

Annual SEN Report- September 2019

The information and data in this report relates to the academic year 2019/20

Provision

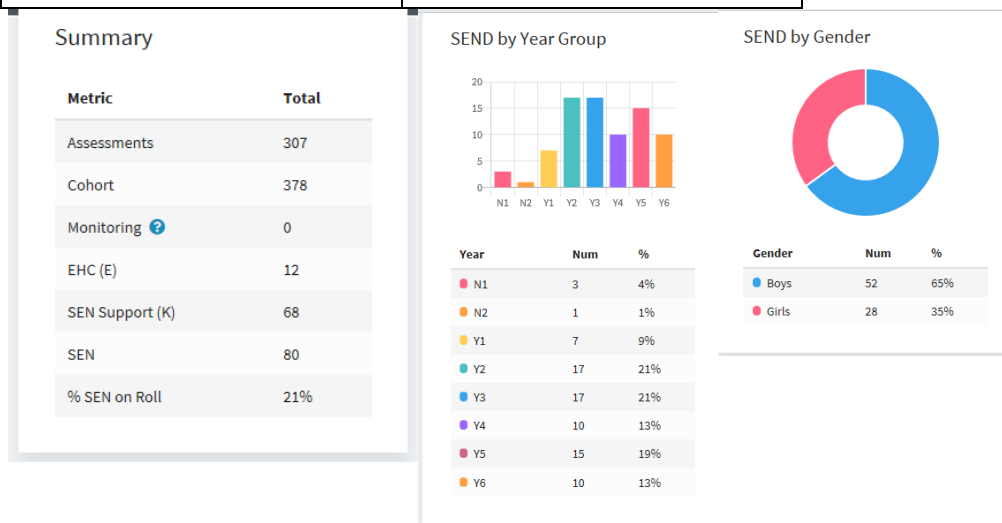
Manchester Road Primary Academy is a two-form entry mainstream school.

Pupils are aged 4-11 years. We have an SEND Database which in July 2019 contained 90 pupils. For more information about specialist resources and provision please see the SEN Information Report on our website.

PROFILE OF PUPILS 2018/19 PUPILS

- 14 successful EHCPs in 2018-2019.
- 2 ongoing and 3 children being transferred to specialist provision
- 2 children have now left to secondary education 1 to specialist provision. Number of in school EHCP's for 2019-2020 8 (+1 pending).

Level of Need	Number of pupils
Statement / EHCP	12
School Support	68
Monitor	14



SEND Attainment & Progress KS1/KS2 2018-2019

Year 6 (12)	Progress		Attainment Expected Level		GD
	MRPA	National	MRPA	National	MRPA
Reading	-2.23	-1.46	16.7%	35.7%	0
Writing	+3.44	-2.15	50%	33.6%	8%
Maths	+1.68	-1.49	41.7%	40.3%	8%

Based on EOY SATs Information

Year 2 (11) / (10)	Progress			Attainment		
	Below	Exp	Exc	Below	Exp	Exc
Number & place Value	20%	80%	0	75%	25%	0
Addition	30%	70%	0	83%	17%	0
Subtraction	10%	80%	10%	91%	9%	0

Multiplication	0	100%	0	100	0	0
Division	0	100%	0	100	0	0
Speaking & listening	40%	50%	10%	91%	9%	0
Reading	10%	70%	20%	100%	13%	0
Writing	30%	50%	20%	100%	13%	0

Based on School SEN Toolkit information

To address children making slower than expected progress, the following measures are in place -

- Each class has both a teacher and an Sen support to be deployed as appropriate. Interventions are delivered by both adults as appropriate
- Continue to increase parental engagement for most vulnerable through regular contact with SENCo, behaviour and inclusion team and class teachers.
- Extra reading taking place through additional adults and increased, closely monitored home reading.
- Interventions have been revised to ensure more classroom based intervention to ensure access to the delivery of a broad and balanced curriculum.

Intervention Progress Summaries for 2018/2019

S & E Progress Data for Autumn Term 18/19						
	<u>YR1</u>	<u>YR2</u>	<u>YR3</u>	<u>YR4</u>	<u>YR5</u>	<u>YR6</u>
% children making progress	27% (11)	50% (10)	43%	100% (8)	13% (6)	75% (4)
S & E Progress Data for Spring Term 18/19						
	<u>YR1</u>	<u>YR2</u>	<u>YR3</u>	<u>YR4</u>	<u>YR5</u>	<u>YR6</u>
% children making progress	36%	60%	66% (6)	50%	13%	50%
S & E Progress Data for Summer Term 18/19						
	<u>YR1</u>	<u>YR2</u>	<u>YR3</u>	<u>YR4</u>	<u>YR5</u>	<u>YR6</u>
% children making progress	90%	80%	100% (5)	75%	50%	75%

SALT Progress Data for Autumn Term 18/19						
	<u>YR1</u>	<u>YR2</u>	<u>YR3</u>	<u>YR4</u>	<u>YR5</u>	<u>YR6</u>
% children making progress	86% (14)	100% (5)	100% (4)	60% (14)	100% (1)	N/A
SALT Progress Data for Spring Term 18/19						
	<u>YR1</u>	<u>YR2</u>	<u>YR3</u>	<u>YR4</u>	<u>YR5</u>	<u>YR6</u>
% children making progress	86%	60%	50%	40%	100%	N/A
SALT Progress Data for Summer Term 18/19						
	<u>YR1</u>	<u>YR2</u>	<u>YR3</u>	<u>YR4</u>	<u>YR5</u>	<u>YR6</u>
% children making progress	93% (13)	80%	75%	40%	N/A	N/A

Dynamo Progress Data for Autumn Term 18/19						
	<u>YR2</u>	<u>YR3</u>	<u>YR4</u>	<u>YR5</u>	<u>YR6</u>	
% children making good and better progress	100%	100%	100%	100%	100%	100%
Children progressed to whole class teaching	NA	NA	NA	NA	NA	NA
Dynamo Progress Data for Spring Term 18/19						
	<u>YR2</u>	<u>YR3</u>	<u>YR4</u>	<u>YR5</u>	<u>YR6</u>	
% children making good and better progress	75%	87%	78%	100%	86%	
Children progressed to whole class teaching	8% (1)	25% (2)	0	20%(1)	0	
Dynamo Progress Data for Summer Term 18/19						
	<u>YR2</u>	<u>YR3</u>	<u>YR4</u>	<u>YR5</u>	<u>YR6</u>	

% children making Good and better progress	90%	83%	62%	100%	NA
Children progressed to whole class teaching	46%	60%	25%	20%	100%

Reading Progress Data for Autumn Term 18/19						
	YR1 1	YR2	YR3	YR4	YR5	YR6
BRP	NA	5/6 83%	NA	NA	NA	NA
Reading Eggs	6/19 32%	12/15 80%	6/8 64%	11/13 85%	8/8 100%	1/1 100%
FFT	NA	0	0	0	NA	NA
Switch	NA	NA	0	0	0	0
Reading Progress Data for Spring Term 18/19						
	YR1 1	YR2	YR3	YR4	YR5	YR6
BRP	N/A	100%	NA	NA	NA	NA
Reading Eggs	83%	100%				
FFT	NA	NA	100%	100%	NA	NA
Switch	NA	NA	100%	100%	100%	100%
Reading Progress Data for Summer Term 18/19						
	YR1 1	YR2	YR3	YR4	YR5	YR6
BRP	N/A	100%	NA	NA	NA	NA
Reading Eggs	No Data	No Data				
FFT	NA	NA	100%			
Switch	NA	NA	NA	No Data	No Data	NA

External Agencies

- 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
- 12 referrals to the Educational Psychologist
- 2 children have an Early Help and are involved.

Resources Purchased

- Coloured overlays to support those with scotopic sensitivity
- Stabilo pens, pencils and grips to support correct handwriting grip
- Additional reading books for KS1 and EYFS
- Additional Dandelion readers linked to Soundwrite scheme

Interventions for 2018-2019

- Read, Write Inc for small, focus groups
- Maths interventions to over-learn basic skills
- 1-1 reading with staff for targeted, vulnerable children
- Fischer Family Trust and BRP Reading Programs
- Dynamo Maths Intervention

Staff Skills

- Staff Training – Dyslexia Friendly Strategies
 - Classroom Strategies to Develop Working Memory
 - Autism Friendly Classrooms
 - Lego Therapy Training
- Termly provision mapping meetings and ITP meetings with parents.
- Pupil progress meeting to discuss, impact and progress of pupils and set next steps (Autumn, Spring and Summer)
- Termly Individual Progress Plan reviews for pupils and their families (Autumn, Spring and Summer)
- SENCO attended termly SEND cluster meetings

- SEND governor attended SEND governor training
- SENCO and SEND Governor, Sheena Thompson, have met to review SEND practice across the school