

## High Needs Budget – Savings Options for 2016/17

### Appendix C – Impact Data

#### 1. Cognition and Learning Team

The CALT Team consists of 4.7 FTE SEN teachers and provides support and training for schools in relation to SEN provision and practice. Activities include support for SENCOs, modelling intervention programmes, training and assessments.

#### Activity Data

In 2013-14 the team undertook 727 school visits (637 primary, 76 secondary and 14 PRUs). This averages as 10 visits per year per primary school and 8 visits per year per secondary school.

In 2014-15 the team undertook 716 school visits (634 primary, 74 secondary and 8 PRUs). This averages as 10 visits per year per primary school and 7 visits per year per secondary school.

#### Impact of Service

- Feedback from schools shows high levels of satisfaction:
  - Overall quality of service:*
  - 96% Excellent
  - 4% Good
  - Quality of reports:*
  - 85% Excellent
  - 15% Good
  - Quality of training:*
  - 87% Excellent
  - 13% Good
  - Impact on pupil progress:*
  - 8% Excellent
  - 59% Good
  - 33% Satisfactory
- The Team supports schools with implementation of specific literacy and numeracy programmes, including modelling teaching strategies, training staff including TAs and carrying out pre and post intervention assessments of children. For example, in 2013-14, 29 schools participated in the Catch Up Literacy Programme, with a total of 340 pupils on the programme. The average gain in word reading accuracy per pupil per month was 3.31 months. The average gain in reading comprehension per pupil per month was 3.33 months. Overall, the average total gain in literacy skills was 19 months over the course of an x month programme.
- Similarly, the team supported schools with implementation of the Fischer Family Trust Wave 3 (SPRINT) programme in 2013-14. 17 schools participated in the programme which is targeted at children in Year 1 working at level 1C or below. The average gain in reading accuracy per pupil per

month was 4.5 months. The average gain in reading comprehension per pupil per month was 3.3 months.

- The Team supported 6 schools with the SNAP Programme (Maths intervention) in 2013-14. 87 pupils participated in the programme. During the course of the 14 week programme, the average NC sub level gain per pupil was 1.8.
- Feedback from centrally delivered training in 2013-14 was consistently graded 4 or 5 (good or excellent). Pre and post training confidence scores have shown increases in confidence between 2 and 7 points on a 0 to 10 scale.

### **2014-15 data:**

- No updated feedback from schools – evaluation due in 2016

### **Intervention data:**

#### **Catch Up/Structured Approach to Reading (STAR)**

The team have developed an alternative intervention to Catch Up which is an expensive training to commit to (£300 per person on the training), the Structured Approach To Reading (STAR) has following objectives:

*Course Objectives:*

- To identify a struggling reader through formal and informal assessment*
- To know how to structure an effective 1-1 reading session*
- To be familiar with established strategies necessary for addressing common reading errors*
- To develop an understanding of the link between reading and writing*
- To acknowledge the importance of feedback and ongoing monitoring as essential parts of the reading intervention*

#### **Data collected includes Catch Up and STAR:**

- 25 schools
- 274 pupils
- 42% male
- 58% female
- Word accuracy gain per month on programme: 3.23 months
- Comprehension gain per month on programme: 2.38 months

#### **Data collected for Fischer family trust Wave 3 (SPRINT)**

- Based on data returned from 16 schools
- Number of pupils: 46 (61% boys 39% girls)

#### **Impact on pupil progress: (aiming for accelerated progress to close the gap i.e. trying to achieve double ratio gain with any intervention)**

Average time on programme : 13 weeks

Average progress made whilst on the intervention:

- Reading : 1.7 sub levels
- Writing: 1.6 sub levels
- Word accuracy: 13.26 months i.e. approx 4 months progress for every month on the programme

- ❑ Comprehension: 15.2 months i.e. approx 5 months progress for every month on the programme
- ❑ Spelling: 6 months i.e. approx 2 months progress for every month on the programme

**Data collected for SNAP (Maths intervention)**

- 12 schools
- 76 pupils
- 34% male
- 66% female

From all schools:

- Average time on SNAP: 3.7 months
- Average number of units covered: 11

From those who submitted age scores using Gillham:

- For every month on SNAP: 1.85 months gain
- For every month Standardised Score point increase: 7

From those who submitted sublevel progress:

- For every month on the SNAP: 0.57 sublevels

**Feedback from centrally delivered training:**

30 centrally run courses

Feedback scores from courses relating to:

*Scale: 5 = excellent, 1 = not acceptable*

Learning Objectives: scores range from 5.0 to 4.4 with an average score of 4.7

Course content: scores range from 5.0 to 4.6 with an average score of 4.8

**2. ASD Advisory Service**

The ASD Advisory Service provides support to mainstream schools to meet the needs of children with autistic spectrum disorder.

**Activity Data**

At this point in 2015-16:

516 pupils on mainstream caseload.

The caseload has been increasing significantly due to the rise in ASD diagnoses.

**Impact of Service**

- *Feedback from schools:*

*Overall rating:*

*46% excellent*

*38% good*

*Quality of reports:*

34% excellent

62% good

Training

80% excellent

20% good

Impact of service on pupil outcomes

Excellent 64%

Good 36%

- The service helps to retain children with ASD in mainstream schools. The number of children who were moved to independent, non maintained or free special schools for children with ASD in 2011-12, 2012-13 and 2013-14 respectively were 1, 1 and 6. The higher number in 2013-14 was due to our ASD resourced units reaching their capacity and the opening of The Thames Valley Free School. It is notable that numbers moving to independent provision prior to 2013-14 were so low given the significant rise in numbers of children with ASD.
- The number of exclusions of children with ASD since 2010/11 is shown below. It is difficult to draw any conclusions from this data. Numbers of exclusions of ASD children appear to be increasing, but this is likely to reflect the higher incidence of ASD in mainstream schools rather than any reduction in the ability of schools to meet the needs of children with ASD. It is possible that the number of exclusions of children with ASD would be higher if schools were not able to access support from the ASD Advisory Service. The service is often brought in by schools to give support in crisis situations and can help schools to avoid exclusions.

Academic Year	Type	Exclusions	Pupils
2010/11	FIXD	19	13
2011/12	FIXD	42	21
2012/13	FIXD	38	21
2013/14	FIXD	49	23
2014/15	FIXD	42	18 (so far)
2014/15	PERM	1	1

### 3. SEN Pre School Children

This budget provides funding for one to one support to allow children with significant SEN to access early years settings and take up their 15 hours Government funded pre school provision.

#### Activity Data

In the 2012-13 financial year, 41 children accessed funding.

In the 2013-14 financial year, 42 children accessed funding.

In the 2014-15 financial year 52 children accessed funding

In the 2015-16 so far 51 children have accessed funding.

#### Impact of Service

- 100% of the children who accessed funding were able to attend a pre school setting and would not have been able to do so without the one to one support funded from this budget as early years settings do not have delegated SEN budgets. All children who access funding have a SEN / disability of a severity which would render their attendance unsafe or impractical without 1 to 1 support.
- Most of these children are known to the Pre School Teacher Counsellor Service. Their progress towards targets in their individual plans is monitored by the Pre School Teacher Counsellor and the early years setting at the PSTC's regular monitoring visits.
- Early intervention provided through this budget can help to avoid the need for a Statement / EHC Plan. Of the 52 children who accessed funding in 2014-15, 17 children went on to have an EHC Plan, this is 33% of the total number of children who accessed the funding.
- Early intervention provided through this budget can help to avoid the need for specialist placements in resourced or special schools. Of the 17 children who when on to have an EHC Plan, 9 were placed in specialist provision (Special School or Resourced Provision). This represents 17% of the children accessing the funding, and 52% of the children who accessed the funding and also went on to have an EHC Plan.
- The Council received no complaints and no disability discrimination claims in respect of children with disabilities being unable to take up their free early years entitlement due to lack of one to one support to enable them to access it.

#### 4. Specialist Inclusion Support Service (SISS)

The SISS Service (provided by Castle and Brookfields Schools) provides support to children in mainstream schools who have significant learning difficulties and may have other associated difficulties. Advice is given on teaching strategies and resources to enable children to access the mainstream curriculum.

##### Activity Data

The service supported 90 children during the course of the 2013-14 academic year. 49 schools used the service in the 2013-14 academic year.

The service supported 132 children during the course of the year 2014-15, 54 schools used the service.

##### Impact of Service

- Feedback from mainstream schools is as follows:  
*Overall satisfaction with service:*  
 43% excellent  
 29% good  
*Quality of advice:*  
 50% excellent  
 25% good  
*Progress of pupils:*  
 8% excellent

58% good  
34% satisfactory

No evaluation in 2014-15, one will be due in 2015-16.

- The table below shows progress made by children on the SISS caseload of one special school, *based on those who are still on the caseload in 2014-15* (hence the low numbers in previous academic years as some children will have come off caseload during that time).

**SISS Progress data: for pupils on current caseload (2014-15)**

Year	Subject	Average gain in sub levels across the year	Data based on this number of pupils and other comments
<b>2010-11</b>	Number	1.0	5
	Space, shape, measures	0.8	4
	Using and applying	1.0	5
	Reading	1.0	5
	Writing	1.0	5
<b>2011-12</b>	Number	1.2	5
	Space, shape, measures	0.6	5
	Using and applying	0.5	2
	Reading	0.6	5
	Writing	0.8	5
<b>2012-13</b>	Number	1.0	9
	Space, shape, measures	1.2	9
	Using and applying	1.0	1
	Reading	1.9	8
	Writing	0.4	4
<b>2013-14</b>	Numeracy	0.9	11 (From 2013, combined score for numeracy is used)
	Reading	1.2	11
	Writing	1.1	11

## 5. Language and Literacy Centres (LALs)

The two LALs in West Berkshire (at Theale and Winchcombe schools) provide intensive literacy support for 48 primary children per year who attend for half a day per week for two and a half terms in Year 5.

### Activity Data

48 children per year attend for half a day per week for two and a half terms in Year 5. On average, over the last four years, there have been 24 children per year who were referred for a LAL place but were not allocated one as places are limited to 48.

### Impact of Service.

Assessment type (average gain in months)	2014-15	2013-14	2012-13	2011-12
WRAT (word reading)	11.1	14.4	13.4	15.1
Salford (sentence reading)	17.4	21.1	17.4	19.5
Helen Arkell (spelling)	16.7	16.8	17.6	17.8

- Over the last 4 years, children attending LAL have made the following progress in reading and spelling:  
Salford Reading Test: between 16 and 78 months progress.  
WRAT Reading Test: between 6 and 72 months progress.  
Helen Arkell Spelling Test: between 15 and 81 months progress.
- In the 14-15 academic year, children who attended the LALs made average gains in reading and spelling of:  
Salford Reading Test: 17 months gain  
WRAT Reading Test: 11 months gain  
HAST Spelling Test: 17 months gain (Measured over an 8 month period)
- Interim data for the current cohort in LAL (average progress since September 2015)
  - Reading: 9 months progress in 4 months
  - Spelling: 11 months progress in 4 months

Note – Reading incorporates both Salford and WRAT – ie sentence reading and word reading tests.