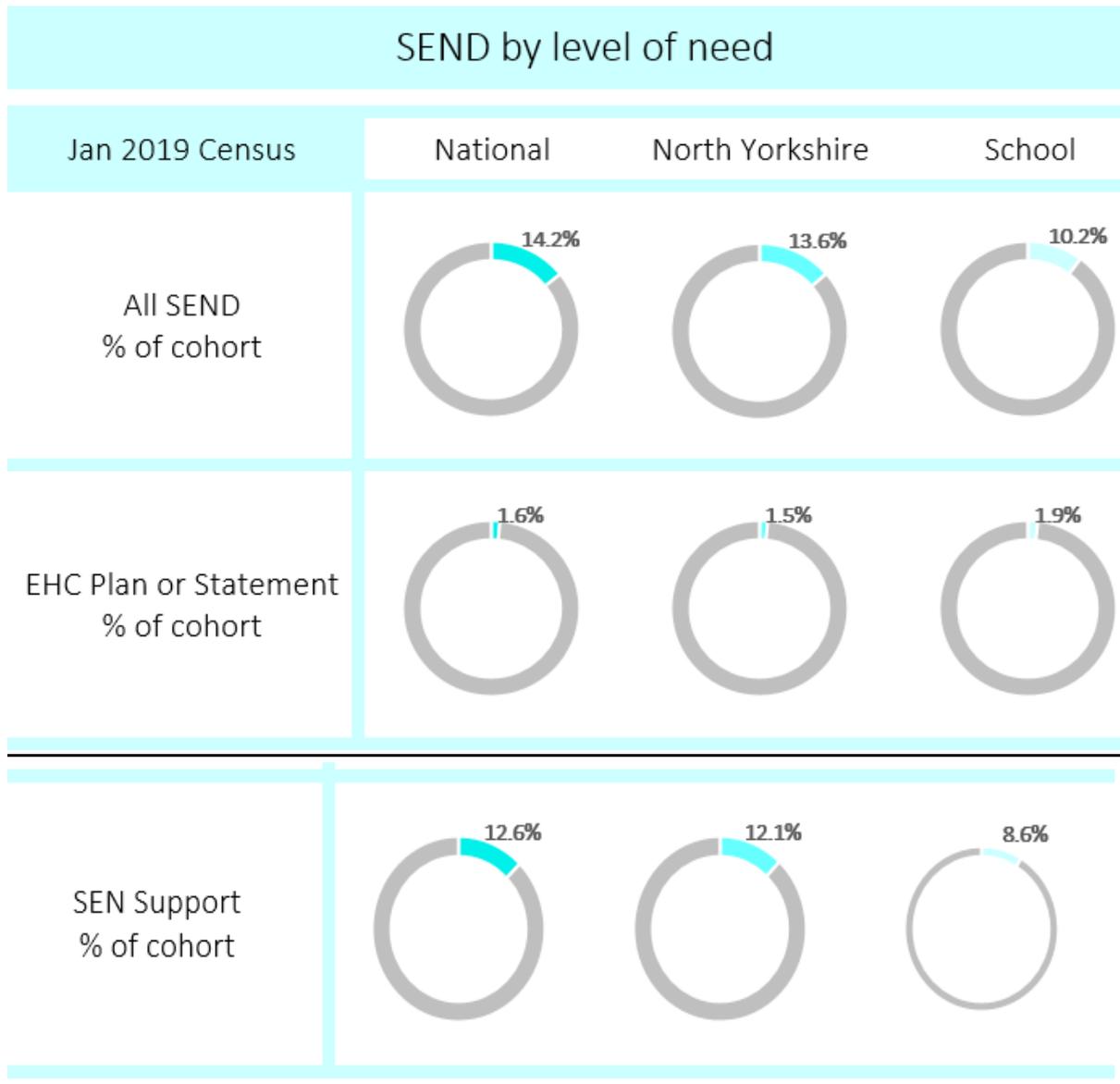


Tadcaster Primary Academy
SEND cohort 19-20
Cycle 1 report with updates for Cycle 2

1. Dashboard

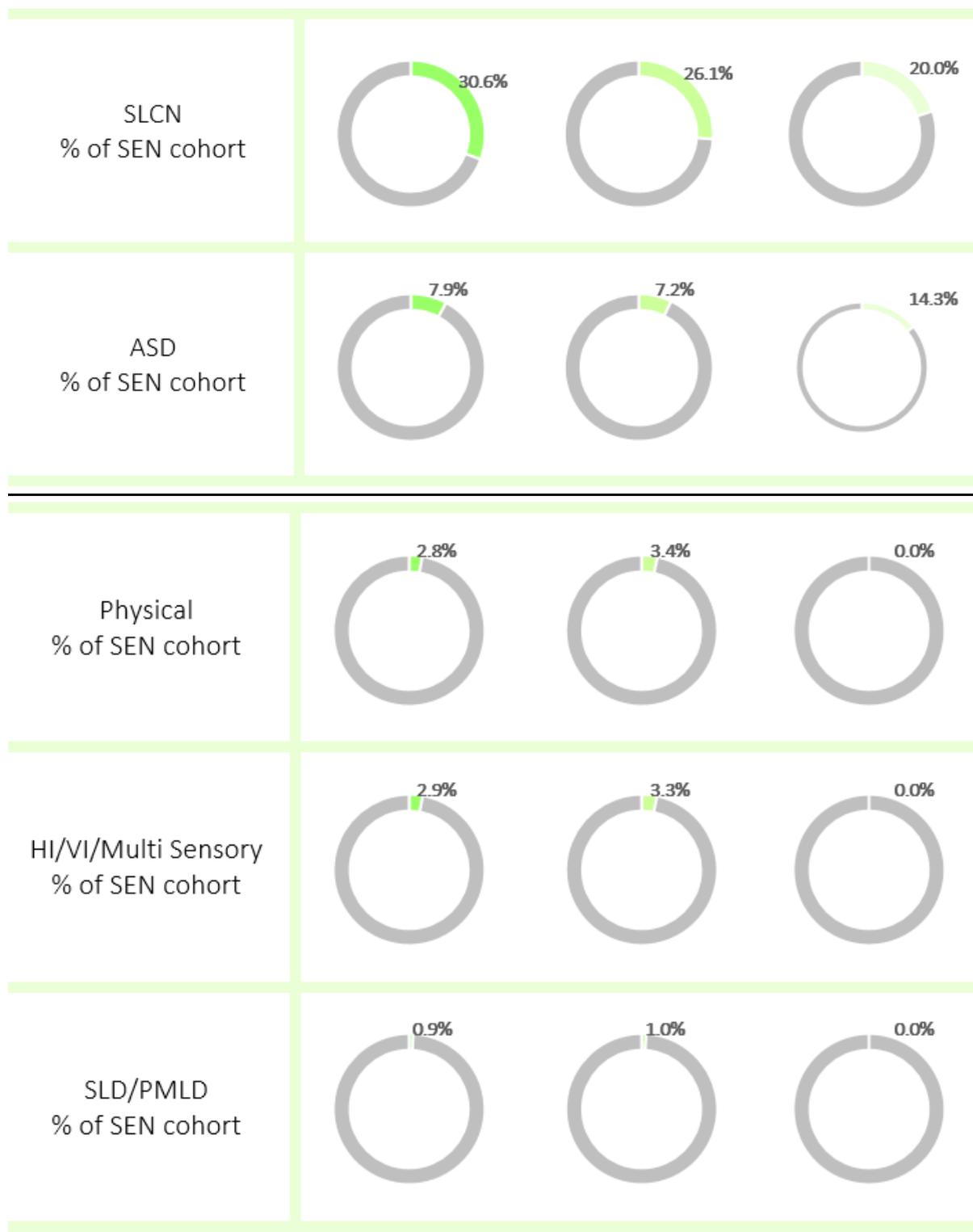


Analysis:

SEND percentage is lower than national average, which is not unusual for a small school. However, it is worth noting that 7 children are

currently on the monitoring register and that the EHCP percentage is higher. It does however only represent 2 children, and both are making accelerated progress from their baseline. The Year 6 child is on track to reach ARE in reading and Writing and is at cusp for Maths.

SEND by type of primary need (as a proportion of SEN cohort)			
Jan 2019 Census	National	North Yorkshire	School
SpLD % of SEN cohort	9.5%	15.8%	0.0%
MLD % of SEN cohort	20.9%	18.4%	20.0%
SEMH % of SEN cohort	16.3%	15.7%	14.3%



Analysis:

The only category of needs exceeding both national and regional data is MLD and ASC. Both children with EHCP have an ASC diagnosis which is in line with national average for children with statutory plan. MLD

(Moderate learning Difficulties) is an umbrella term and covers various difficulties. As the SEND expertise goes up among staff, this category tends to go down as the primary needs of children are better identified.

2. Progress so far

SDP priorities: 1.3 To establish the role of the newly appointed SENDco through observations of pupils, development of MSP's and thorough tracking systems. With the support of the SENDco develop a wider range of strategies to support SEND and lower ability pupils so that they are able to work with even greater independence. Work to improve outcomes for pupils eligible for pupil premium grant

<p>Cycle 1</p>	<p>Actions</p> <ul style="list-style-type: none"> ▪ SENDco to carry out observations of all pupils currently on the SEND register ▪ SENDco to ensure that school is fully compliant on the school website/ school systems ▪ Ensured that the SENDco has got the SEND register fully up to date based on teacher judgement/ SENDco observations ▪ Enabled the SENDco to develop a database of information relevant to each child so that information can be shared efficiently. ▪ Ensured the SENDco has opportunity to deliver staff training for teaching staff to update on current procedures and implementing banding ▪ Support staff to have had access to training (Lego therapy) to develop interventions for SEND ▪ Ensured that the SENDco has organised My Support Plan (MSP) meetings with all SEND families ▪ Enabled the SENDco to develop multi agency working through referrals to external agencies ▪ SENDco to liaise with a member of team to implement best practice strategies for supporting children with SEND ▪ SENDco will support whole school team to develop a greater understanding of SEND systems and this will be evident in website compliance and assessment through SEN banding 	<p>Impact</p> <ul style="list-style-type: none"> ▪ All staff have used the banding system to assess the children's needs across all four areas of the SEND code of practice ▪ School SEND report is available online and the compliance audit is done. ▪ All children on the SEND register have been through this rigorous system of identification. Anyone on Band 1 is now on a monitoring register. ▪ All children at band 2 and up have a condensed MSP ▪ VS has contacted EP and IES to support children further and develop multi-agency working ▪ VS delivered 3 staff meetings on banding process, 4 areas of needs and SEND interventions/best use of ATs ▪ VS trained AT on lego Therapy ▪ VS introduced a record of interventions so information is available on the support children are receiving and the impact it has.
<p>Cycle 2</p>	<p>Actions</p> <ul style="list-style-type: none"> ▪ VS to train teachers ad TA on various aspects of SEND ▪ VS to lead training on deployment of TA ▪ Implement IDL to support improvement of reading across all groups of children including PP, SEND, lower attainers. 	<p>Impact</p> <ul style="list-style-type: none"> ▪ VS to lead 2 more staff meetings on ASC and provision mapping ▪ Intervention records implemented and reviewed

	<ul style="list-style-type: none"> All staff to attend Developmental Language Disorder training to support with understanding of this aspect of SEND Provision mapping 	
Cycle 3	Actions <ul style="list-style-type: none"> Review both EHCPs Ensure extended programme of transition to secondary school for a child in Year 6 with complex needs 	Impact

3. Children's progress

CURRENT SEND register		CURRENT COHORT 12																							
	PP and SEND	RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6					
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths			
		3	3	3	EXS	WT	GD																		
								B	WT	B															
		1	1	2	73	B	88	92	68	WTS															
								EM	EM	WTS															
		1	1	1	WT	B	WT	WT	WT	95	WT	WT	WT												
		1	1	1	B	B	B	S1	WT1	WT	WT	WT	WT												
		1	1	1	B	B	B	S1	WT	S1	82	WT+2	72	84	WT	O									
								S	S	S				S	WT+	S									
		2	2	2	WT+	WT	WT+	WT	WT	WT															
		3	2	1	S	S	WT	WT+	WT	WT	B	B	WT+	WT	B	WT	WT+	S	WT						

EM	EMERGING
EXP	EXPECTED
EX	EXCEEDING

Attainment for the SEND cohort is predictably lower than their peers generally, with some notable exceptions. In Year 2, the child who is on the SEND register has SEMH needs and is doing well currently. He has been supported by the IES but they now have discharged him.

In year 5, one of the children with SEND has also got a primary need of SEMH and is particularly well supported this year by the pastoral lead.

Progress for children with SEND is now in line with their peers. From their lower starting point at the end of EYFS, they generally make the same steps of progress as their peers.

The exceptions are in year 5 when a learner got GLD, but quite vulnerable (2 instead of 3) and did not convert that into secure at the end of Year 2. Another learner in Year 6 with complex needs and an EHCP also failed to convert his GLD Reading and Writing into secure at the end of KS1. He had prolonged attendance and punctuality issues. After discussions with the family and cooperation from all agencies, he is now on track for secure across the board in Year 6.