



Annual SEND Report for Academic Year

2020-21

Annual School SEND Report

2022-2023

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3. 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 2023 contained 123 pupils. We currently have 26 EHCP’s which is 7% of the school population which has reduced from 9% in the previous academic year. Those accessing SEND support represent 26% of the school population, with an additional 26 pupils with EHCP’s accounting for a further 7%. The national average for EHCP’s is 4.3% and school SEN support 13%. At Manchester Road we are currently at twice 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 and we currently have EHCP’s spanning Stockport, Rochdale, Manchester and Tameside.

* 1. **PROFILE OF PUPILS 2022-2023**

SEN register contains 123 pupils, 69% boys and 31% girls

SEN Support 97

EHCP’s 26 , 8 girls and 18 boys

Monitoring 14

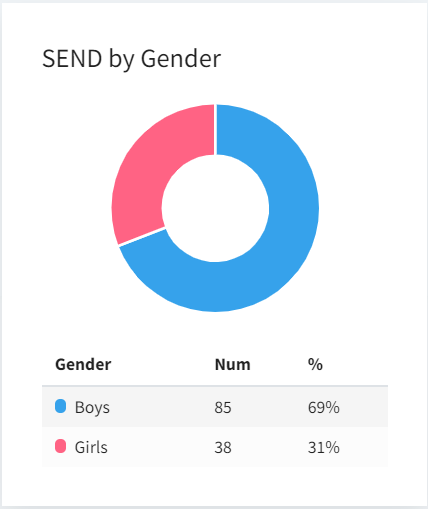
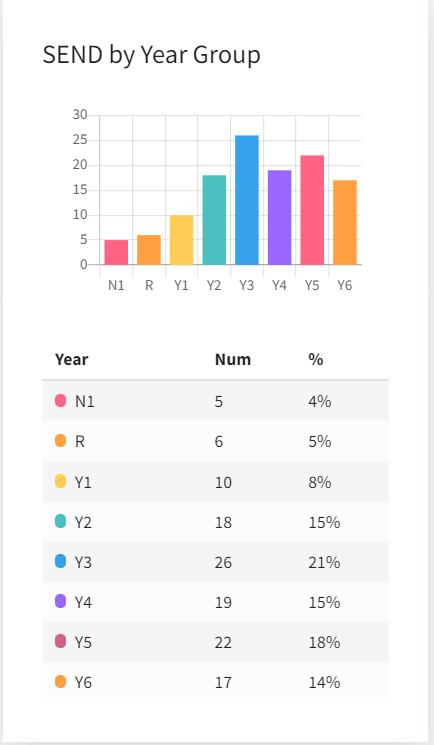
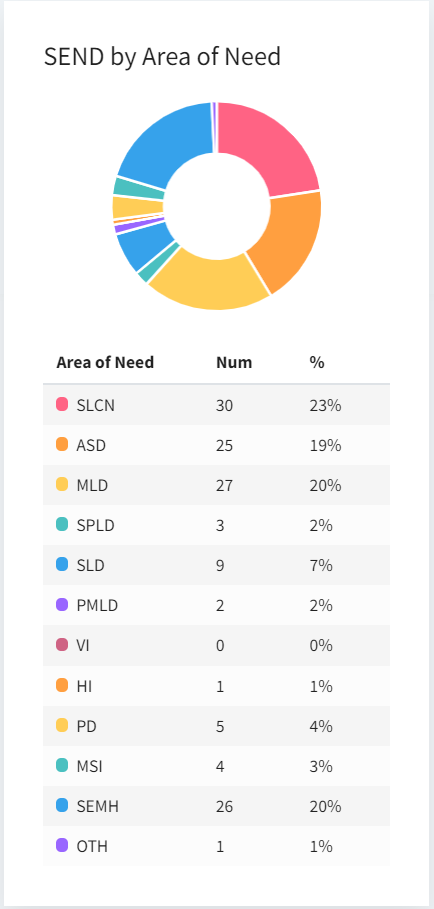
**EHCP’s**

Funded SEND provision for EHCP’s currently comes from 4 different local authorities. These include: Rochdale (1), Stockport (1), Tameside ( 18) and Manchester (3).

**Primary Areas of Need**

At Manchester Road we having increasing numbers of pupils with SEMH Needs which account for 20% of the SEND register (up from 17% the previous year), 3 pupils were transferred to specialist provision with a primary area of need as SEMH in the academic year 22-23 which initially increased this number to 24% in Autumn Term. Other significant areas of need lie in Speech Language and Communication needs at 23% and closely followed by Cognition and Learning (Moderate Learning Difficulties) 20% .

**Pupils with SEND Accessing After school clubs.**



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1. SEND Provision .

**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’.

* 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 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 received 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. 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. We integrate the Zones into twice weekly whole class sessions to ensure individual and group intervention work is carried through into the classroom. This is also the case for Wellcomm and speech and language therapy. Where class teachers incorporate new topic vocabulary into the wellcomm intervention sessions, add these into the lesson pre-teaches and also 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 through the use of 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.

1. Attainment and Progress Summary 2022-2023

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 External Professional Involvement Autumn Term**

* SALT caseload has included 96 pupils assessments and or group intervention
* Educational Psychology Assessment (including consultations) 6 Focus Year group work year 3
* Tameside Outreach Service 5 Referrals
* CAMHS 11 referrals
* EHCP’s submitted 4
* Appeals 1
* Manchester Bridge outreach for Pupils at risk of exclusion.
* Parenting Referrals 7

**3.2 Situational Factors for Autumn Term**

* One child FTE
* 2 children moved to alternative provision for SEMH (end Autumn term)
* High levels of staff absence and LTA for UKS2

**3.3 External Professional Involvement Spring Term**

* Tameside Outreach Service 4 referrals ( 3 pending)
* EHCP 3 (4 pending at evidence gathering stage)
* Appeal 1
* Educational Psychology service 6 (including class consultations)
* CAMHS referrals 6
* SALT assessment 12 targeted support Year 2
* Parenting referrals 4

**3.4 Situational Factors for Spring Term**

* Safeguarding, behaviour and inclusion Lead moved to new position outside Trust
* One TA moved on to Specialist Provision Post.

**3.5 External Professional Involvement Summer Term**

* Educational Psychology 4
* EHCP requests 2 (2 pending)
* Support in review writing for KS2
* CAMHS referrals 2
* Cycle 1 cause for concerns 8
* Referral to the MCR ‘Out There Charity’ for families of prisoners.
* 3 parenting referrals
* 1 referral to the Enquire Learning Trust SEMH Collaborative Panel

**3.6 Situational Factors for Summer Term**

* Training for new behaviour and inclusion lead in place
* 2 new TA’s appointed-training in place.
* 6 new children with 4 presenting with potential SEND -under investigation.
* Speech and Language Therapist moved post so no external SALT provision to support referral pathways accessible to school.
* Educational Psychology days totalled in Summer 1.

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| **Mathematics Autumn Term** | | | | | | | | |
|  | | ***Number & Place Value*** | ***Addition*** | | ***Subtraction*** | ***Multiplication*** | ***Division*** | |
| Year 1 | | | | | | | | |
| BEL | | 80% | 40% | | 80% | N/A | N/A | |
| EXP | | 20% | 60% | | 20% | N/A | N/A | |
| EXC | | 0% | 0% | | 0% | N/A | N/A | |
| Year 2 | | | | | | | | |
| BEL | | 33% | 33% | | 33% | 89% | | 89% |
| EXP | | 66% | 55% | | 66% | 0% | | 0% |
| EXC | | 11% | 22% | | 11% | 11% | | 11% |
| Year 3 | | | | | | | | |
| BEL | 29% | | 57% | | 64% | 71% | 100% | |
| EXP | 71% | | 43% | | 36% | 29% | 0% | |
| EXC | 0% | | 0% | | 0% | 0% | 0% | |
| Year 4 | | | | | | | | |
| BEL | | 60% | | 50% | 60% | 50% | 50% | |
| EXP | | 30% | | 40% | 30% | 30% | 30% | |
| EXC | | 10% | | 10% | 10% | 20% | 20% | |
| Year 5 | | | | | | | | |
| BEL | | 50% | | 40% | 39% | 45% | 50% | |
| EXP | | 50% | | 55% | 61% | 55% | 50% | |
| EXC | | 0% | | 5% | 0% | 0% |  | |
| Year 6 | | | | | | | | |
| BEL | | 27 | | 27% | 27% | 40% | 40% | |
| EXP | | 60% | | 73% | 73% | 53% | 60% | |
| EXC | | 13% | | 0% | 0% | 7% | 0% | |

**3.3 SEND Toolkit Progress Scores for English and Mathematics**

|  |  |  |  |  |  |  |  |  |  |  |  |
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| **English Autumn Term** | | | | | | | | | | | |
|  | **SPEAKING & LISTENING** | | | | **READING** | | | | **WRITING** | | |
| Year 1 | | | | | | | | | | | |
| BEL | 60% | | | | 100% | | | | 40% | | |
| EXP | 20% | | | | 0% | | | | 60% | | |
| EXC | 20% | | | | 0% | | | | 0% | | |
| Year 2 | | | | | | | | | | | |
| BEL | 71% | | 56% | | | | | 85% | | | |
| EXP | 29% | | 29% | | | | | 15% | | | |
| EXC | 0% | | 15% | | | | | 0% | | | |
| Year 3 | | | | | | | | | | |
| BEL | 64% | 73% | | | | | 64% | | | |
| EXP | 36% | 27% | | | | | 36% | | | |
| EXC | 0% | 0% | | | | | 0% | | | |
| Year 4 | | | | | | | | | | |
| BEL | 67% | | | | 68% | | 84% | | | |
| EXP | 33% | | | | 16% | | 16% | | | |
| EXC | 0% | | | | 16% | | 0% | | | |
| Year 5 | | | | | | | | | | |
| BEL | 41% | | 41% | | | 41% | | | | |
| EXP | 14% | | 18% | | | 18% | | | | |
| EXC | 45% | | 41% | | | 41% | | | | |
| Year 6 | | | | | | | | | |
| BEL | 35% | | | 28% | | 40% | | | |
| EXP | 7% | | | 14% | | 19% | | | |
| EXC | 58% | | | 58% | | 41% | | | |

**3.4 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 \*.

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| Reception  6 | **EOY attainment** | | | **EOY Progress** | | | **Progress** |
| Below | Exp | Exc | Below | Exp | Exc | **(expected +)** |
|  |  |  |  |  |  |  |  |
| Number & place Value | 50% | 50% | - | 17% | 66% | 17% | 83%+ |
| Addition | 50% | 50% | - | 17% | 34% | 50% | 84% |
| Subtraction | 50% | 50% | - | 17% | 34% | 50% | 84% |
| Multiplication | NA | NA | - | NA | NA | NA | NA |
| Division | NA | NA | - | NA | NA | NA | NA |
| Speaking & listening | 50% | 50% | - | 0 | 34% | 66% |  |
| Reading | 50% | 50% | - | 33% | 51% | 16% | 67% |
| Writing | 75% | 25% | - | 33% | 51% | 16% | 67% |
| 1. SEND 3 EHCP 5MAAT 1C &L 4 monitoring EP 4   **Response to progress**  2 children making less than adequate progress have now been referred for external professional input- including Educational Psychology and referral pathways  Launchpad for Literacy inset training (Sept 2023) for all TA’s and EYFS staff to support pre-reading skills including memory. | | | | | | | |

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| Year 1  10 | **EOY attainment** | | | **EOY Progress** | | | **Progress** |
| Below | Exp | Exc | Below | Exp | Exc | **(expected +)** |
| Number & place Value | 50% | 40% | 10% | 10% | 60% | 30% | 90% |
| Addition | 50% | 40% | 10% | 10% | 30% | 60% | 90% |
| Subtraction | 50% | 20% | 30% | 10% | 30% | 60% | 90% |
| Multiplication | 50% | 20% | 30% | 10% | 40% | 50% | 90% |
| Division | 50% | 20% | 30% | 10% | 40% | 50% | 90% |
| Speaking & listening | 50% | 50% | - | 10% | 80% | 10% | 90% |
| Reading | 60% | 40% | - | 20% | 70% | 10% | 80% |
| Writing | 70% | 30% | - | 20% | 80% | - | 80% |
| 10SEND 3 EHCP 6 MAAT 1 PMLD 1 Physical sensory 1 SEMH 1 EHCP moved to specialist (end Autumn term)  EP involvement 6  **Response to progress**  2 children without adequate progress now on cycle 3 with EP, SALT and other professional involvement. Consideration for EHCP Sept 2023. 4 additional referrals to ADHD pathway and support services. | | | | | | | |

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| Year 2  18 | **EOY attainment** | | | **EOY Progress** | | | **Progress** |
| Below | Exp | Exc | Below | Exp | Exc | (expected +) |
| Number & place Value | 45% | 55% | - | 31.5% | 56% | 12.5% | 65.5% |
| Addition | 50.5% | 44% | 5.5% | 56.5% | 37.5% | 6.% | 43.5% |
| Subtraction | 62% | 38% | - | 25% | 50% | 25% | 75% |
| Multiplication | 67% | 33% | - | 37.5% | 25% | 37.5% | 62.5% |
| Division | 67% | 33% | - | 43.8% | 37.5% | 18.7% | 56.2% |
| Speaking & listening | 84% | 16% | - | 31.5% | 38% | 31.5% | 69% |
| Reading | 55.7% | 38.8% | 5.5% | 31.5% | 62.6% | 6% | 68.6% |
| Writing | 84% | 16% | - | 31.5% | 62.5% | 6% | 68.6% |
| 18 SEND 1 EHCP 4ADHD pathway 2 MAAT ASC 1 5 C & L 12 SEMH 6 new EAL pupils  Progress scores based on 16 children as 2 new in summer term .  **Response to progress**   * Training arranged for staff on implementing Toolkit supplementary sessions for those making limited progress (sept 23) * 1 EHCP early review to request change of placement. * 2 pupils added to EP waiting list. * Additional transition days. * EAL acquiring English Language group * Access to the HIVE for 3 pupils | | | | | | | |

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| Year 3  26 | **EOY attainment** | | | **EOY Progress** | | | **Progress** |
| Below | Exp | (expected +) | Below | Exp | Exc | (Expected +) |
| Number & place Value | 37.5% | 62.5% | - | 21% | 71% | 8% | 79% |
| Addition | 29% | 71% | - | 16% | 76% | 8% | 84% |
| Subtraction | 33% | 67% | - | 21% | 63% | 16% | 79% |
| Multiplication | 37.5% | 62.5% | - | 21% | 67% | 12% | 79% |
| Division | 37.5% | 62.5% | - | 16% | 68% | 16% | 84% |
| Speaking & listening | 71% | 29% | - | 44% | 38% | 28% | 66% |
| Reading | 67% | 33% |  | 29% | 54% | 38% | 92% |
| Writing | 71% | 29% |  | 25% | 59% | 16% | 75% |
| 3 ASC 4MAAT 4 sensory and physical 1 PD 1 4 EHA’s in place 1 EHCPs  Progress scores based on 24 pupils with two new SEND arrivals  1 EHCP child left to go to specialist provision  **Response to progress**  EP whole class targeted support consultations given during academic year 2023. Additional EP time allocated for Sept 2023.  Reflection stations set up in classrooms.  Additional SLT support from Behaviour Lead from Sept 2023  Individual EP consultations 4  Increased & specialised TA support allocated Sept 2023  4 EHCP’s being prepared for submission.  Wellcomm speech and language intervention to be implemented Sept 23 | | | | | | | |

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| Year 4  19 | **EOY attainment** | | | **EOY Progress** | | | **Progress** |
| Below | Exp | Exc | Below | Exp | Exc | (Expected +) |
| Number & place Value | 39.5% | 55% | 5.5% | 17% | 83% | - | 83% |
| Addition | 34% | 61% | 5.5% | 22% | 72% | - | 72% |
| Subtraction | 34% | 61% | 5.5% | 34% | 66% | - | 66% |
| Multiplication | 39.5% | 55% | 5.5% | 22% | 66% | 11% | 78% |
| Division | 39.5% | 55% | 5.5% | 22% | 72% | 6% | 78% |
| Speaking & listening | 33% | 67% | - | 33.5% | 61% | 5.5% |  |
| Reading | 33% | 67% | - | 22.5% | 72% | 5.5% |  |
| Writing | 39% | 61% | - | 28% | 72% | - |  |
| EHCP 1 2 ADHD 2 ASC 5 MAAT 8 C & L 3 EHCP submissions (in progress)  **Response to progress**   * 4 children accessing HIVE booster classes for English and Maths * Further EHCP request to be made. * Additional TA support for Sept 2023 * 4 children to access FFT 1:1 reading provision Sept 2023 | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Year 5  22 | **EOY attainment** | | | **EOY Progress** | | | **Progress** |
| Below | Exp | Exc | Below | Exp | Exc | ***(Expected +)*** |
| Number & place Value | 27% | 59% | 14% | 32% | 59% | 9% | 68% |
| Addition | 27% | 59% | 14% | 31% | 64% | 5% | 69% |
| Subtraction | 27% | 59% | 14% | 27% | 64% | 9% | 73% |
| Multiplication | 32% | 59% | 9% | 27% | 64% | 5% | 69% |
| Division | 32% | 59% | 9% | 27% | 73% | - | 73% |
| Speaking & listening | 27% | 68% | 5% | 23% | 77% | - | 77% |
| Reading | 36% | 63% | 14% | 23% | 77% | - | 77% |
| Writing | 45% | 55% | - | 28% | 72% | - | 72% |
| 4 EHCPS 1 PD 2 ADHD 3 ADHD pathway 5 ASC 3 MAAT pathway 4 C & L 4C & I 6SEMH  3EHA’s  **Response to progress**  3 children to continue to access the Hive  1 child to return from HIVE to whole class teaching  2 children to return to whole class reading | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Year 6  17 | **EOY attainment** | | | **EOY Progress** | | | **Progress** |
| Below | Exp | Exc | Below | Exp | Exc | Expected + |
| Number & place Value | 24% | 76% | - | 6% | 82% | 12% | 94% |
| Addition | 12% | 88% | - | 12% | 82% | 6% | 88% |
| Subtraction | 30% | 70% | - | 12% | 76% | 12% | 88% |
| Multiplication | 35% | 65% | - | 12% | 82% | 6% | 88% |
| Division | 35% | 65% | - | 12% | 76% | 6% | 82% |
| Speaking & listening | 21% | 65% | 6% | 6% | 76% | 18% | 94% |
| Reading | 18% | 76% | 6% | 6% | 88% | 6% | 94% |
| Writing | 41% | 59% | - | 11% | 71% | 18% | 89% |
| 6 EHCP’s 2 sensory and physical 3 ADHD 5 ASC 1 MAAT 5 SEMH 3 C & L 1 C & I  **Response to progress**  Comprehensive transition in place for all pupils.  Communication with LA regarding 1 child  4 children moving to specialist secondary provision  Further in school visits from other settings arranged.  Direct communication between Sendco and class teachers and new setting Sendco’s. | | | | | | | |

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| **Dynamo Maths 20-21**  **Year 2** | | | | | **Dynamo Maths 20-21**  **Year 3** | | | **Dynamo Maths 20-21**  **Year 4** | | | **Dynamo Maths**  **Year 5** | | | **Dynamo Maths**  **Year 6** | | | | |
|  | | 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 | 11 pupils | 1  10% | 10 90% |  |  | 5 100% | - | 16  88% | 2  12% | - | 8  57% | 5 35% | 1  17% | 5  41% | | 7  58% | | - | |
| Assessment 2 summer | o |  |  | 100% |  |  | 100% | 22%  4 |  | 77% | 3  21% | 3  21% | 8  57% |  | | 8% | | 92% | |
| Overall Good + progress | | 10 pupils accessed Dynamo over the course of the year (not all at the same time) .All pupils made good or better progress and no longer require the intervention. | | | 5 pupils across this year group accessed dynamo.  All pupils made good or better progress and returned to quality first teaching. | | | 18 pupils across the year accessed dynamo. 77% pupils made good or better progress. 4 % failed to make good progress. 1 has been referred for statutory assessment. Another child has been referred for external professional involvement. | | | 14 pupils accessed Dynamo over the course of Year 4. All pupils except one made good or better progress, 93%. This child has been referred for EHCP assessment. | | | 12 pupils accessed dynamo over the course of the year.  100% pupils made good or better progress. 1 child continues to work below ARE and has an EHCP. 5 other pupils also have an EHCP | | | | | |

1. Intervention Attainment and Progress Summary

Mathematics

**Social Emotional and Mental Health Interventions.** Including Art Therapy and Zones of Regulation.

* Assessments to measure impact include the QCA behaviour scales and Boxall Profiles.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Zones of Regulation** | | | | | | | | | | | | | | | | | | | | | |
| **SEMH**  **Year R** | | | | **SEMH**  **Year 1** | | | **SEMH**  **Year 2** | | | **SEMH**  **Year 3** | | | **SEMH**  **Year 4** | | | **SEMH**  **Year 5** | | | **SEMH**  **Year 6** | | |
|  | 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 | Red  Well below | Amber  below | Green  emerging |
| Assessment 1 | 28% | 71% | - | 25% | 75% | - | 86% | 13% | - | 100% |  |  | 72% | 28% |  | 50% | 50% |  | 10% | 90% |  |
| Assessment 2 summer | 28% | 58% | 14% | 25% |  | 75% | 28% | 15% | 57% | 25% | 75% |  |  | 66% | 33% |  | 50% | 50% | 10% | 80% | 10% |
| Overall Good + progress | 7 pupils were identified for SEMH support in Autumn 2022. 85% of pupils making good progress. 1 child with complex SEMH needs has been referred to EP service, EHA and other external bodies. | | | 4 pupils were identified for SEMH needs in Autumn 2022. 75% of pupils made good progress and no longer require intervention. 1 child continues to need support and an early annual review has identified specialist provision. | | | 15 pupils were identified for SEMH support in Autumn 2022. All children made good progress. 1 child left. 4 children require ongoing support. 1 with EHCP, 1 EHA, 2 with diagnosis. | | | 10 pupils were assessed as having SEMH needs in Autumn 2022. 2 of these have EHCP’s a further 3 pupils are on referral pathways for ASC or ADHD. 1 has a diagnosis of ASC. 100% of pupils have made some progress with their self regulation and use of strategies with independence. However, 1 pupil remains at risk of exclusion. 2 pupils left. One with an EHCP moved to specialist and the second to another setting. The use of the HIVE has helped to support the emotional well being of 1 pupil. | | | 7 pupils were assessed as having SEMH needs in Autumn 2022.  One pupil had interventions from Manchester outreach and the EP service however, they were permanently excluded.  1 child has an EHCP. A further 4 requests have been made. All pupils made positive progress using Zones of Regulation and the use of the Hive booster program has also help to raise self esteem of 3 pupils. | | | 6 pupils were identified for SEMH support in Autumn term.  All pupils have made progress. One child has been referred onto the ADHD pathway. A second onto the ASC pathway. 4 pupils have EHCP’s. The Hive has supported confidence and anxiety levels with these pupils, alongside ZOR. 1 child with an EHCP has now moved back from the Hive to class. | | | 10 pupils were identified for SEMH support in Autumn term. 6 pupils have EHCP’s and diagnoses, a further child has a diagnosis and 3 remaining children have EHA or other pastoral input. 100% made progress from their starting points.  1 child accesses the HIVE and their confidence and self esteem has improved significantly. | | |

Speech and Language Intervention – Wellcomm

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| **Wellcomm Reception** | | | |
|  | **Red**  **Well Below** | **Amber**  **below** | **Green**  **emerging** |
| Attainment Assessment 15 children | 86% | 14% | NA |
| Attainment  End of Year  5 children |  | 20% | 80% |
| **Progress**  100% (10 children no longer require intervention) | | | |

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| **Wellcomm Year 1** | | | |
|  | **Red**  **Well Below** | **Amber**  **below** | **Green**  **emerging** |
| Attainment Assessment 1  2 children | 75% | 25% | 0 |
| Attainment  End of Year  6 children | 33% | 18% | 49% |
| **Progress**  100% (6 children no longer require intervention)  4 children continue to require additional support. 2 EAL and new to school. 2 on the MAAT pathway | | | |

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| **Wellcomm Year 2** | | | |
|  | **Red**  **Well Below** | **Amber**  **below** | **Green**  **emerging** |
| Attainment Assessment 9 children | 66% | 44% | 0 |
| Attainment  End of Year children |  |  | 100% |
| **Progress**  100% all pupils removed from intervention and at ARE | | | |

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| **Wellcomm Year 3** | | | |
|  | **Red**  **Well Below** | **Amber**  **below** | **Green**  **emerging** |
| Attainment Assessment 10 | 50% | 50% | - |
| Attainment  End of Year  6 | 10% | 40% | 50% |
| Progress | 100% pupils made progress from their starting points. 50% children removed from the intervention and back into class. | | |

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| **Wellcomm Year 4** | | | |
|  | **Red**  **Well Below** | **Amber**  **below** | **Green**  **emerging** |
| Attainment Assessment  6 | 66% | 33% | - |
| Attainment  End of Year  6 | 16% | 50% | 33% |
| Progress | 100% progress with 5 children removed from the intervention. | | |

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| **Wellcomm Year 5 & 6** | | | |
|  | **Red**  **Well Below** | **Amber**  **below** | **Green**  **emerging** |
| Attainment Assessment 9 children | 12% | 88% | - |
| Attainment  End of Year |  |  | 100% |
| **Progress**  100% all pupil removed from intervention and at ARE | | | |

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| **Reading Progress Data for 22-23** | | | | | | | |
|  | **Reception** | **YR1 1** | **YR2** | **YR3** | **YR4** | **YR5** | **YR6** |
| **BRP** | NA | NA | 15 pupils accessed this intervention throughout the year.  60% of pupils making exceeding progress.  40% pupils making good progress.  All pupils removed from intervention. | NA | NA | NA | NA |
| **Reading Eggs**  In EYFs and KS1 Reading Eggs is used in class to support Guided Reading and Phonics Sessions.  In KS2 Reading Eggs is only used for children not yet able to access Reading Plus and is accessed as part of the reading lesson. | 31 pupils accessed Reading Eggs at the start of the year, with  88% of pupils making good or better progress.  4 children continue to need this intervention 12%  1 child has an EHCP.  2 pupils at cycle 3 SEND support | 100% progress for all pupil.  15 pupils accessing intervention.  2 pupils well below 13%  EOY 2 pupils continue to access. With 86% no longer requiring intervention.  1 pupil has an EHCP. | 18 Pupils accessed Reading Eggs . Average growth of +63 LG.  100% pupils have made progress | 9 children accessed Reading Eggs with +99 LG. 100% making progress. | 5 Pupils accessed Reading Eggs  +76 LG.  3 EHCP’s submitted | 3 Pupils Accessed Reading Eggs.  2 pupils with EHCPs +14 LG | 1 pupils accessed this intervention. +164 LG. Pupil no longer requires this intervention.  This child has an EHCP. |
| **FFT** | NA | NA | NA | 5 children accessing this intervention.  80% of pupils making better than expected level (2+ book bands)  1 child making 3 book bands progress but remains significantly below and requiring further intensive support . Evidence collation for EHCP in progress. | 3 pupils accessing this intervention.  66% 2/3 children have made good progress (at least 2 book bands) . However, all pupils remains significantly below. 1 child has made 1 book band progress. EHCP requests submitted for all three pupils. | 2 pupils accessing this intervention. 1 with existing EHCP.  100% making at least good progress. | 1 child accessing the intervention. Making exceeding progress. This child has an EHCP. |
| **Reading Plus** | See Reading Data for KS2 | | | | | | |
| **Read Write Inc** | See reading data for KS1 | | | | | | |
|  | Good progress 2 or more book bands or equivalent  LG= Lexile Growth average score for year group) | | | | | | |

**Social Communication Intervention, Lego Therapy.**

This is assessed using the social skills and communication measurement scales. Sessions are designed to target specific areas of difficulty identified from baseline assessments.

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| **Lego Therapy** | | | | | | | | | | | | | | | | | | |
| **Year 1** | | | | **Year 2** | | | **Year 3** | | | **Year 4** | | | **Year 5** | | | **Year 6** | | |
|  | 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** | 56% | 44% | - | 33% | 33% | 33% | - | - | - | 100% |  |  | 43% | 57% | - | 100% | - | - |
| **Assessment 2 summer** | 22% | 45% | 33% | - | - | 16% | - | - | -- |  | 50% | 50% |  | 57% | 43% | - | 67% | 33% |
| **Overall Good + progress** | 100% pupils made progress from their starting points | | | 100% of pupils made good progress from their starting points. | | |  | | | 84% of pupils made good progress from their starting points, with the exception of one child. This child has an ASC diagnosis. | | | 86% of pupils made good progress from their starting points, with the exception of one child. This child has a diagnosis of ASC. | | | 89% of pupils made good or better progress, with the exception of one child. All children have been referred or have a diagnosis and 5 pupils have an EHCP. | | |
| **Summary** | Autumn Term 9 children assessed. 6 children no longer require the intervention. | | | Autumn term 6 children were accessing the intervention100% of those no longer required the intervention and a further 6 children were offered in spring term. 1/12 pupils needs to continue in Year 3 8% operating below . | | |  | | | 6 pupils accessed the Intervention in Autumn Term. 2 children no longer required the intervention and 2 further spaces were offered. | | | 7 pupils have accessed this intervention in Autumn term. 2 pupils no longer required the intervention and a further 2 pupils accessed the intervention. | | | 9 Pupils accessed this intervention in Autumn term . 3 children no longer required the intervention and were removed in spring term. | | |

1. 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. Amendments to the Pupil Voice, to capture children’s ideas and suggestions about learning to produce child friendly targets and child led provision.
* Targeted support for year 3 with the Educational Psychologist, to support the growing needs in this year group to support whole class teaching strategies and methodologies.
* In response to high levels of sickness and absence amongst teaching assistants, the implementation of an intervention specialist approach to interventions. All Teaching Assistants in receipt of individual training, reviewing and monitoring process. This has resulted in significantly improved impact of progress.
* 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.
* Implimentation of the KS1 alternative lunch time provision Nurture hut. To promote a quiet and nurturing lunch time for children who find the main playground overstimulating. This KS1 provision now mirrors KS2.
* SendCo Surgery drop in sessions each term for parents/carers to improve accessibility to support.
* Collaborative approach to resign of the school behaviour policy.
  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 por 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.

**5.2 External Agency Referrals**

* 1 x Manchester Bridge outreach Service for Pupils at risk of exclusion
* 1 x The Out There Charity for families of prisoners.
* 7 x Tameside Riding The Rapids Parenting Course
* 5 x Mental Health Practitioner group parenting sessions.
* 6 x MHP pupil referrals

**5.3 Staffing**

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

**5.4 Resources**

* Table slopes x 10
* Wobble chairs x 4
* Customised OT recommended chair
* Adaptable footstool
* OT recommended fine motor and co-ordination sets
* Dark tents x1
* Ear Defenders x 20
* Sensory diet jars x 30
* Weighted blankets x 6
* Sensory malleable materials invluding playdough, kinetic sand, air drying clay, malleable beads
* Adapted pencils/pens suitable for PICA
* Weighted blankets x 4

\*References & useful links

1. Special Educational needs England (June 2023), [www.explore-education-statistics.service.gov.uk](http://www.explore-education-statistics.service.gov.uk)
2. [Birmingham SEN toolkits - Inclusive Learning North​​​​​​​​​​](https://www.inclusivelearningnorth.co.uk/birmingham-sen-toolkits/)
3. [Dynamo Maths – Helping Overcome Dyscalculia & Maths Difficulties](https://dynamomaths.co.uk/)
4. Department of Health and Social Care, 2020. Best start in speech, language and communication
5. [LIF0056 - Evidence on Life chances (parliament.uk)](https://committees.parliament.uk/writtenevidence/91111/pdf/)