



Annual School SEND Report
2023-2024

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School Profile

Manchester Road Primary Academy is a two-form entry mainstream school with 372 pupils on roll. Pupils are aged 4-11 years. We have a SEND Database which in July 2024 contained 98 pupils. We currently have 21 EHCP's which is 6% of the school population, with 6 more children agreed to assess by Summer 2024. Those accessing SEND support represent 24.7% of the school population. The national average for EHCP's is 4.3% and school SEN support 13%. At Manchester Road we are currently above the National average for pupils with SEND.*

We are a border school located between Manchester and Tameside Local Education Authorities, with pupils accessing a wide range of Greater Manchester Borough Services.

1.1 PROFILE OF PUPILS 2023-2024

SEND register	SEND support	EHCP	EHCP (agreed to assess)	EHCP ready to submit Autumn 2024
101	79	21	6	8

Primary Area of Need

SEMH	C&I	C&L	S&P
17	51	28	5

Specific area of need

SCLN	MLD	BESD	ASC	SLD
20	19	8	7	4

EHCP's

Funded SEND provision for EHCP's currently comes from 3 different local authorities. These include Tameside (18) and Manchester (2) and Derbyshire (1).

Primary Areas of Need

At Manchester Road our primary area of need is Communication and Interaction with 50% of the SEND register having this as their primary need. Another significant areas of need is Cognition and Learning which is at 27% with a high level of need increasing within the Early Years setting.

2. SEND Provision

In Autumn 2022, in response to the growing level of significant cognition and learning needs in KS2, MRPA implemented a targeted provision for English and Maths. This provision is for pupils more than two academic years behind their peers. This provision is referred to as 'The Hive'. This has been highly successful and continued through the academic year 2023-24.

2.1 The Hive Offer:

- **English and Maths**

Pupils are taught in line with the school 'Write Stuff' Literacy Program and 'White Rose' maths whilst heavily differentiated and tailored to their levels of need. Many of the pupils are working within Year 1 and Year 2 National Curriculum Levels of Attainment.

- **Enrichment**

Children have weekly enrichment sessions that focus on enjoyment for learning and developing life skills. Children will also work on communication and interaction within these sessions. Following the Birmingham SEND toolkit targets and assessment system.

- **Reading**

Some of the children will receive daily group guided reading sessions or 1:1 Fischer Family Trust Intervention (depending on their level of need)

- **Monitoring**

The children in the Hive are monitored using the Birmingham SEND toolkit which targets small steps of progress in Reading, Writing, Speaking and Listening and Mathematics.

2.2 School offer for Pupils with SEND

- **Targeted support**

All pupils have individual Support Plans, following a Graduated Approach to SEND. As a result, all children receive well targeted and differentiated learning opportunities within all subjects from their teachers.

- **Interventions**

To meet more individual needs, children have access to a range of interventions that take place during the reading hour the day, assemblies and transition times. This has been carefully planned to ensure that children continue to access Foundation Subjects. The range of interventions include;

- Dynamo maths

- Fischer Family Trust (1:1 intensive reading support) or Better Reading Program (KS1)
- Lego Therapy
- Zones of Regulation
- Reading Eggs (KS1)
- Sensory regulation intervention
- WELLCOMM speech and language support EY and Primary
- Life skills (developing practical skills for life such as cooking and recognising dangers)
- Nurture sessions (Focusing on self-esteem and personal wellbeing)
- Read Write Inc 1:1 session (to support children who are not making expected progress)
- Clicker 7 (supporting children to identify difficult spellings and the accuracy of their own writing)
- Mental Health Practitioner support- for low level parent and child support

Access to intervention is short but intensive to ensure that the children receive the boost they need and do not spend large amounts of time out of class.

Zones of Regulation is also delivered twice weekly as a whole class session to ensure individual and group intervention work is carried through into the classroom

WellComm is also used and utilised throughout daily use within the classrooms, based on the needs of the children in that class. Where class teachers incorporate new topic vocabulary into the WellComm intervention sessions, add these into the lesson pre-teaches and within the day-to-day lessons within the classroom. The 'meaningful moments' with the English 'Write Stuff' program also works to place emphasis on speaking and listening.

Dynamo maths, is used within the classroom context and targets basic mathematical principals. These are recapped in each daily mathematics session using the DNA part of the lesson (do now activity). This part of the lesson is designed to recap prior learning and aid recall, including key concepts in maths.

- **Monitoring**

All pupils, where cognition and learning needs are present, are tracked using the SEND Birmingham Toolkit which supports small steps of targeted progress. These children will have their targets in their English and Maths Books. All interventions used in school are monitored and reported to parents via the Pupils Individual Support Plan.

3. Attainment and Progress Summary

At Manchester Road the children with SEND are monitored closely through a heavily differentiated curriculum. The children can access the full breadth of the curriculum from EYFS to Upper Key Stage 2 and are monitored using the school SEND Toolkit. Each area of learning is broken down into small achievable targets which are attached to the child's Support Plan. Good progress is calculated based on at least 2 full sublevels of progress. Attainment is shared with parents and carers through support plans (reviewed once termly), individual school reports (once termly) and parents meetings (termly or as requested). Parents are offered termly SENDCo surgery drop in appointments and can schedule appointments at any time at the school office.

3.1 Referrals made

	MAAT	ADHD	EP	Paediatrician	SALT	School Nurse	EHCP	EHCP referrals (awaiting)
EYFS	2		2	1	5		2	1
KS1	4	6	2	1	6	1	2	1
KS2	5	5	2	2	2		4	4

3.2 External Professional Involvement

<u>Educational Psychologist</u>	Speech and language therapist - new for 2023/24
<p>13 reports completed this academic year 4 in support of successful EHCP applications 2 in support of transfer to specialist placement</p> <p><u>School support</u> Restorative practice refresh for staff INSET day- 3 hours training Bereavement support drop-in for staff Whole class observations and feedback Behaviour policy development work, huge impact in spring and summer term Emotion coaching and trauma-informed practice for staff Attending 'stay and play' to meet children joining school in September 2024 and their parents</p>	<p>3 x weekly interventions 1:1 4 x fortnightly intervention 1:1 4 x Attention autism intervention- trained up EY staff to deliver this with SLT oversight 24 assessments and reports written 1 referral to LA SALT 5 children discharged</p>

Situational Factors

- One child received suspensions from school during the academic year
- Additional children joining school with little or no communication from previous schools
- Additional children joining school who had not attended a previous setting

3.3 Assessment analysis SEND compared to Non-SEND

Year Group - 1		1, Autumn End of Term	1, Spring End of Term	1, Summer End of Term
		Attainment Bar	Attainment Bar	Attainment Bar
All Students	Reading	26% Below Expected, 74% At Expected	31% Below Expected, 65% At Expected, 4% Above Expected	35% Below Expected, 51% At Expected, 14% Above Expected
	Writing	14% Below Expected, 81% At Expected, 5% Above Expected	35% Below Expected, 61% At Expected, 4% Above Expected	35% Below Expected, 53% At Expected, 12% Above Expected
	Mathematics	71% Below Expected, 29% At Expected	29% Below Expected, 67% At Expected, 4% Above Expected	27% Below Expected, 69% At Expected, 4% Above Expected
SEN	Reading	50% Below Expected, 50% At Expected	50% Below Expected, 50% At Expected	50% Below Expected, 37% At Expected, 13% Above Expected
	Writing	50% Below Expected, 50% At Expected	75% Below Expected, 25% At Expected	75% Below Expected, 12% At Expected, 13% Above Expected
	Mathematics	75% Below Expected, 25% At Expected	62% Below Expected, 38% At Expected	62% Below Expected, 38% At Expected

Year Group - 2		2, Autumn End of Term	2, Spring End of Term	2, Summer End of Term
		Attainment Bar	Attainment Bar	Attainment Bar
All Students	Reading	24% Below Expected, 68% At Expected, 8% Above Expected	47% Below Expected, 44% At Expected, 9% Above Expected	43% Below Expected, 43% At Expected, 14% Above Expected
	Writing	20% Below Expected, 40% At Expected, 40% Above Expected	43% Below Expected, 49% At Expected, 8% Above Expected	45% Below Expected, 46% At Expected, 9% Above Expected
	Mathematics	94% Below Expected, 6% At Expected	42% Below Expected, 49% At Expected, 9% Above Expected	38% Below Expected, 52% At Expected, 10% Above Expected
SEN	Reading	41% Below Expected, 59% At Expected	76% Below Expected, 24% At Expected	71% Below Expected, 29% At Expected
	Writing	41% Below Expected, 41% At Expected, 18% Above Expected	71% Below Expected, 29% At Expected	71% Below Expected, 29% At Expected
	Mathematics	100% Below Expected	71% Below Expected, 29% At Expected	65% Below Expected, 35% At Expected

Year Group - 3		3, Autumn End of Term	3, Spring End of Term	3, Summer End of Term
		Attainment Bar	Attainment Bar	Attainment Bar
All Students	Reading	38% Below Expected, 50% At Expected, 12% Above Expected	48% Below Expected, 41% At Expected, 11% Above Expected	40% Below Expected, 35% At Expected, 25% Above Expected
	Writing	66% Below Expected, 32% At Expected, 2% Above Expected	55% Below Expected, 41% At Expected, 4% Above Expected	42% Below Expected, 47% At Expected, 11% Above Expected
	Mathematics	28% Below Expected, 54% At Expected, 18% Above Expected	59% Below Expected, 30% At Expected, 11% Above Expected	30% Below Expected, 28% At Expected, 42% Above Expected
SEN	Reading	33% Below Expected, 67% At Expected	50% Below Expected, 50% At Expected	42% Below Expected, 33% At Expected, 25% Above Expected
	Writing	75% Below Expected, 25% At Expected	67% Below Expected, 33% At Expected	42% Below Expected, 58% At Expected
	Mathematics	42% Below Expected, 50% At Expected, 8% Above Expected	67% Below Expected, 33% At Expected	42% Below Expected, 17% At Expected, 41% Above Expected

Year Group - 4		4, Autumn End of Term	4, Spring End of Term	4, Summer End of Term
		Attainment Bar	Attainment Bar	Attainment Bar
All Students	Reading	95% Below Expected, 5% At Expected	30% Below Expected, 37% At Expected, 33% Above Expected	30% Below Expected, 38% At Expected, 32% Above Expected
	Writing	29% Below Expected, 71% At Expected	39% Below Expected, 33% At Expected, 28% Above Expected	53% Below Expected, 41% At Expected, 6% Above Expected
	Mathematics	93% Below Expected, 7% At Expected	21% Below Expected, 33% At Expected, 46% Above Expected	30% Below Expected, 42% At Expected, 28% Above Expected
SEN	Reading	100% Below Expected	57% Below Expected, 29% At Expected, 14% Above Expected	43% Below Expected, 43% At Expected, 14% Above Expected
	Writing	43% Below Expected, 57% At Expected	79% Below Expected, 14% At Expected, 7% Above Expected	79% Below Expected, 21% At Expected
	Mathematics	86% Below Expected, 14% At Expected	36% Below Expected, 28% At Expected, 36% Above Expected	43% Below Expected, 28% At Expected, 29% Above Expected

Year Group - 5		5, Autumn End of Term	5, Spring End of Term	5, Summer End of Term
		Attainment Bar	Attainment Bar	Attainment Bar
All Students	Reading	26% Below Expected, 53% At Expected, 21% Above Expected	30% Below Expected, 59% At Expected, 11% Above Expected	26% Below Expected, 55% At Expected, 19% Above Expected
	Writing	12% Below Expected, 38% At Expected, 50% Above Expected	33% Below Expected, 56% At Expected, 11% Above Expected	30% Below Expected, 54% At Expected, 16% Above Expected
	Mathematics	90% Below Expected, 4% At Expected, 6% Above Expected	28% Below Expected, 59% At Expected, 13% Above Expected	23% Below Expected, 58% At Expected, 19% Above Expected
SEN	Reading	59% Below Expected, 23% At Expected, 18% Above Expected	47% Below Expected, 41% At Expected, 12% Above Expected	47% Below Expected, 41% At Expected, 12% Above Expected
	Writing	29% Below Expected, 47% At Expected, 24% Above Expected	59% Below Expected, 41% At Expected	53% Below Expected, 35% At Expected, 12% Above Expected
	Mathematics	88% Below Expected, 6% At Expected, 6% Above Expected	53% Below Expected, 35% At Expected, 12% Above Expected	47% Below Expected, 41% At Expected, 12% Above Expected

Year Group - 6		6, Autumn End of Term	6, Spring End of Term	6, Summer End of Term
		Attainment Bar	Attainment Bar	Attainment Bar
All Students	Reading	13% Below Expected, 87% At Expected	23% Below Expected, 64% At Expected, 13% Above Expected	18% Below Expected, 35% At Expected, 47% Above Expected
	Writing	7% Below Expected, 69% At Expected, 24% Above Expected	36% Below Expected, 56% At Expected, 8% Above Expected	27% Below Expected, 55% At Expected, 18% Above Expected
	Mathematics	43% Below Expected, 57% At Expected	29% Below Expected, 53% At Expected, 18% Above Expected	27% Below Expected, 50% At Expected, 23% Above Expected
SEN	Reading	44% Below Expected, 56% At Expected	44% Below Expected, 50% At Expected, 6% Above Expected	44% Below Expected, 31% At Expected, 25% Above Expected
	Writing	25% Below Expected, 50% At Expected, 25% Above Expected	56% Below Expected, 38% At Expected, 6% Above Expected	56% Below Expected, 31% At Expected, 13% Above Expected
	Mathematics	62% Below Expected, 38% At Expected	50% Below Expected, 50% At Expected	50% Below Expected, 44% At Expected, 6% Above Expected

3.4 Toolkit Attainment and Progress Summaries for End of Year

Not all pupils on the SEND register will access the SEND Toolkit. It is designed to target closely those pupils where cognition and learning is a primary or secondary need. Most pupils on the toolkit will be operating well below the expected National Curriculum level eg a minimum of 2 academic years. Some children may access the Toolkit in the short term and will then be removed once emerging within the relevant National Curriculum Year. For more information on the SEND Toolkit please see the school website *.

These are the headings referred to below: Speech and Language (S&L); Reading (R); Writing (WR); Number and Place Value (N&PV); Addition (A); Subtraction (S); Multiplication (M); Division (D).

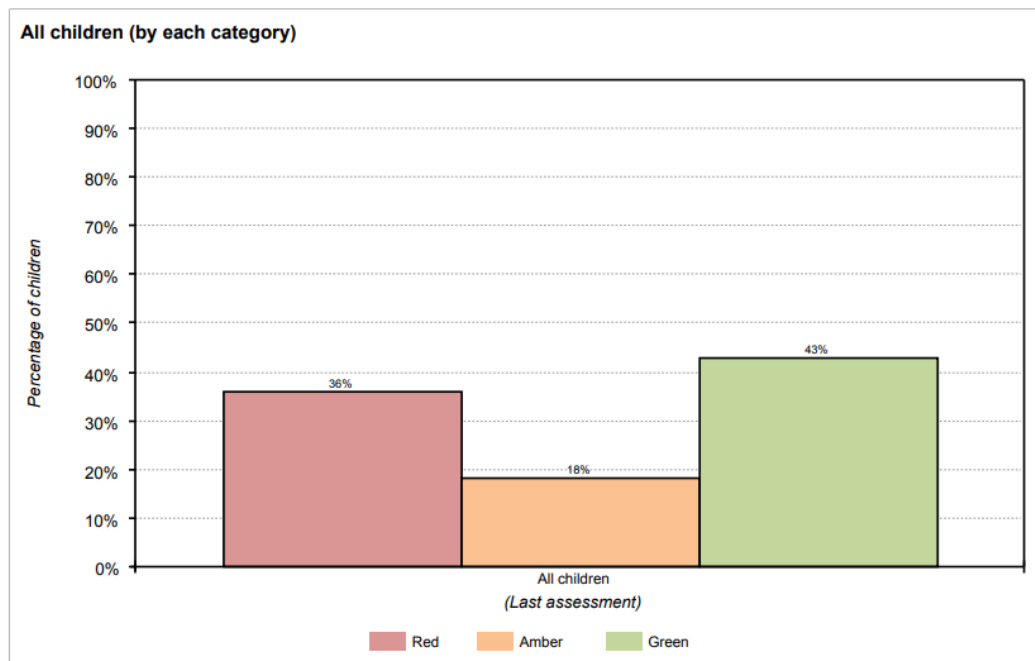
Reception 6 children	Literacy			Maths				
	S &L	R	Wr	N & PV	A	S	M	D
Expected	50%	50%	50%	67%	67%	67%	0	33%
Below	50%	50%	50%	33%	33%	33%	100%	67%
Year 1 5 children	Literacy			Maths				
	S &L	R	Wr	N & PV	A	S	M	D
Expected	17%	17%	17%	20%	20%	20%	20%	40%
Below	83%	83%	83%	80%	80%	80%	80%	60%
Year 2 5 children	Literacy			Maths				
	S &L	R	Wr	N & PV	A	S	M	D
Expected	17%	17%	17%	20%	20%	20%	20%	40%
Below	83%	83%	83%	80%	80%	80%	80%	60%
Year 3 5 children	Literacy			Maths				
	S &L	R	Wr	N & PV	A	S	M	D
Expected	17%	17%	17%	20%	20%	20%	20%	40%
Below	83%	83%	83%	80%	80%	80%	80%	60%
Year 4 5 children	Literacy			Maths				
	S &L	R	Wr	N & PV	A	S	M	D
Expected	17%	17%	17%	20%	20%	20%	20%	40%
Below	83%	83%	83%	80%	80%	80%	80%	60%
Year 5 5 children	Literacy			Maths				
	S &L	R	Wr	N & PV	A	S	M	D
Expected	17%	17%	17%	20%	20%	20%	20%	40%
Below	83%	83%	83%	80%	80%	80%	80%	60%
Year 6 5 children	Literacy			Maths				
	S &L	R	Wr	N & PV	A	S	M	D
Expected	17%	17%	17%	20%	20%	20%	20%	40%
Below	83%	83%	83%	80%	80%	80%	80%	60%

3.5 Dynamo Maths assessment data

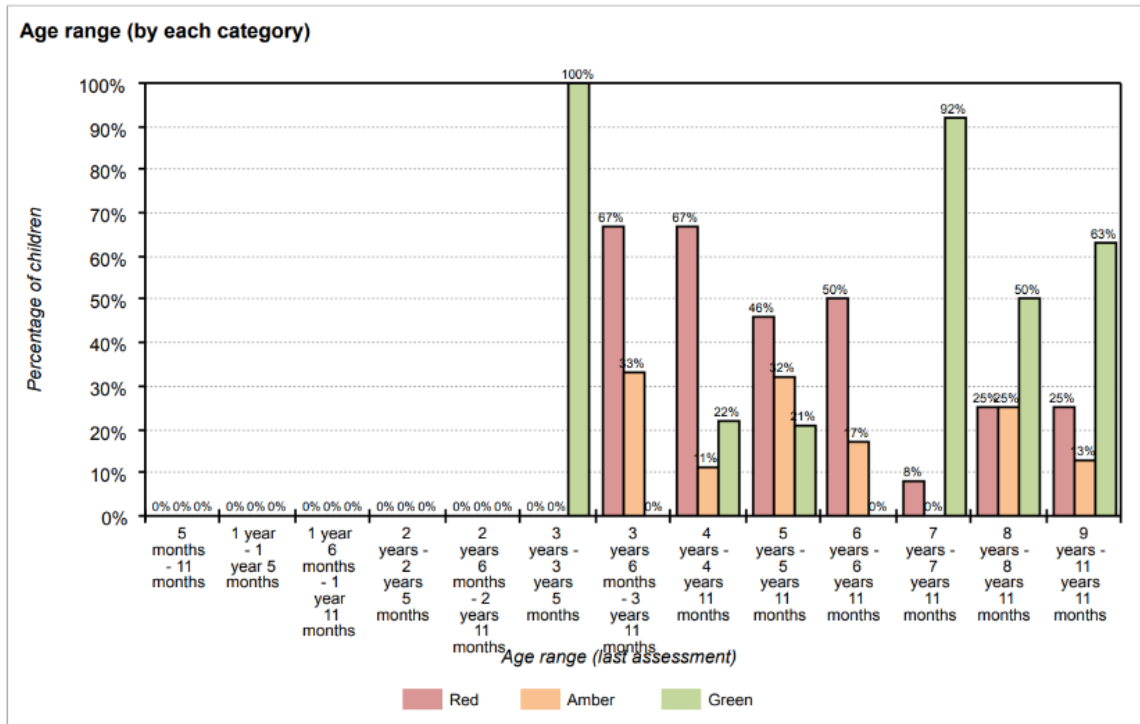
<u>Year Group</u>	<u>Progress from first to last assessment (Class)</u>
3	100%
4	66%
5	No data
6	70%

3.6 Speech and Language Intervention – WellComm Attainment

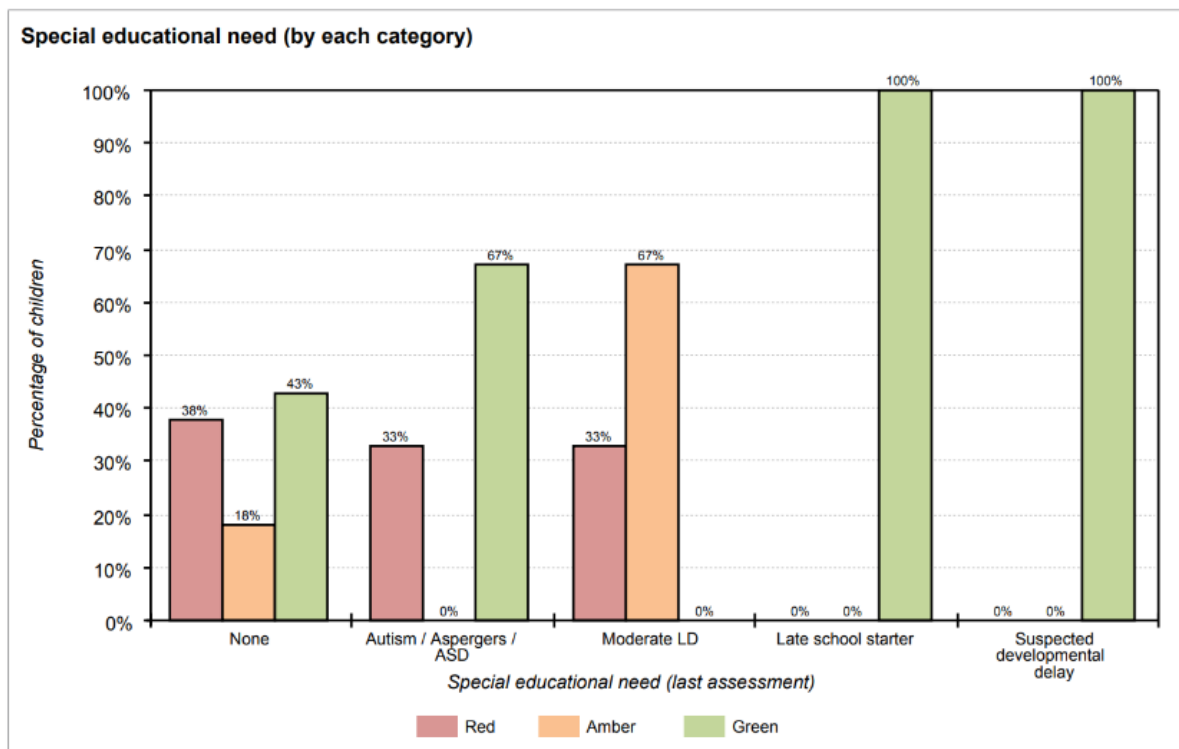
Group analysis (by all children)



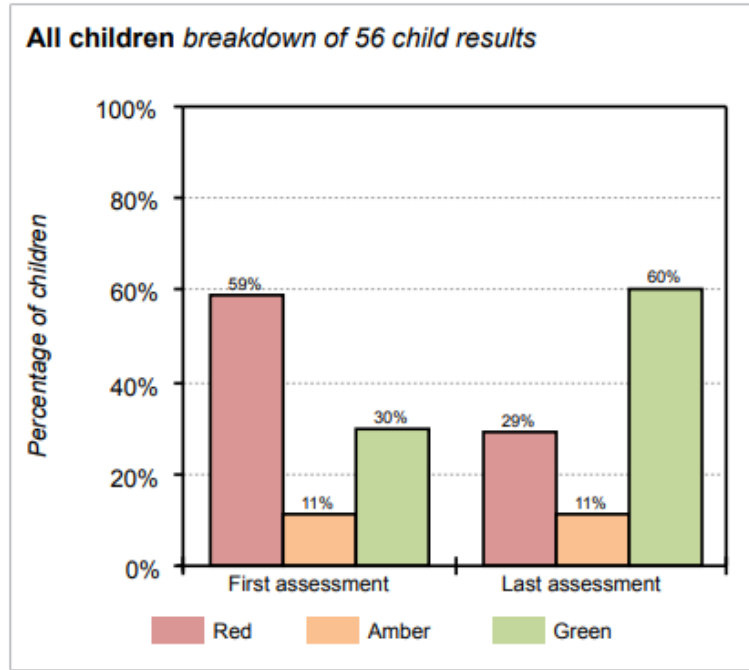
Group analysis (by age range)



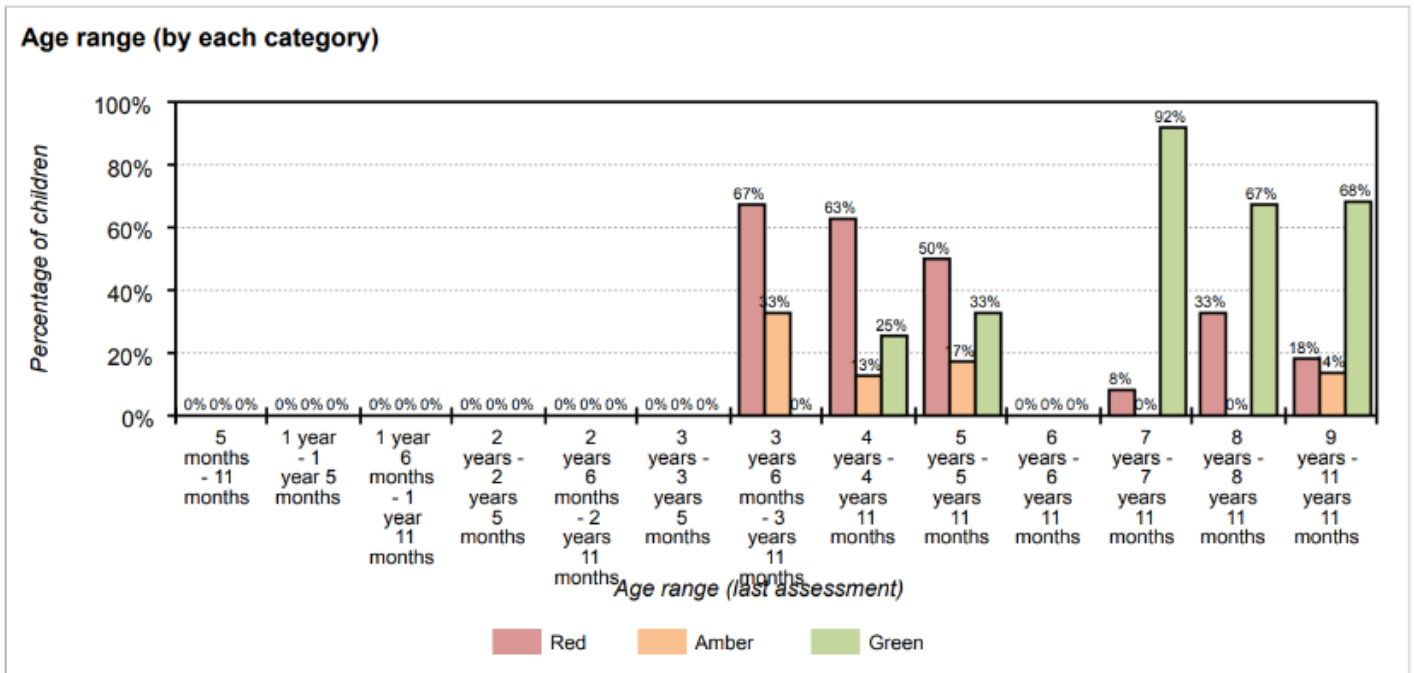
Group analysis (by special educational need)



Progress



Group analysis (by age range)



Graduated Response to SEND

In response to the SEND Code of practise, the school operates a graduated response to pupils with SEND (please see the SEND policy). Over the last academic year, the following enhancements were developed to further complement the school's SEND policy and procedures.

- Further training on the Implementation of the Trust Graduated Approach paperwork and guidance for teachers and teaching assistance in creating comprehensive support plans, in collaboration with parent/carers and pupils, for children with SEND
- Training for all staff in: Trauma enforced practice; Zones of regulation; Precision teaching, Restorative practice and Team Teach training
- Training for Early Years staff on Launchpad for Literacy and Drawing club
- Implementation of Intervention Specialist termly review meetings to better target emerging needs
- Use of online assessment tools including WellComm, LASS, CAT 4 and SEN toolkit to inform Annual (and where required) Early Annual Reviews
- Development of the KS2 Nurture room
- Development of resources and provision of the KS1 hut – an alternative lunch time provision Nurture hut
- SENDCo Surgery drop-in sessions each term for parents/carers to improve accessibility to support
- Collaborative approach to resign of the school behaviour policy
- Embedding the new community learning policy - which replaced the behaviour policy in 2022 – 23

4.1 Staff Training and Support

- Staff Training implemented on Building Positive Relationships, Emotion Coaching, Restorative Practise, Precision Teaching and Colourful Semantics. All of these sessions have been delivered by the Educational Psychology Service or Speech and Language Service. Individually targeted training has also been put in place
- Targeted support for teachers in provision mapping and support plans
- SEN as a Performance Management targets for teachers
- Pupil progress meeting to discuss, impact and progress of pupils and set next steps
- Supported planning in staff meeting time
- SEND drop ins for teachers and teaching assistants
- Implementation of regular Inclusion coffee mornings for parents, carers and families.

- Appointment of school Mental Health Practitioner to support parents, carers and pupils with rising SEMH needs
- Improved transition opportunities including increased links with secondary schools for pupils with additional needs, increased in school transition opportunities, incorporation of the Zones of Regulation and PSHE lessons to support transition. Access to virtual resources to support transition for parents and carers at home. Including outlining key transition dates, transition booklets per class and virtual tours that can be accessed throughout the school holidays
- Implementation of home and setting visits for EYFS children
- Adaptation of the Early Years provision in order to meet rising level of SEND needs into a holistic and fluid department in contrast to set classes. Use of the key worker approach and responding to child preference

4.2 External Agency Referrals

- Manchester Bridge outreach Service for Pupils at risk of exclusion
- The Out There Charity for families of prisoners
- Tameside Riding The Rapids Parenting Course
- Mental Health Practitioner group parenting sessions
- Mental Health Practitioner pupil referrals
- Winstons wish
- TOG minds
- The Hive
- Enquire Learning Trust SEMH panel

4.3 Resources

A list of resources that are available throughout school are listed below:

- Table slopes
- Wobble chairs
- Customised OT recommended chair
- Adaptable footstool
- OT recommended fine motor and co-ordination sets
- Dark tents
- Ear Defenders
- Sensory diet jars
- Weighted blankets
- Sensory malleable materials including playdough, kinetic sand, air drying clay, malleable beads
- Adapted pencils/pens suitable for PICA
- Weighted blankets

5. *References & useful links

1. Special Educational needs England (June 2023), www.explore-education-statistics.service.gov.uk
2. [Birmingham SEN toolkits - Inclusive Learning North](#)
3. [Dynamo Maths – Helping Overcome Dyscalculia & Maths Difficulties](#)
4. Department of Health and Social Care, 2020. Best start in speech, language and communication
5. [LIF0056 - Evidence on Life chances \(parliament.uk\)](#)