part of the class programme and may include some new students to the programme. This teacher aide support has been allocated to these children so they receive more adult support during class writing programmes. Many are part of focus groups within the classroom already and this is building their confidence and knowledge of the writing process.</p>

Spelling	<p>10 students</p> <p>5 senior</p> <p>5 junior</p>	<p>All students made progress in spelling over the term.</p> <p>The junior students made between 3 and 29 word gains from the first 100 words</p> <p>For some of these students retention has been an issues and it was good to see gains for all of them.</p> <p>Accelerated progress is shown for 2 of the 5 juniors. One student has been discontinued due to getting close to expectation.</p>	<p>All junior students were removed from spelling intervention for Term 4.</p> <p>Some are still significantly below expectation but progress in this programe has been slow for them. They will be focusing on Writing in Term 4 which will also involve spelling but in a different approach.</p>
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