

Annual SEND Report for Academic Year 2020-21

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1. Provision

Manchester Road Primary Academy is a two-form entry mainstream school.

Pupils are aged 4-11 years. We have an SEND Database which in July 2021 contained 91 pupils.

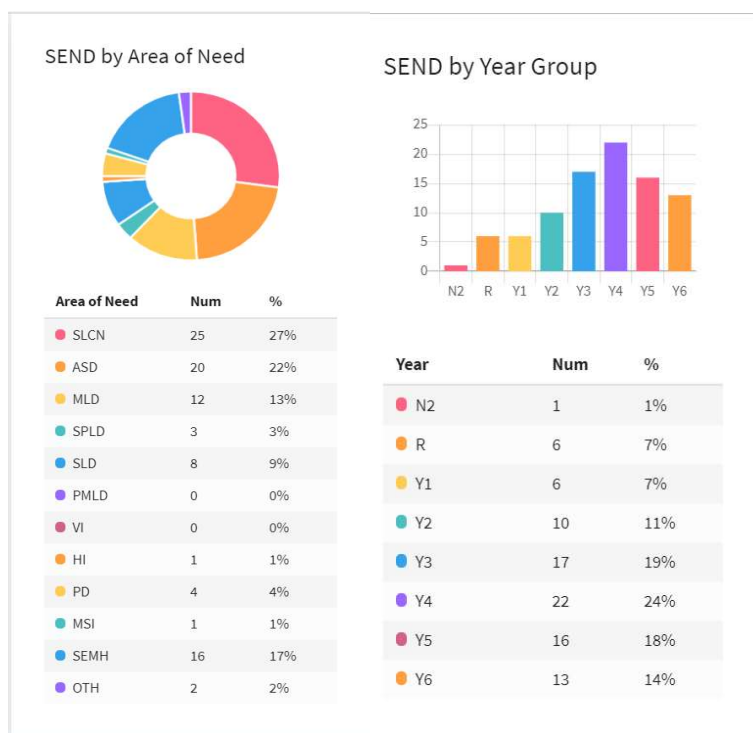
We are a border school located between Manchester and Tameside Local Education Authorities.

1.1 PROFILE OF PUPILS 2020/21

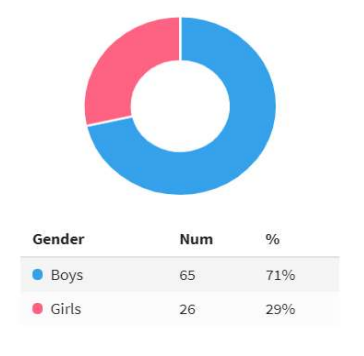
- 21 EHCP's 12 boys/ 9 girls
- 2 pending
- 3 resource agreements with the LEA
- 1 child offset

Summary

Metric	Total
Assessments	667
Cohort	366
Monitoring ?	9
EHC (E)	21
SEN Support (K)	70
SEN	91
% SEN on Roll	25%



SEND by Gender



Education Health Care Plans and Resourced Provision Funding.

Funded SEND provision for EHCP's currently comes from 4 different local authorities. These include: Rochdale (1), Stockport (1), Tameside (17) and Manchester (2). Resource Agreements (3) via Tameside

2.COVID and the School Home Learning Offer.

During the COVID Pandemic the children have spent large amounts of time learning from home. However during the lockdowns of this academic year the number of pupils with SEND in attendance rose significantly at 87%. With only one child with an EHCP choosing to study at home.

2.1 Home Learning Packs

Bespoke targeted learning packs which included SEMH Zones of Regulation lessons, emotional wellbeing, The Write Stuff fine motor intervention.

2.2 Online targeted intervention

Daily online targeted learning which included support with pack tasks and Wellcomm speech and language, SEMH and mindfulness, differentiated whole class teaching, 1:1 Reading programs (including BRP and FFT).

2.3 Tailored online programs

Access to additional (in addition to the whole school offer) online learning platforms which included: Reading Eggs, Dynamo Maths., Reading Plus, BBC Dance Mat . Progress in these interventions and monitoring calls were made by the SendCo, and the Inclusion Team. Attainment and progress in intervention is included below.

2.4 SLA Deployment

Speech and language Therapist, Educational Psychologist and Counsellor utilised to provide virtual support for parents and ongoing support for children during lockdowns. Caseloads devised by SendCo.

SendCo, SLT and Inclusion Team had weekly contact with children and parents through wellbeing monitoring. In addition, online usage was carefully monitored as well as progress. All children with an EHCP or high level (cycle 3) of support were risk assessment and provided with a home learning offer.

3. Intervention Attainment and Progress Summary

<u>Dynamo Maths 20-21</u> <u>Year 2</u>					<u>Dynamo Maths 20-21</u> <u>Year 3</u>				<u>Dynamo Maths 20-21</u> <u>Year 4</u>				<u>Dynamo Maths</u> <u>Year 5</u>				<u>Dynamo Maths</u> <u>Year 6</u>			
		Red Well below	Amber below	Green emerging		Red Well below	Amber below	Green emerging		Red Well below	Amber below	Green emerging		Red Well below	Amber below	Green emerging		Red Well below	Amber below	Green emerging
Assessment 1	14	35%	36%	29%	14	33%	7%	50%	9	22%	56%	22%	4	25%	75%	0	7	14%	57%	29%
Assessment 2 summer	12	0	42%	58%	12	20%	20%	60%	8	13%	37%	50%	4	0	100%	0	5			100%
Overall Good + progress		82%			66%				89%				75%				100%			

<u>SEMH</u> <u>Year 1</u>					<u>SEMH</u> <u>Year 2</u>				<u>SEMH</u> <u>Year 3</u>				<u>SEMH</u> <u>Year 4</u>				<u>SEMH</u> <u>Year 5</u>				<u>SEMH</u> <u>Year 6</u>			
		Red Well below	Amber below	Green emerging	Red Well below		Amber below	Green emerging	Red Well below		Amber below	Green emerging	Red Well below		Amber below	Green emerging	Red Well below		Amber below	Green emerging	Red Well below		Amber below	Green emerging
Assessment 1	7	57%	43%	0	2 4	25 %	46%	29%	7/ 9	14 %	29%	57%	7 /1 4	29 %	71%	0					7	71 %	29%	0
Assessment 2 summer	7	0	71%	29%	0				7/ 9	0	14%	86%	7	17 %	33%	50%					7	0	14%	86%
Overall Good + progress		100%			0% Pending final assessments				100% (7/9 children assessed incomplete data set)				83% (incomplete data set-7/14 assessed)								100%			

Wellcomm Nursery			
	Red Well Below	Amber below	Green emerging
Attainment Assessment 1 6 children#	50%	50%	NA
Attainment End of Year 6 children	67%	33%	NA
Progress	84%		

Wellcomm Reception			
	Red Well Below	Amber below	Green emerging
Attainment Assessment 1 7 children	100%		NA
Attainment End of Year 7 children	57%	43%	NA
Progress	86%		

Wellcomm Year 1			
	Red Well Below	Amber below	Green emerging
Attainment Assessment 1 (12 children)	75%	25%	0
Attainment End of Year (11 children)	36%	18%	45%
Progress	100%		

Wellcomm Year 2			
	Red Well Below	Amber below	Green emerging
Attainment Assessment 1 (11 children)	55%	45%	0
Attainment End of Year 12 children	17%	8%	75%
Progress	100%		

Wellcomm Year 3			
	Red Well Below	Amber below	Green emerging
Attainment Assessment 1 (3 children)	66%	33%	0
Attainment End of Year (3 children)	66%	33%	0
Progress	66%		

Wellcomm Year 4			
	Red Well Below	Amber below	Green emerging
Attainment Assessment 1 (5 children)	60%	20%	20%
Attainment End of Year (5 children)	20%	60%	20%
Progress	80%		

Wellcomm Year 5 & 6			
	Red Well Below	Amber below	Green emerging
Attainment Assessment 1 (14 children)	64%	14%	21%
Attainment End of Year (14 children)	29%	14%	57%
Progress	100%		

- 59 children accessed wellcomm over 20-21 academic cycle.
- Of those children 36% remain in RED (well below-although still having made progress from extremely low starting points)
- 20% in Amber (emerging)
- 42% GREEN (emerging within age related expectations)

Reading Progress Data for 20-21							
	<u>Reception</u>	<u>YR1 1</u>	<u>YR2</u>	<u>YR3</u>	<u>YR4</u>	<u>YR5</u>	<u>YR6</u>
<u>BRP</u>			100% (10)				
<u>Reading Eggs</u>	100% (16 pupils) + 33LG	100% (2 pupils) +15 LG	100% (12 pupils baseline / 9 pupils end) +139LG	100% (2) +130LG	100% (2) + 42LG	100% (2) + 16LG	
<u>FFT</u>					100% (7)		100% (4)
<u>1:1's</u>						100% (2)	
<u>Reading Plus</u>	See Reading Data for KS2						
<u>Read Write Inc</u>	See reading data for KS1						
	Good progress 2 or more book bands or equivalent LG= Lexile Growth average score for year group)						

4. Attainment and Progress Summery 2020-2021

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 and individual school reports.

Year 1 9	Baseline Attainment			Summer Attainment			Progress
	Below	Exp	Exc	Below	Exp	Exc	(expected +)
Number & place Value	44%	46%	11%	11%	78%	11%	89%
Addition	44%	46%	11%	22%	78%	0	78%
Subtraction	44%	46%	11%	22%	78%	0	78%
Multiplication	78%	22%	0	22%	78%	0	78%
Division	78%	22%	0	22%	78%	0	78%
Speaking & listening	100%	0	0%	22%	78%	0	78%
Reading	22%	88%	0	11%	88%	11%	89%
Writing	56%	44%	0	44%	44%	11%	67%
9SEND 3 EHCP 2MAAT 2ADHD 2 Physical sensory 3 ASC							

Year 2 15	Baseline Progress			Summer Progress			Progress
	Below	Exp	Exc	Below	Exp	Exc	(expected +)
Number & place Value	53%	47%	0	39%	53%	7%	60%
Addition	53%	47%	0	39%	53%	7%	60%
Subtraction	53%	47%	0	39%	53%	7%	60%
Multiplication	66.6%	33.3%	0	27%	73%	0	73%
Division	66.6%	33.3%	0	27%	73%	0	73%
Speaking & listening	47%	13%	0%	27%	59%	14%	73%
Reading	54%	46%	0	40%	60%	0	60%
Writing	54%	46%	0	54%	46%	0	46%
15 SEND 1 EHCP ADHD pathway 5 ADHD 1 MAAT 3 ASC 2 Cognition 3 Sensory & physical 1							
Year 3 20	Baseline Attainment			Summer Attainment			Progress
	Below	Exp	(expected +)	Below	Exp	Exc	(Expected +)
Number & place Value	30%	70%	0	25%	70%	5%	70%
Addition	30%	70%	0	25%	70%	5%	75%
Subtraction	30%	70%	0	25%	70%	5%	75%
Multiplication	30%	70%	0	25%	70%	5%	75%
Division	30%	70%	0	25%	70%	5%	75%
Speaking & listening	30%	70%	0	45%	45%	10%	55%
Reading	30%	70%	0	45%	45%	10%	55%
Writing	30%	70%	0	55%	45%	0	45%
20 SEN 5 EHCPs ASC 5 COG 5 MAAT 2 ADHD 2 Physical 1 SEMH 1 SALT 4							

Year 4 15	Attainment Baseline			Attainment Summer			Progress
	Below	Exp	Exc	Below	Exp	Exc	(Expected +)
Number & place Value	66.66%	33%	0	66.66%	33%	0	33%
Addition	66.66%	33%	0	66.66%	33%	0	33%
Subtraction	66.66%	33%	0	66.66%	33%	0	33%
Multiplication	93%	7%	0	66.66%	33%	0	33%
Division	93%	7%	0	67%	33%	0	33%
Speaking & listening	86%	14%	0	67%	33%	0	33%
Reading	66%	33%	0	33%	66%	0	66%
Writing	93%	7%	0	67%	33%	0	33%
15 SEN EHCPs 6 (1 pending) COG 1 ASC 4 SALT 3 Physical 1 ADHD 6 (2 pathway)							
Year 5 12	Attainment Baseline			Summer Attainment			Progress
	Below	Exp	Exc	Below	Exp	Exc	(Expected +)
Number & place Value	32%	68%	0	17%	83%	0	83%
Addition	32%	68%	0	17%	83%	0	83%
Subtraction	32%	68%	0	17%	83%	0	83%
Multiplication	40%	60%	0	8%	82%	8%	92%
Division	48%	52%	0	33%	83%	0	83%
Speaking & listening	24%	78%	0	24%	66%	8%	74%
Reading	32%	60%	8%	32%	52%	16%	68%
Writing	56%	44%	0	56%	44%	0	44%
SEND12 EHCP 1 SEMH 1 COG 5 MAAT 2 ADHD 1 SPLD 1 Sensory/physical 2							

Year 6 16	Attainment Baseline			Summer Attainment			Progress
	Below	Exp	Exc	Below	Exp	Exc	Expected +
Number & place Value	31%	69%	0%	31%	56%	13	69%
Addition	31%	69%	0%	25%	75%	0	75%
Subtraction	37%	63%	0%	31%	69%	0	69%
Multiplication	37%	63%	0	31%	69%	0	69%
Division	37%	63%	0	31%	69%	0	69%
Speaking & listening	31%	69%	0	31%	63%	6%	69%
Reading	12%	82%	6%	12%	82%	6%	88%
Writing	82%	18%	0	69%	31%	0	31%
SEND 16 EHCP 4 MAAT 1 ADHD 1 ASC 3 Sensory/physical 2 COG 9							

5. Graduated Response to SEND

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

- Implementation of the Trust Graduated Approach paperwork and guidance for teachers and teaching assistance in creating comprehensive support plans for children with SEND.
- Planned body of work and targets devised by SENDCO for agencies on service level agreements. These include School Counsellor, Educational Psychologist and Speech and Language Therapist.
- Implementation of the whole school Wellcomm speech and language assessment, reporting and planning tool in response to the success of the EYFS wellcomm kit.
- Implementation of the GL Assessments (CAT 4) to aid cognitive assessment for children at Cause for Concern stage or those going forward for EHCP. This process has speeded up the process of writing and submitting EHCP's by not relying on the Educational Psychologists availability or input in every instance. This has contributed to the higher volume of EHCP's submitted and agree this academic year. These assessment tools have also helped to support teachers in their differentiation and support provided for children with SEND. As well as helping with the design of appropriate targets on support plans. This investment has also enabled the SendCo to prioritise to EP support to the most urgent and complex cases.
- Roll out of the tracking of SEMH and emotional well being through the QCA behaviour scales. While in it's infancy this tracking has enabled the Sendco, teachers and teaching assistants to target support more effectively and adapt practise /strategies according to emerging needs.

5.1 Staff Training and Support

- Staff Training – Sensory processing –restorative approach – Emotion Coaching- Building Positive Relationships
- Lego therapy webinars
- Wellcomm training across the school via SLA
- 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
- SEND drop ins for teachers and teaching assistants
- Educational Psychology targeted support for Year Groups

5.2 External Agency Referrals

- 13 children referred to SALT on NHS
- 33 children on the school Speech and Language Therapists
- 15 children undergoing NHS speech and Language Therapy
- 7 MAAT referrals
- 8 referrals to the Educational Psychologist
- 4 children have an Early Help and are involved.
- 3 CAMHS referrals

5.3 Staffing

- Additional members to the inclusion team include 1 Level 1 teaching assistant and three apprentices.

5.4 Resources

- Coloured overlays to support those with scotopic sensitivity
- Single standing table
- Wobble chairs
- Adapted armed chairs (x 4 EYFS)
- Additional toilet frames
- Stair railings
- Visually impaired markings on outdoor steps
- Dark tents
- Ear Defenders x 20
- Sensory diet jars x 30
- Weighted blankets x 6