

Year Seven Grant for Literacy and Numeracy

2015-16

Funding received £3,500

Whole school initiatives		
Barriers	Initiative	Rationale
Not all students have adult reading regularly with them	<ul style="list-style-type: none"> • Four blocks literacy x 3 senior teachers attending and sharing with all teachers • Reading areas introduced in each department 	<ul style="list-style-type: none"> • Introduction of a clear system will give teacher a structure which they can use as a basis for their teaching of literacy • More opportunities provided for students to access books
Numeracy is difficult for our students if they have a physical disability i.e. they can not interact with objects and learn about their properties in conventional ways	<ul style="list-style-type: none"> • 2x teachers attend numicon training and share with other teachers 	<ul style="list-style-type: none"> • Numicon had not been used in classes despite the resources being available. Teachers lacked confidence in how to use resources

Year 7 students	Barrier to literacy or numeracy	Additional support given	Rationale
A	Global development delay with specific difficulties in focusing and engaging on teacher led activities	Teacher given numicon and PECS training 1:1 support for literacy and numeracy sessions	Specific teaching of numeracy in clear system supports the quality of teaching opportunities. Introduction of symbols will allow a better understanding of literacy
B	Global development delay with specific difficulties in focusing and engaging on teacher led activities	Teacher given numicon training 1:1 support of literacy and numeracy sessions	Specific teaching of numeracy in clear system supports the quality of teaching opportunities. 1:1 support during taught sessions is required to check understanding
C	Global development delay with specific difficulties in focusing and engaging on teacher led activities	Teacher given numicon and PECS training 1;1 support for literacy and numeracy sessions	Specific teaching of numeracy in clear system supports the quality of teaching opportunities. 1:1 support during taught sessions is required to check understanding
D	Profound and complex learning difficulties and physical difficulties with specific difficulties in understanding directions	Introduction of the use of switches, teaching of closed questions, PODD	Expressive opportunities required to check understanding in both literacy and numeracy
E	Profound and complex learning difficulties and physical difficulties with specific difficulties in understanding directions	Introduction of the use of switches, teaching of closed questions, PODD	Expressive opportunities required to check understanding in both literacy and numeracy
F	Profound and complex learning difficulties and physical difficulties with specific difficulties in understanding directions. Severe medical needs.	Introduction of the use of switches, teaching of closed questions, PODD	Expressive opportunities required to check understanding in both literacy and numeracy.

2016-17 plans
Funding unknown

Whole school initiatives			
Barriers	Initiatives	Rationale	Impact
Books are easily destroyed due to students lack of understanding	Purchase more books	Students require good quality books which spark interest	Students are able to share books with adults and peers and enjoy a rich and varied bank of literacy
For the majority of our students conventional teaching of literacy is ineffective	Introduce "blocks of learning" to all teachers as a prequel to "four blocks literacy"	Training on "4 blocks" highlighted the level our students are working at therefore revision of training required	All teachers are introduced to key principles namely, self selected reading, guided reading, writing, working with words

Class specific

class	Barrier	Initiative	Rationale	Desired impact
A	Students have access difficulties due to physical needs	Individualised switch access Access to closed question, yes no cards	Students are taught to use AAC throughout the day. This enable better expressive communication and enable teachers to access progress	Students make good or better progression in literacy and numeracy
B	New class teacher	Additional teacher support Smaller class size Additional t.a. support	Teaching sessions with experienced teacher supports new teachers ability to deliver sessions which challenge Enable teacher to deliver individualised sessions which are motivating for students 1:1 support as required	Students make good or better progression in literacy and numeracy
C	New class teacher	Smaller class size Additional t.a. support	Enable teacher to deliver individualised sessions which are motivating for students 1:1 support as require	Students make good or better progression in literacy and numeracy

Pupil specific

Student	class	Barrier	Initiative	Rationale	Desired impact
A	A	Pmld and physical disability which has access implications. New to school	Individualised switch access Access to closed question, yes no cards	Switches and yes no cards can help us assess understanding and so aid our assessment	For A to be able to make good or better progress in literacy and numeracy

B	A	Pmld and physical disability which has some access implications			For B to be able to make good or better progress in literacy and numeracy
C	B	GDD which means following instructions can be difficult, some behaviours can also become barriers . New class teacher	Awaiting funding confirmation		For C to be able to make good or better progress in literacy and numeracy
D	B	GDD which means following instructions can be difficult, some behaviours can also become barriers as inflexible in some situations . New class teacher	Awaiting funding confirmation		For D to be able to make good or better progress in literacy and numeracy
E	C	GDD which means following instructions can be difficult, some behaviours can also become barriers as inflexible in some situations. New class teacher	Awaiting funding confirmation		For E to be able to make good or better progress in literacy and numeracy
F	B	GDD which means following instructions can be difficult, some behaviours can also become barriers as inflexible in some situations. New class teacher	Awaiting funding confirmation		For F to be able to make good or better progress in literacy and numeracy
G	B	GDD which means following instructions can be difficult, some behaviours can also become barriers as inflexible in some situations. New class teacher	Awaiting funding confirmation		For G to be able to make good or better progress in literacy and numeracy
H	C	GDD which means following instructions can be difficult, some behaviours can also become barriers as inflexible in some situations. New class teacher	Awaiting funding confirmation		For H to be able to make good or better progress in literacy and numeracy
I	C	GDD which means following instructions can be difficult, some	Awaiting funding confirmation		For I to be able to make good or better progress in literacy

		behaviours can also become barriers as inflexible in some situations. New class teacher			and numeracy
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