

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 27 March 2018
Time: 3.30 pm
Place: Lesser Hall 2 - Dukinfield Town Hall

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE To receive any apologies for the meeting from Members of the Board.	
2.	DECLARATIONS OF INTEREST To receive any declarations of interest from Members of the Board.	
3.	MINUTES To receive the Minutes of the previous meeting held on 16 January 2018.	1 - 6
4.	WORK OF TAMESIDE VIRTUAL SCHOOL To receive a presentation from Amanda Aylward, Head of Tameside Virtual School.	7 - 30
5.	GREAT ACADEMIES EDUCATION TRUST [GAET] - UPDATE ON PROGRESS To receive a presentation from Allison Crompton and Jenny Langley, Great Academies Education Trust.	
6.	SEND UPDATE Report of the Assistant Director of Learning attached.	31 - 46
7.	URGENT ITEMS To consider any additional items the Chair is of the opinion shall be dealt with as a matter of urgency.	

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

16 January 2018

Commenced: 3.30 pm

Terminated: 5.35pm

Present:

Councillor L Travis (Chair)	
Councillor JM Fitzpatrick	
Councillor Peet	
Councillor M Smith	
Paul Jacques	ASCL
Jon Murray	Head Teacher, St Mary's Catholic Primary School
Sandra Stewart	Borough Solicitor
James Thomas	Director of Childrens Services
Bob Berry	Assistant Director, Learning
Tom Wilkinson	Assistant Director, Finance
Catherine Moseley	Head of Access
Julie Waterhouse	Access Manager
Helen Mellor	Head of Pupil Support Service

Apologies **for** **Councillor R Welsh**
Absence:

17. DEATH OF THE EXECUTIVE LEADER, COUNCILLOR KIERAN QUINN

The Chair announced with great sadness the recent, sudden death of the Executive Leader of the Council, Councillor Kieran Quinn, who passed away on 25 December 2017.

Those in attendance joined the Chair in a few moments silence to pay their respects and remember Councillor Quinn.

18. DECLARATIONS OF INTEREST

There were no declarations of interest submitted by Members of the Board.

19. MINUTES

The Minutes of the Education Attainment Improvement Board held on 24 October 2017 were approved as a correct record, with the removal of Councillor Robinson from the list of persons present.

20. EDUCATION WELFARE STATUTORY FUNCTIONS

Consideration was given to a report of the Assistant Director, Learning, outlining the functions and statutory requirements of the Local Authority that the Education Welfare Service undertake.

It was explained that since 2011, the Education Welfare Service had been a traded service, offering support with attendance to schools in the Borough. This had meant that there had been a change to the nature of the relationship with schools. The Service had to be creative to be able to offer support and advice whilst trying to ensure good practice and that statutory requirements were met.

In terms of Statutory Functions of the LA, the report gave details of:

- School Attendance in both Primary and Secondary Schools in Tameside;
- Overall absence levels in Tameside, including reasons for absence;
- Free School Meals eligibility; and
- Penalty notices and prosecutions.

Information was also given in respect of Children Missing Education and the robust procedures in place to enable the LA to meet its duty in relation to these children.

With regard to Children Missing Education, it was explained that the number of Children Missing Education had increased significantly over the last five years and details were given of a recent Ofsted inspection which recognised that this was an area that Tameside met its obligations well.

The report also outlined work ongoing with other agencies to address the increasing numbers of children receiving Elective Home Education (EHE), including the recent introduction of a number of strategies and interventions, working with schools, other agencies and parents to enable and encourage pupils to remain in schools where EHE may not be suitable. Initial analysis of 2017/18 thus far suggested the number of EHE pupils in Tameside was reducing which was in contrast to the national picture. The most recent Ofsted for safeguarding acknowledged that this was also an area in which Tameside met its obligations well.

In terms of safeguarding, it was reported that the teams were an integral part of the Local Safeguarding Children Board (LSCB). They worked very closely with the Local Authority Designated Officer (LADO) delivering whole school child protection training to all primary and secondary schools as well as being part of the LSCB local training pool and sitting as lead or deputy on the sub groups for the board.

The team had responsibility for facilitating the education of asylum/refugees and one member of staff worked with the Gateway programme ensuring young people who come to the UK via the Home Office were supported in school with language and teaching techniques. They ensured the children and staff had information that would enable them to settle well in their local community.

With regard to Child Employment Entertainment/Chaperone Licences, Board members were informed that Education Welfare also had statutory duties in relation to children in employment and entertainment in line with current legislation by-laws and guidance. This included the issue of licenses for modelling, performing and body of persons for productions.

The Service raised awareness among employers, school and agencies about the requirements placed upon them if they wished to employ a young person or they were putting on a production for example pantomimes, dance shows, talent contests etc. It was explained that, in line with statistical neighbours, there had been a decrease in the amount of employment licences issued in 2017 and raising awareness of the need for all school aged children to have employment licences, was being explored.

Members were informed that supporting pupils/schools when they were unable to attend school due to medical needs was a recent addition to the team's work area. The Education Welfare Service had produced a local authority protocol for supporting pupils in school with medical conditions. This protocol set out the authority's statutory duty and explained how schools and agencies were able to access consideration from the multi-agency medical panels to consider the best pathway to support the pupils back into education.

Discussion ensued with regard to the above and in particular, Members commented on Elective Home Education and the reasons why parents may choose this option. The Borough Solicitor further explained the lack of robust regulations and poor legislative framework with regard to Elective Home Education and the difficulties this presented for the Local Authority when parents opt out of the education system.

The Chair and Members agreed to write to the Secretary of State for Education and the three local MP's, in particular Angela Rayner, MP, the Shadow Secretary of State for Education, to express their concerns in respect of the lack of robust regulation and poor legislative framework with regard to Elective Home Education.

Members further commented on school attendance in Tameside, and asked for the reasons why this was increasing.

The Access Manager explained that although Tameside figures were still below the national average, this was something which required further investigation and work was underway to develop a Red Amber Green (RAG) system of rating schools with regard to attendance levels.

Members also requested information with regard to attendance figures for Looked After Children.

The Head of Access explained that this information was sometimes difficult to collate, as some Looked After Children were placed out of the Borough and therefore, did not attend schools in Tameside. She added that a system was currently being purchased to enable the Local Authority to gain access to this information.

RESOLVED

- (i) That the content of the presentation be noted; and**
- (ii) That the Assistant Director, Learning, on behalf of Board Members, write to the Secretary of State for Education and the three local MP's expressing concerns in respect of the lack of robust legislation and poor legislative framework surrounding Elective Home Education.**

21. AN UPDATE ON SEND IN THE LOCAL AREA AND INSPECTION PREPARATION

Consideration was given to a report of the Assistant Director, Learning, which provided an update on Special Educational Needs and Disability (SEND) in the local area and inspection preparation.

It was reported that the Education Service had continued to improve the quality of collaborative working with schools, early years settings, and colleges. This was as a response to significant levels of misunderstanding in certain settings regarding the Code of Practice, the Education Health and Care Plan (EHCP) process and the role of the Special Educational Needs Co-ordinator (SENCO).

Drop in sessions had been held locally, which had been attended by twelve out of fifteen secondary schools and forty two primary schools. These had highlighted in particular the extent of the unmet need in schools at the level below EHCP, in other words, SEND support. The under-identification of need was therefore being addressed and, on occasion, the issue of over-identification. There were occasions when a young person was still categorised as SEND, when in fact, that need was longer valid.

A common point of learning for schools had been the extent to which challenging behaviour was, in itself, a manifestation of an unmet need, rather than simply 'naughtiness'. This was now triggering a more rapid response from the school to the SEND and Pupil Support teams for consultation, rather than starting the process for a statutory assessment.

Work with Early Years settings had been a key development. The Early Years Panels take place on a monthly basis, where staff from all areas of Early Help as well as practitioners from both mainstream and specialist settings were able to discuss young people and their needs and the most appropriate pathway for them.

A key decision was awaited in relation to the Educational Psychology Service and it was hoped that a long standing collaborative partnership arrangement with Salford, would enable the creation of a sustainable and quality service.

In respect of Neuro Developmental Pathways, collaborative work continued with staff from Health, Social Care, Tameside Families together and the 3rd Sector, in order to continue to develop pathways for Autism and ADHD.

A commitment to develop further connections post 16 and in particular Alternative Provision for young people was a priority.

A draft Tameside and Glossop, Children and Young People's (aged 0-25) Special Education Needs and Disability Integrated Commissioning Strategy (2018-2021) was appended to the report.

Discussion ensued in respect of the above and Members raised concerns with regard to gaining an understanding which children, by need, were doing well and those which were not and how the progress of Tameside children compared nationally. The Chair and Members requested that detailed national data be reported to the next meeting of the Board in order to gain an understanding of Tameside's progress nationally and ascertain that resources were being targeted in the right place.

RESOLVED

- (i) That the content of the report be noted; and**
- (ii) That detailed national SEND figures be reported to the next meeting of the Board.**

22. PERMANENT EXCLUSIONS IN TAMESIDE

The Assistant Executive Director, Education, submitted a report and delivered a presentation in respect of the levels of permanent exclusions from mainstream Tameside schools and how Tameside compared in relation to other boroughs, both in GM and the North West. The report further explored the reasons for young people being permanently excluded and the key structural and historical issues that had had an impact for a number of years.

It was reported that, in the latest statistics on permanent exclusions, 0.22% of all pupils in the Borough (approx. 35,000) were permanently excluded from school. This was nearly three times the national average rate of permanent exclusions in schools. Tameside had been well above both the national and North West averages for the past three years. When compared to statistical neighbours, only North East Lincolnshire had a higher rate of permanent exclusions with a rate of 0.24%, which incidentally was the rate internal calculations for 2016/17 suggested Tameside's permanent exclusion rate had increased to. A rate of 0.24% was an increase of 0.08% since 2014/15.

Of the children excluded from school, 85% were excluded from secondary school with 15% from primary school. Over the three year period, there had been a year on year increase in exclusions from both primary and secondary schools.

More boys than girls were excluded; 76% versus 24% respectively and this pattern occurred in both primary and secondary. 86% of exclusions were of disadvantaged pupils. The main reason for permanent exclusion over 2015/16 and 2016/17 had been persistent disruptive behaviour.

The Assistant Director explored the link between permanent exclusions and SEND and outlined the external pressures on schools' performance, i.e. Ofsted and Progress 8 and the difficulties experienced balancing these pressures with the need to be inclusive.

Additional factors were also detailed, such as historical challenges with the Pupil Referral Service and the lack of choice with Alternative Provision in the Borough.

In respect of work ongoing to address permanent exclusions, Members were informed that the Borough was significantly improving the quality of its work in respect of special educational needs, with clear messages to schools that SEND needed to be identified as soon as possible and appropriate support given, if need be, through the Education, Health and Care Plan process. Board Members were further informed that the Pupil Referral Service had faced a number of challenges in recent years, and a new approach to working with schools and young people was currently under discussion. The Education Welfare Service had put strategies in place to look at alternatives for reducing permanent exclusions. There were extremely limited options for schools in Tameside in respect of Alternative Provision, and until very recently there was only one Alternative Provision provider in the Borough. A new provider had recently arrived in the Borough and work was underway with them to design a package that would meet the needs of students. A third provider had also been identified in Stockport.

It was concluded that the issue of permanent exclusions in Tameside was both historic and deeply embedded. The figures had been high for some 10 years or so and things were not going to change overnight. Over time, an improved SEND package for young people would help to reduce the numbers, but this would not be instantaneous. Providing more choice with respect to alternative provision would give schools other options, as would the improved capacity in Children's Social Care.

Members raised concerns in respect of the levels of permanent exclusions in Tameside and the pressures on schools in respect of Ofsted and Progress 8 and the need for a greater emphasis on inclusion.

RESOLVED

That the content of the report be noted and the strategic approach to reducing the number of permanent exclusions in Tameside as detailed above and in the report, be supported.

23. URGENT ITEMS

The Chair reported that there were no urgent items received for consideration at this meeting.



24. DATE OF NEXT MEETING

It was noted that the next meeting of the Education Attainment Improvement Board would take place on Tuesday 27 March 2018 commencing at 3.30 pm.

CHAIR

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Agenda Item 4

Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	27 March 2018
Reporting Officer:	Bob Berry, Assistant Director, Learning
Subject :	THE WORK OF TAMESIDE VIRTUAL SCHOOL
Report Summary :	The following report outlines the role of the Virtual School in Tameside and shares the priorities for the summer term 2018
Recommendations :	That the board note the content of the report
Links to Sustainable Community Strategy :	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications :	There are none arising from this report.
Financial Implications : (Authorised by the Section 151 Officer)	There are no financial implications arising from this report.
Legal Implications : (Authorised by the Borough Solicitor)	It is important that the Local Authority ensure that they fulfil all their statutory obligations in relation to the education achievement of looked after children.
Risk Management :	There is a risk of our looked after children not achieving their potential if statutory functions are not carried out.
Access to Information :	<p>The background papers relating to this report can be inspected by contacting Amanda Aylward, Virtual School Headteacher</p> <p> Telephone: 0161 342 4057</p> <p> e-mail: amanda.aylward@tameside.gov.uk</p>

1 BACKGROUND

- 1.1 It is a statutory responsibility of every local authority to promote the educational achievement of looked after children. The Virtual School helps the Council to discharge this responsibility and promote the progress and attainment of young people in care by supporting and challenging the educational settings they are in to ensure they can achieve outcomes comparable to their peers. The Virtual School reports its work to the Tameside Corporate Parent Group and members include elected members and senior officers of the Council.
- 1.2 The Virtual School Team is a small team consisting of:
- | | |
|----------------------------------|------------------|
| Headteacher: | Amanda Aylward |
| Specialist Intervention Teacher: | Sarah Hall |
| Finance and Information Officer: | Philip Allen |
| SEND Caseworker: | Hecabe DuFraisie |
- 1.3 Currently, the service is recruiting an Education Welfare Officer who will work to monitor the attendance of our Looked After Pupils.

2 DATA

- 2.1 The latest LAC in figures (as of 6 March 2018) are:

Looked After Children	610
Eligible for a Personal Education Plan	437
Number attending in borough schools	334
Number attending out of borough schools	103
Number with EHCP	74

- 2.2 Pupils eligible for a Personal Education Plan are those in compulsory education, early years or post 16 education. Children who are placed out of borough are often placed due to specific needs or challenges not all of which will be educational. The out of borough placements are more likely to cater for children with more complex needs and be of a residential nature. This can lead to more issues as the service is unable to offer support and training in the same way as it can for in borough schools.
- 2.3 Attainment Data 2016-2017

Virtual School				
<u>EYFS</u>	<u>In borough only</u>	<u>All LAC</u>	<u>All pupils in Tameside 2017</u>	<u>National 15/16*</u>
Cohort	<10	-	3083	
% of EYFS LAC achieving a GLD	44%	-	66%	N/A
<u>Phonics</u>				
Total number of Y1 Phonics LAC	20	24	3038	
Percentage of Y1 Phonics LAC working	40%	46%	69%	N/A
<u>KS1</u>				
Cohort:	14	19	3136	
Percentage at Reading EXS+	57%	63%	72%	50%
Percentage at Writing EXS+	64%	68%	65%	37%
Percentage at Maths EXS+	64%	68%	72%	46%
<u>KS2</u>				
Cohort:	24	28	2745	
Percentage at RWM EXS+	29%	29%	60%	25%
Average Progress in Reading	-1.6	-1.3	-0.2	-0.5
Average Progress in Writing	-0.8	-1.1	0.3	-1
Average Progress in Maths	-0.8	-0.7	0.2	-1.3

2.3 As can be seen in the table above, the Tameside primary age cohort in 2016/17 did well when compared to national data.

Group	<u>All pupils</u>	<u>LAC National 2016*</u>	<u>National all pupils 2017</u>
Cohort	43		
Attainment 8	22.9	22.8	46.4
Progress 8	-1.44	-1.14 (-0.64 state funded only)	-0.03
% 9-4 in Eng & mat	14.0%	17.5%	64%
% 9-5 in Eng & mat	9.3%	-	43%
% Any pass	74.4%	-	97%

* figures for grade 4+ in E&M and Ebacc grade 4+ in E&M are based on A*-C in E&M in 2016 and are not a direct comparison

2.4 Our secondary cohort compared really well with the national average but attainment remains a focus for the Virtual School.

2.5 This data is for pupils in attendance at the Virtual School in 2016/17. Figures may differ slightly to those soon to be released (28th March) due to national data being a snapshot in time. A full comparison will be provided at a future meeting and reported to the Corporate Parenting Group.

3 PERSONAL EDUCATION PLANS (PEPS).

3.1 A Personal Education Plan is formulated and updated following a termly meeting held with the young person in their school setting with their social worker, carers and any representatives from agencies who may also be supporting them. The purpose of the PEP is to ensure the young person has a voice that is clearly documented around their educational aspirations and where they feel they are achieving well or may need some additional support.

3.2 The format of the Personal Education Plan (PEP) for our young people has recently been redesigned to make it more data rich and user-friendly. It requires clear evidence of how

Pupil Premium+ funding is allocated to improve the educational outcomes for the young person and the impact this is having.

- 3.3 All PEPs are read and quality assured by Head of Virtual School. If they do not demonstrate an appropriate amount of information or suitable interventions, the service will contact the school and challenge the information inviting them to revisit provision for the young person.
- 3.4 For some time, the data for returning PEPs has been low but it is now improving for in borough schools as illustrated below:

	2017/18			2016/17		
	Term 1	Term 2*	Term 3	Term 1	Term 2	Term 3
In borough	75%	37.50%		67%	79%	72%
Out of borough	40%			46%	40%	49%

*Still receiving documents

- 3.5 Part of the reason for the low return rates has been the lack of clarity around process and systems and clearly, work needs to be done with out of borough schools to ensure PEPs are completed but this is more difficult as distance can be an issue as well as establishing relationships with staff in schools. Increasing PEP completions has been a focus for the service and the Head of Virtual School is leading the work to ensure we meet a target of 100% by Autumn term 2018. This is being done by:
- Redesign of PEP document to make it more user friendly (**Appendix 1**)
 - Closer partnership working with Heads of Services for LAC and Child Protection
 - Training for Designated Teachers
 - Training for Social Workers
 - Improved tracking data reports created

4 PUPIL PREMIUM PLUS FUNDING

- 4.1 For the 2017-18 financial year, there is a notional allocation for looked after children of £1900 per pupil. This funding is available for all looked after children who have been in care of at least one day in year groups Reception to 11.
- 4.2 The Head of the Virtual School is responsible for distributing the Pupil Premium Plus payments to schools and academies. This means that the schools who have LAC pupils on roll from other local authorities will receive the funding from the 'corporate parent' authority for the child.
- 4.3 The Head of the Virtual School is responsible and accountable for making sure that there are effective arrangements in place for allocating Pupil Premium Plus funding to benefit looked after children. Pupil Premium Plus must be used to improve outcomes and close the gap as identified in the Personal Education Plan (PEP) in consultation with the Designated Teacher for the school. How the funding is to be spent will be discussed during the child's Personal Education Planning meeting but must be used efficiently and effectively. Pupil Premium Plus funding is allocated on a termly basis following submission of an updated PEP.
- 4.4 Many schools are very imaginative in their use of Pupil Premium Plus funding to help LAC pupils close the gap for example, using alternative provision at a farm to engage pupils in outdoor learning and building relationship; schools have commissioned Lego therapy for some of our younger pupils; engaging 1:1 mentors to provide bespoke emotional support in schools and 1:1 tuition for English and Maths booster sessions

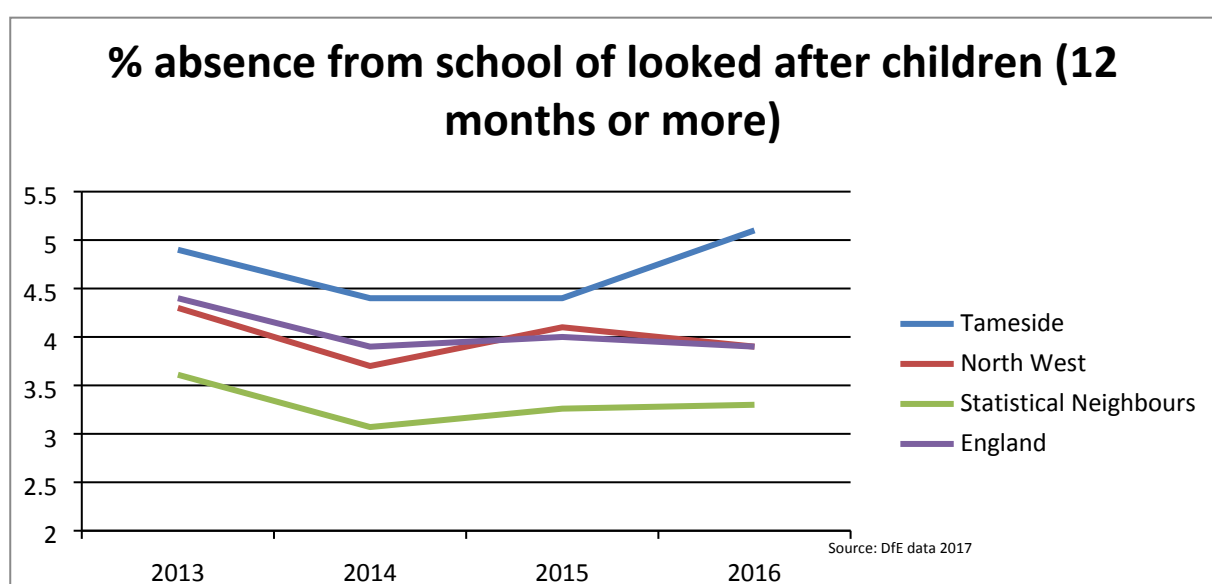
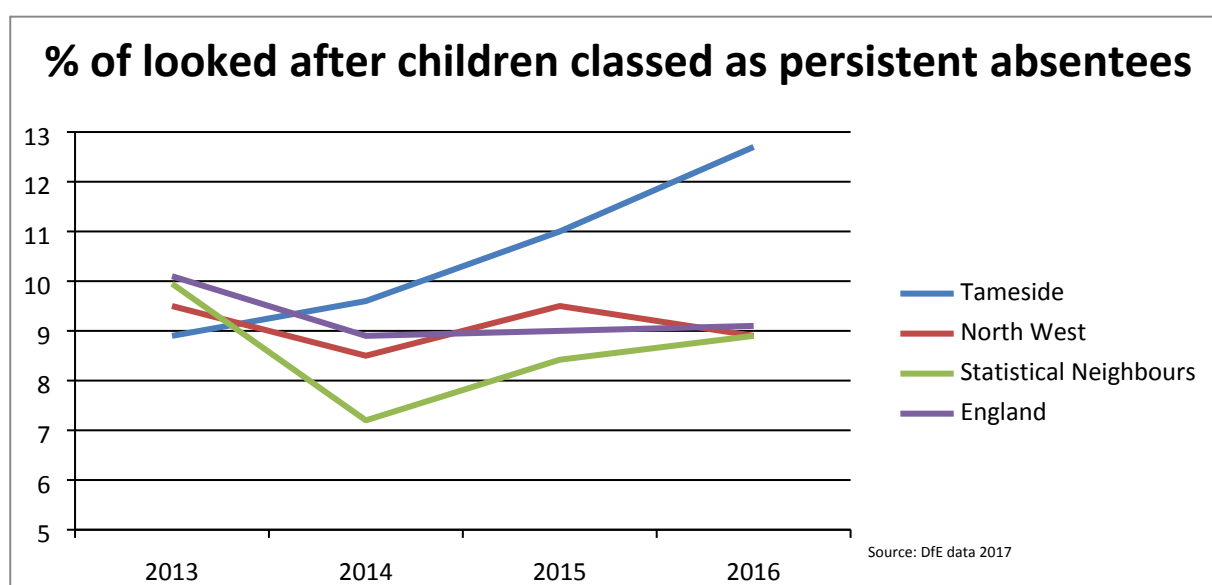
4.5 For 2018/19, Pupil Premium Plus funding will increase to £2,300 per year per pupil.

5 TRACKING OF ATTENDANCE

5.1 The current tracking of attendance for LAC is not as robust as the service would like it to be and it has identified this as an area for action in the summer term.

5.2 There is no question that improving attendance of our LAC pupils has to be a focus. The most recent national data shows that persistent absence and overall absence amongst our pupils is increasing and this needs to be addressed. Persistent absence is now defined as pupils missing 10 or more per cent of their own possible sessions. This changed from 15% before September 2015.

5.3 The persistent absence rate for all children in state funded provision using the new definition is 9.8% in Tameside; 10.8% in the North West; 11.79% in statistical neighbours and 10.5% across England.



5.4 The service is commissioning a new data package which will track all our young people in a “live” data system so that at any time we will know exact figures and be able to raise

concerns with schools in a more timely way. The aim is for this to be in place for the new academic year and it is expected to have an immediate impact.

- 5.5 The service is recruiting an Education Welfare Officer this term with a specific brief to track and improve attendance of our pupils which will need a multi agency response to have an impact.

6 MONITORING OF KEY GROUPS

- 6.1 The service has identified several key groups, those being:

- Pupils with Special Educational Needs and Disabilities (SEND)
- Year 6 and 11 pupils
- Pupils attending the Pupil Referral Service
- Out of borough educational placements

- 6.2 There is a weekly meeting with the SEND team and Virtual School to monitor LAC pupils with SEND. This allows the service to ensure that pupils with an Education, Health and Care Plan are having their needs met appropriately through their plan and also pupils who have additional learning needs are being assessed appropriately and put forward for an EHCP if one is required.

- 6.3 The service ensures that Year 6 and 11 pupils have additional tracking in preparation for their SATS and GCSE examinations. Additional funding can be made available for tutoring, revision materials or laptops for pupils in these key groups upon request and evidence of need. Tracking is done through weekly Virtual School team meetings.

- 6.4 There is a monthly meeting with the Principal of the Pupil Referral Service to ensure vulnerable students are receiving a quality alternative education with appropriate support. There are also discussions around reintegration work to ensure pupils can move back to mainstream places and be appropriately supported.

- 6.5 The service has also identified further key groups to be tracked:

- **Independent specialist provisions attached to children's homes.** The service needs to ensure that the expectations and the quality of academic work being delivered in these provisions is as good as it can be and this work is planned to begin on this area in the summer term.
- The service intends to identify a **high achieving student cohort** and Higher Education programmes to be developed in conjunction with colleagues in local universities.

7 EXCLUSIONS

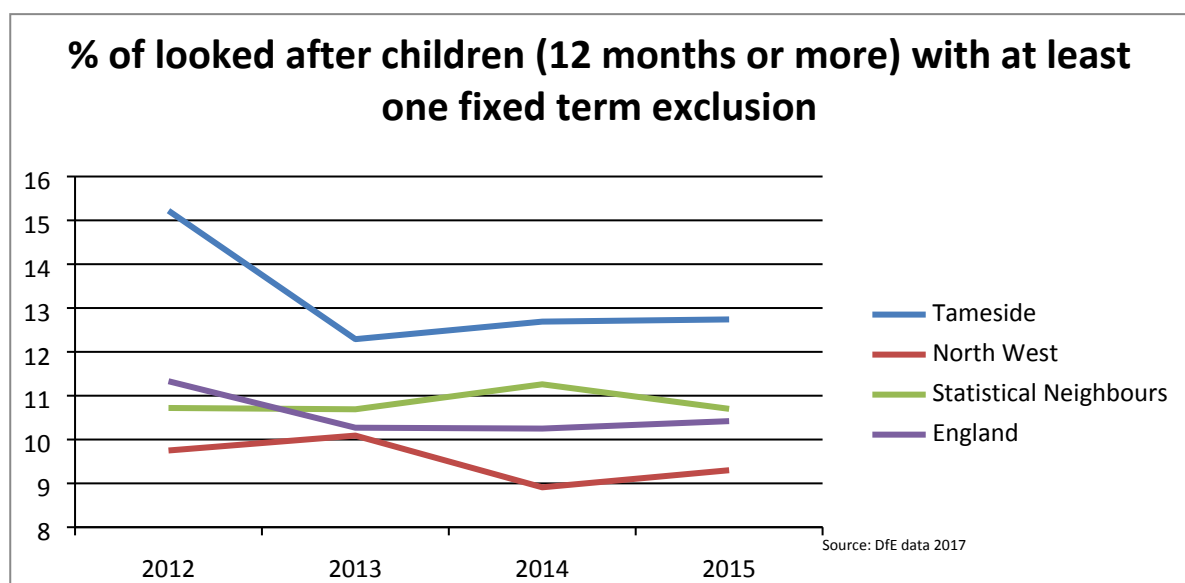
- 7.1 Whilst the level of permanent exclusions is a concern in the borough, there have been no permanent exclusions of LAC pupils this academic year.

- 7.2 There have been some behaviours which may have resulted in a permanent exclusion but the service has established a close relationship with the Pupil Referral Service where we work together to ensure a Looked After Child is not permanently excluded if at all possible. This is due to potential complex issues for a looked after child which we do not want to exacerbate with another rejection of a permanent exclusion.

- 7.3 The PRS and Virtual School work together to ensure that appropriate provision is put in place immediately for our young people. We have pupils who are in alternative provisions

where they are concentrating on completing their GCSE work but really cannot cope with working in larger environment, pupils who need a more active or vocational education route or in exceptional cases we have tutors commissioned to go into children's homes to ensure they are still receiving some education specifically tailored to them.

- 7.4 Working with the SEND team is another way in which we avoided a permanent exclusion for pupils. The SEND team worked closely with the service to identify when respite learning may be appropriate enabling an Education, Health and Care Plan (EHCP) assessment to take place quickly through a place at a specialist provision prior to finalising an EHCP. Collaborative working between services is the key to young people being placed in appropriate provisions.
- 7.5 Where there has been a one off incident which may have resulted in a permanent exclusion some secondary schools are working closely with me to look at alternatives that don't undermine their usual behaviour policy but takes into account the crisis period the looked after child may be living through. These have included successful managed moves, respite time from the school (short period of time at an alternative provision where behaviour issues can be looked at intensely), additional mentoring time funded by the Virtual School within the school setting, joint school placement with a midweek respite alternative provision, partnership working with Tameside College.
- 7.6 The level of fixed term exclusions for LAC pupils who have been looked after for a period of at least 12 months is high as shown in the table below:

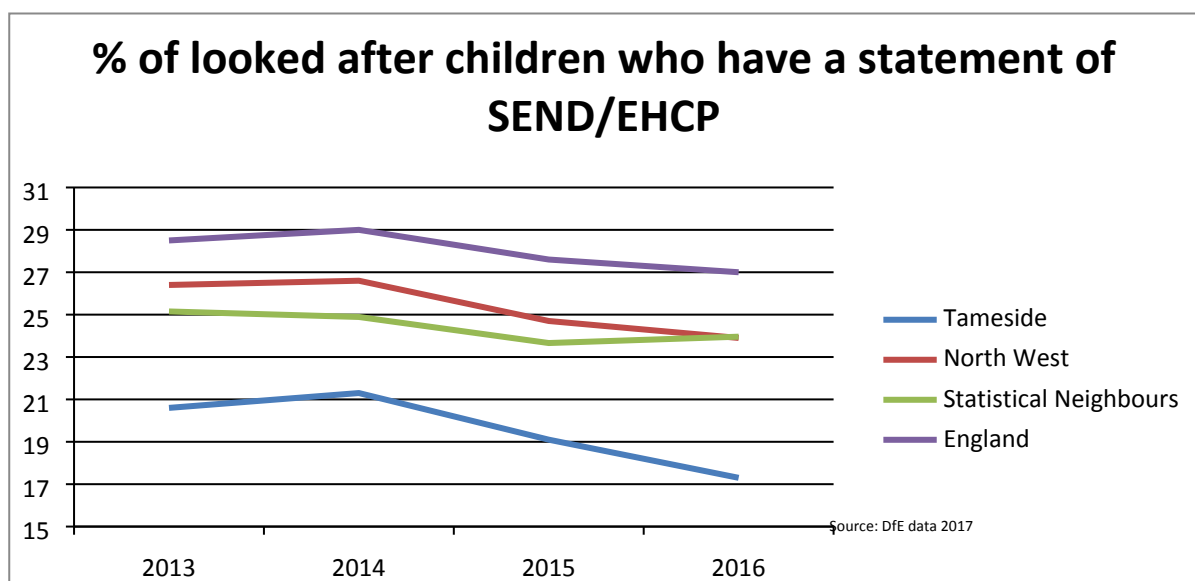


- 7.7 The new Education Welfare Officer postholder will have a brief to monitor levels of fixed term exclusions and to flag up schools that exclude pupils at a high rate to the Virtual School team. This will lead to work with the schools to address the issues underlying the need for fixed term exclusions.

8 PUPILS WITH SEND

- 8.1 The Virtual School has a designated SEND case worker for Looked After Children. This role ensures that there is no drift or delay in gathering evidence or necessary paperwork for our Looked After Children when applying for an EHCP. We have currently 74 LAC who have an EHCP which is 16.9% of the LAC pupil population, a much higher percentage than in the total Tameside pupil population where the figure is 1.6% and an England average of 2.8%.

- 8.2 The graph below shows that the percentage of LAC pupils in Tameside with an EHCP is low compared to other comparator authorities.



- 8.3 This appears to mirror a finding from the local area self assessment of children with SEND that was conducted in 2017. This identified a potential under identification of need in the borough as the number of pupils with an EHCP is significantly lower than may be expected.
- 8.4 In order to address this for our LAC pupils, since September 2017, the Virtual School has introduced an SEND triage system for children when they become Looked After. An email is sent to the current school and Tameside SEND service as soon as we are alerted that a child has become LAC to see if there are any current or past SEND or whether there is some suspected undiagnosed SEND. This information is shared in a twice monthly meeting with Virtual School Head, SEND Caseworker and SEND Manager to triage the information and ensure that the young person does not progress through their journey within the care system with any undiagnosed Special Educational Needs.

9 COLLABORATIVE WORKING

- 9.1 The service is dependent on a multi-agency approach to ensure that our looked after pupils make the progress they should in school. Staff within the Virtual School are involved in the following networks:
- Member of Tameside Association of Secondary Headteachers – enables networking with secondary Heads with particular reference to LAC pupils and to keep up to date with latest developments and changes in the secondary phase
 - Attendance at fortnightly placement panel meetings with children's social care – ensures education is considered when a child moves placement
 - Attendance and contribution to Schools Child Protection Network – there is often an overlap between the safeguarding lead and the designated teacher in schools so this is a good opportunity to contribute to this forum
 - Attendance at all North West Regional Virtual Heads Meetings – ensuring a network of colleagues and providing training opportunities for Tameside designated teachers
 - Greater Manchester Higher network – providing opportunities from a network of Universities for our learners including Manchester University, MMU, Salford and Bolton Universities.
 - BookStart reading programme – to ensure new literacy opportunities provided to schools are prioritised to LAC

- Member of National Virtual Head teachers Association – to be aware of National updates including legislation
- Attend the DfE national Boarding School partnership – a new opportunity that has arisen that will share information from a pilot in the South of England in conjunction with the DfE
- Attend Adoption Panels as appropriate – collaboration and professional development with children's social care
- Report to the Corporate Parent Group – a comprehensive report by the Virtual School to council leaders is provided at every meeting to ensure effective governance for the Virtual School
- Attend LAC care leavers apprenticeships and work experience meetings – regular collaboration with these colleagues to ensure opportunities for LAC are prioritised and appropriate
- Positive Steps – regular meeting with the area's information, advice and guidance provider to ensure Key Stage 4 LAC are on appropriate pathways and receiving correct guidance for post 16 opportunities

10 PRIORITIES FOR SUMMER TERM 2018

10.1 The Virtual School has identified the following priorities for summer term 2018:

- To ensure the number of completed PEPs increased to meet a target of 85% working towards 100% by Christmas 2018 through direct work with schools and social care colleagues
- Focused tracking of Year 6 and Year 11 pupils to ensure appropriate targeted support for pupils sitting SATs and GCSE examinations is identified and provided
- Improve attendance rates for looked after pupils through commissioning of attendance monitoring data package and recruitment of Education Welfare Officer

11 RECOMMENDATION

11.1 That the board note the content of the report

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Please return this documentation within two weeks of holding the meeting to: PEP@tameside.gov.uk

Name	
DOB	
School	
Designated Teacher	
Social Worker	
IRO	
Carer Name and Address	
First Language	



PERMISSIONS AND RESPONSIBILITIES


(please check and update)

Legal Status: (ICO, FCO etc)

	Mother	Father	Carer	Social Worker	Virtual School
Parental responsibility					
Call in an emergency					
Receive correspondence from school					
Receive an updated copy of the PEP from school					
Sign for Educational Psychologist, EHCP application, other agency involvement, school transfer					
Receive copy of school reports and attendance records					
Give permission for day trips					
Give permission for overnight trips					
Take responsibility for health					
Give permission for photographs / filming					
Attend Parent's Evenings					

Contact or care plan information that may impact on education:



Date PEP held	
Attendees	
Date of last LAC Review	
Date and score of last Strengths and Difficulties Questionnaire 	

	This Term	Year to Date
Attendance		
Exclusions		

Pupil Voice:

Please insert here prior to the meeting. This should have been discussed with the Designated Teacher and written by the pupil or scribed by the teacher.

It should include information such as what is going well for the young person at school, what they feel are their strengths, what they would like to do differently or better and how school could make this happen.


Please also include any hopes or aspirations for the future.

If they would like to include any pictures or demonstrate a piece of work please insert here. 

Progress:

Please insert current academic data including target levels, live data and expected grades. You can use the chart below or enter your own system.

Insert any comments from teachers or excerpts from current school assessment reports.

Please insert a copy of the young person's timetable. 

If the young person is attending alternative provision, please input full details here.

Subject	Target Grade	Current Grade
English Language		
English Literature		
Maths		

Further info:

SEND (if applicable)

	None	Support	EHCP Pending	EHCP
Stage of SEND				

Please enter if applicable:

	Date	Review	Actions monitored by:
EP Report			
SALT involvement			
BLISS involvement			
Visual Impairment Team involvement			
Hearing Impairment Team involvement			
CAMHS			
CLASS			
Boxall Profile			

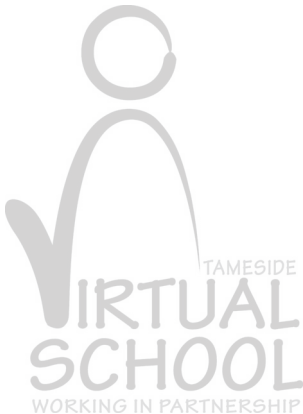
SENCO comments (if applicable)


Targets and Intervention

Please insert agreed targets and how the child is going to be assisted in meeting these. This section is also to demonstrate the use of PP+ funding if required.

Target	Intervention (How is this going to happen?)	Cost	Impact

Any additional information regarding PP+



Date PEP held	
Attendees	
Date of last LAC Review	
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Subject	Target Grade	Current Grade
English Language		
English Literature		
Maths		

Further info:

SEND (if applicable)

	None	Support	EHCP Pending	EHCP
Stage of SEND				

Please enter if applicable:

	Date	Review	Actions monitored by:
EP Report			
SALT involvement			
BLISS involvement			
Visual Impairment Team involvement			
Hearing Impairment Team involvement			
CAMHS			
CLASS			
Boxall Profile			

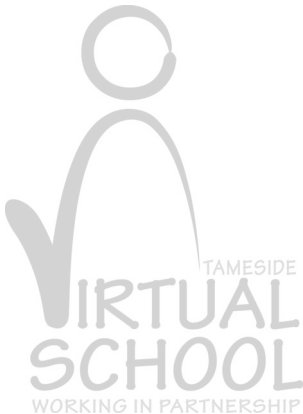
SENCO comments (if applicable)

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Target	Intervention (How is this going to happen?)	Cost	Impact

Any additional information regarding PP+



Date PEP held	
Attendees	
Date of last LAC Review	
Date and score of last Strengths and Difficulties Questionnaire	

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Exclusions		

Pupil Voice:

Please insert here prior to the meeting. This should have been discussed with the Designated Teacher and written by the pupil or scribed by the teacher.

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Please also include any hopes or aspirations for the future.

If they would like to include any pictures or demonstrate a piece of work please insert here.



Progress:

Please insert current academic data including target levels, live data and expected grades. You can use the chart below or enter your own system.

Insert any comments from teachers or excerpts from current school assessment reports.

Please insert a copy of the young person's timetable. 

If the young person is attending alternative provision, please input full details here.

Subject	Target Grade	Current Grade
English Language		
English Literature		
Maths		

Further info:

SEND (if applicable)

	None	Support	EHCP Pending	EHCP
Stage of SEND				

Please enter if applicable:

	Date	Review	Actions monitored by:
EP Report			
SALT involvement			
BLISS involvement			
Visual Impairment Team involvement			
Hearing Impairment Team involvement			
CAMHS			
CLASS			
Boxall Profile			

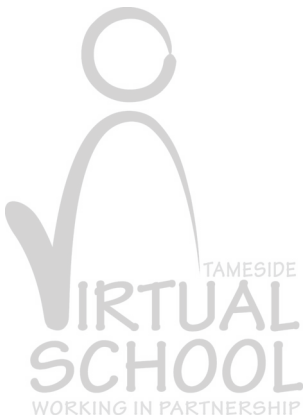
SENCO comments (if applicable)



Targets and Intervention

Please insert agreed targets and how the child is going to be assisted in meeting these. This section is also to demonstrate the use of PP+ funding if required.

Target	Intervention (How is this going to happen?)	Cost	Impact

Any additional information regarding PP+



Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	27 March 2018
Reporting Officer:	Bob Berry, Assistant Director, Learning
Subject :	PERFORMANCE OF SEND PUPILS IN 2016/17 AND SEND UPDATE
Report Summary :	This report provides detail on the performance of SEND pupils in the borough in 2016/17. The report also provides an update on the borough's work with SEND.
Recommendations :	That the board note the contents of the report and are provided further updates on the progress of work in relation to SEND.
Links to Sustainable Community Strategy :	The report supports three elements of the Community Strategy - Prosperous, Learning and Supportive Tameside.
Policy Implications :	There are none arising from this report.
Financial Implications : (Authorised by the Section 151 Officer)	There are no direct financial implications arising from this report.
Legal Implications : (Authorised by the Borough Solicitor)	It is important that the Local Authority ensure that they fulfil all their statutory obligations in relation to the education achievement of looked after children.
Risk Management :	There are significant reputational risks to the Council and young people in the borough if outcomes for young people with SEND are not improved. It is expected that this work being undertaken will improve the life chances of a young person with SEND in the borough.
Access to Information :	<p>The background papers relating to this report can be inspected by contacting Helen Mellor – Head of Pupil Support Services, or Dean McDonagh – School Performance Analyst</p> <p> Telephone: 0161 343 8381/0161 342 2928</p> <p> e-mail: helen.mellor@tameside.gov.uk /dean.mcdonagh@tameside.gov.uk</p>

1. INTRODUCTION

- 1.1 The following report documents the performance of the borough's pupils with special educational needs in the 2016/17 academic year. It also provides an update on the borough's work with SEND.

2. INTERPRETATION OF SEND PERFORMANCE DATA

- 2.1 It should be noted that the attainment of pupils with special educational needs (SEN) in schools is not benchmarked against the attainment of SEN pupils nationally; it is benchmarked against *all pupils nationally*. The Department for Education does release the national averages for SEN pupils (via their statistical first releases), so we can compare like for like, but ultimately the national averages that a school's SEN cohorts are compared to in their School Performance Summary (ASP) are that of all pupils.
- 2.2 In term of pupil progress at KS2 and KS4, progress scores of SEN pupils are benchmarked against the progress score for all pupils nationally (0 in each subject). In addition, the DfE also releases the national progress scores of each primary need. Groups with cohorts of less than 10 pupils should be treated with caution, as should the progress scores in writing at KS2 due to the methodology behind calculating progress scores from teacher assessments.

3. KEY STAGE 4

Group	Cohort	% English and maths GCSEs 9-4?		% English and maths GCSEs 9-5?		% Ebacc entry		% English Bacc 9-5?		Progress 8		Attainment 8	
		LA	Nat	LA	Nat	LA	Nat	LA	Nat	LA	Nat	LA	Nat
SEN Support	192	28%	30%	15%	16%	7%	15%	3%	5%	-0.45	-0.43	29.9	31.9
SEN EHC/S	49	14%	11%	10%	5%	4%	4%	4%	1%	-0.93	-1.04	14.0	13.9
No SEN	2166	66%	71%	42%	48%	33%	43%	19%	24%	-0.09	0.07	46.8	49.7
All	2407	62%	64%	39%	43%	30%	38%	18%	21%	-0.13	-0.03	44.8	46.4

- 3.1 The Progress 8 score of pupils in Tameside (the main accountability measure) at the end of KS4 is below average and there has been minimal change in the borough's overall Progress 8 figures between 2016 and 2017. That said, when comparing SEN support pupils in the borough to SEN support pupils nationally, the borough's Progress 8 figure is in line. Similarly, SEN pupils with an education, health and care plan or a statement of SEN (SEN EHC/S) made slightly more progress at the end of KS4 than SEN EHC/S pupils nationally.
- 3.2 In terms of attainment, Tameside overall is slightly below average on each headline measure and this is reflected in the figures for SEN support pupils who are also slightly below their corresponding national average on each headline measure. SEN EHC/S pupils were, however, slightly above SEN EHC/S pupils nationally on each measure.
- 3.3 Tameside's SEN support Progress 8 score is the 2nd highest when compared to statistical neighbours (with only Rotherham higher with a score of -0.21), joint 8th in the North West and joint 4th (with Bury) in Greater Manchester.
- 3.4 The borough's SEN EHC/S Progress 8 figure is 3rd in the North West (with only Bury and Cumbria placed higher), 2nd in GM and 3rd when compared to statistical neighbours.

4. KS4 DISADVANTAGED PUPILS

- 4.1 There is a big difference in the progress scores of disadvantaged pupils who are SEN and those who are not disadvantaged and are SEN.
- 4.2 Disadvantaged pupils who were SEN support had a Progress 8 score of -0.84 whereas non-disadvantaged pupils who were SEN support had a Progress score of -0.04. In addition, disadvantaged pupils who had an EHC/S had a progress score of -1.25 compared to the progress of non-disadvantaged pupils with an EHC/S of -0.52.

5. KS4 PRIMARY NEED

Primary need	Cohort	Progress 8		% English and maths GCSEs 9-4?		% English and maths GCSEs 9-5?	
		Tameside	National	Tameside	National	Tameside	National
Autism Spectrum Disorder	20	-0.21	-0.67	45%	33%	25%	19%
Hearing Impairment	<10	0.14	-0.12	56%	46%	33%	29%
Moderate Learning Difficulty	60	-1.15	-0.58	0%	12%	0%	4%
Multi-sensory impairment	<10	0.17	-0.43	67%	31%	33%	19%
Other	20	-0.35	-0.39	15%	33%	10%	18%
Physical Disability	<10	-0.30	-0.36	50%	39%	38%	23%
Profound and Multiple Learning Difficulties	<10	-1.30	-1.25	0%	1%	0%	x
Severe Learning Difficulties	<10	-1.94	-1.25	0%	1%	0%	x
Social, Emotional and Mental Health	40	-0.79	-1.16	38%	25%	23%	13%
Specific Learning Difficulties	51	-0.05	-0.20	33%	33%	12%	17%
Speech, Language & Communication Needs	21	-0.28	-0.39	24%	20%	14%	10%
Visual Impairment	<10	-1.03	-0.22	50%	49%	50%	31%

- 5.1 When breaking down the KS4 SEN results by primary need (and focusing on cohorts of more than 10 pupils due to statistical significance), pupils with a moderate learning difficulty have the lowest progress score and made much less progress than their peers nationally. The Progress 8 figures of the following primary need groups are either in line with or above the corresponding national average: autism spectrum disorder, other specialist need, social, emotional and mental health, specific learning difficulties and speech, language and communication needs.
- 5.2 In addition, the following are either in line with or above the national average for attainment of a standard pass (4+) in English and maths: autism spectrum disorder, social, emotional and mental health, specific learning difficulties and speech, language and communication needs.

6. FACTORS AFFECTING SEN PUPILS AT KS4

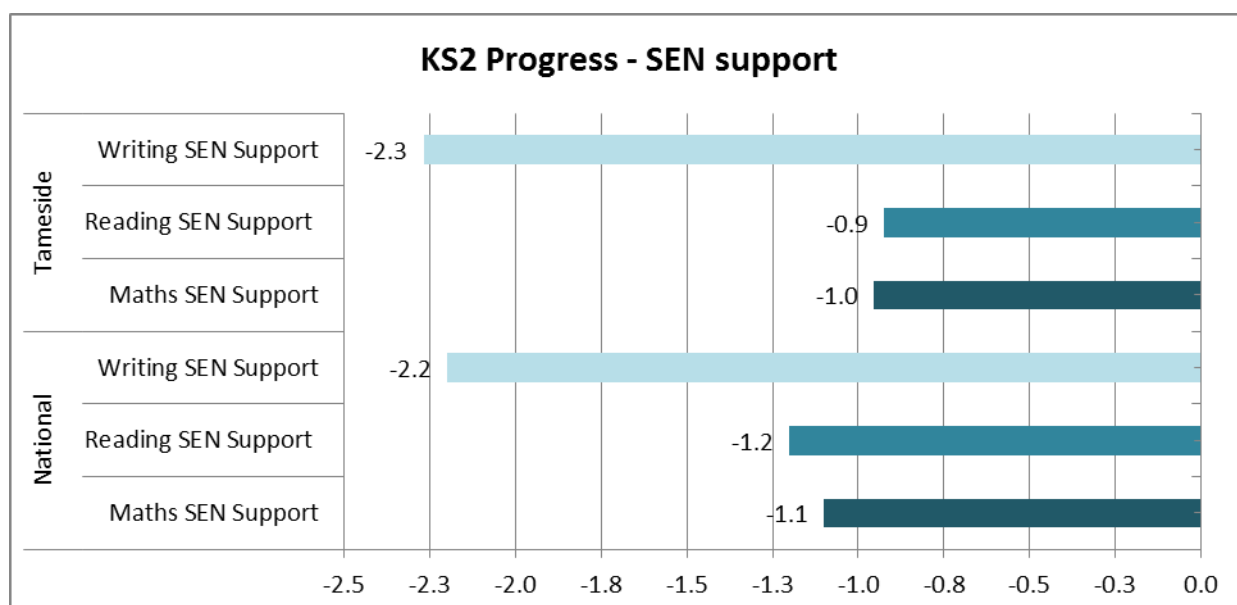
- 6.1 There are certain factors that should be taken into account when interpreting KS4 results for SEN:

- given the needs of some SEN pupils, it may not be appropriate for them to study enough subjects from each Progress 8 area to satisfy the overall Progress 8 calculation. This, in turn, will affect a school's progress score.
- the introduction of new GCSEs in English and maths and their increased difficulty for all pupils.
- the reduction of vocational routes/pathways to support SEN pupils.
- the Reduction in Learning Support Unit (LSU) provision in high schools

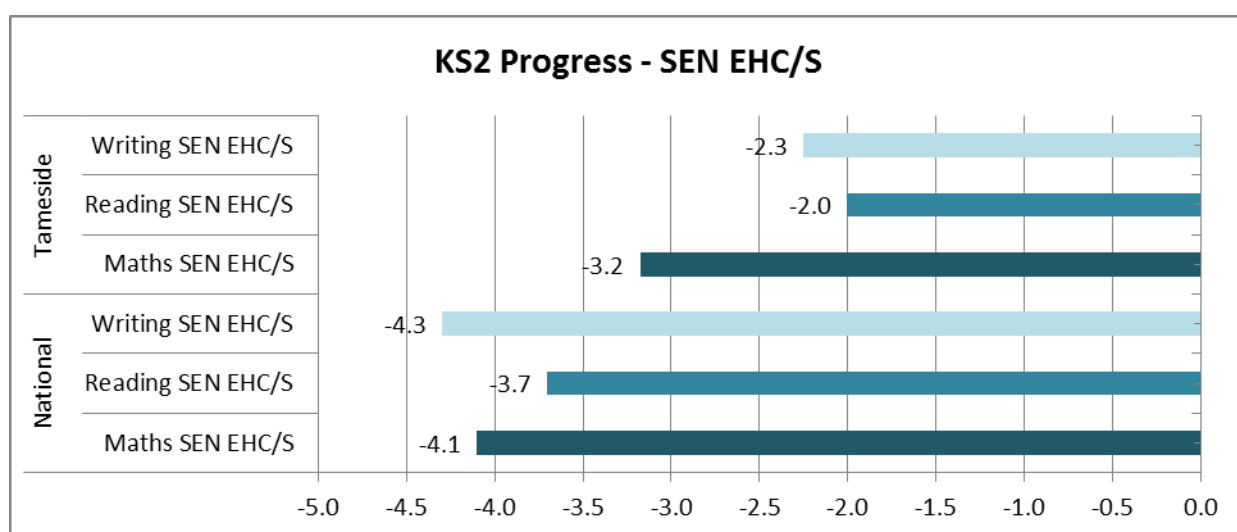
7. KEY STAGE 2

Group	Cohort	% RWM EXS+		Reading Progress		Writing Progress		Maths Progress	
		Tameside	National	Tameside	National	Tameside	National	Tameside	National
SEN Support	438	16%	21%	-0.9	-1.2	-2.3	-2.2	-1.0	-1.1
SEN EHC/S	52	6%	8%	-2.0	-3.7	-2.3	-4.3	-3.2	-4.1
No SEN	2255	70%	71%	-0.1	0.3	0.8	0.5	0.5	0.3
All	2745	60%	62%	-0.2	0.0	0.3	0.0	0.2	0.0

- 7.1 With only 16% of pupils with SEN support achieving the expected standard in reading, writing and maths combined, Tameside is well below the national average of 61% for all pupils and below the national average for SEN support pupils of 21%. This places Tameside 20th out of 23 local authorities in the North West, bottom out of the 10 Greater Manchester authorities and 8th out of the 10 eligible statistical neighbours. That said; there was a 3% increase in the percentage in SEN support pupils achieving EXS+ in each subject on 2016.
- 7.2 Progress scores of SEN support pupils in the borough are in line with the progress of SEN support pupils nationally in writing and maths, and in reading. SEN support pupils made slightly more progress than SEN pupils nationally. That said, progress overall is below that of all pupils nationally. In the North West, Tameside ranks 13th in reading, 17th in writing and 16th in maths. When compared to the borough's 11 statistical neighbours Tameside is 7th in reading and maths and 8th in writing.



- 7.3 In terms of SEN education, health and care plan or a statement of SEN (EHC/S), 6% of pupils achieved the expected standard in each subject and this represented a 3% increase on 2016. The national average in 2017 was 8%. The borough is ranked 15th out of 20 eligible authorities in the North West and 8th out of 10 eligible statistical neighbours for attainment of the expected standard. In terms of progress, whilst pupils with an EHC/S did not make as much progress as all pupils, they did make more progress than the national average for pupils with an EHC/S. In terms of position in the North West the borough was 5th in reading, 3rd in writing and 10th in maths.



8. KS2 - DISADVANTAGED PUPILS

- 8.1 At KS2, 14% of disadvantaged pupils who were SEN support achieved the expected standard compared to 17% of non-disadvantaged SEN support pupils. Whilst the difference in the achievement of EXS+ between disadvantaged and non-disadvantaged SEN support pupils was small, disadvantaged SEN support pupils had lower progress scores in each subject (-1.3 in reading, -2.6 in writing and -1.1 in maths) when compared to the non-disadvantaged SEN support pupils (-0.5 in reading, -1.8 in writing and -0.8 in maths).
- 8.2 Seven percent of disadvantaged pupils who were SEN EHC/S achieved the expected standard compared to 5% of non-disadvantaged SEN EHC/S pupils. Though the difference

between disadvantaged and non-disadvantaged attainment was minimal, disadvantaged SEN EHC/S pupils had lower progress scores in each subject (-2.8 in reading, -3.1 in writing and -3.8 in maths) when compared to the non-disadvantaged SEN EHC/S pupils (-0.9 in reading, -1 in writing and -2.2 in maths).

9. KS2 - PRIMARY NEED

- 9.1 As previously mentioned, progress scores of SEN pupils are benchmarked against the progress score for all pupils nationally (0 in each subject) but the DfE do release the national progress scores of each primary need. Groups with cohorts of less than 10 pupils should be treated with caution, as should the progress scores in writing.
- 9.2 Pupils whose primary need is autism made more progress than all pupils nationally in reading and were in line with all pupils nationally for writing. In maths, pupils with autism in the borough made more progress than pupils with autism nationally but their progress score was below the national average for all pupils.
- 9.3 Pupils with hearing impairment made more progress than all pupils nationally in reading and writing, and were in line with all pupils nationally for maths.
- 9.4 Pupils whose primary need is moderate learning difficulty (MLD) made more progress in reading and maths than pupils with MLD nationally, though in the progress score in writing was below the national for pupils with MLD.
- 9.5 Pupils whose primary need is recorded as 'other' made more progress in writing than 'other' pupils nationally. However, in maths progress is below that of 'other' pupils nationally.
- 9.6 Pupils with a physical disability do not make as much progress as pupils with a physical disability nationally in reading.
- 9.7 Whilst the figures for pupils with profound and multiple learning difficulties (PMLD) made significantly less progress than pupils with PMLD nationally, the figures should be treated with caution due to the small cohort.
- 9.8 The progress of pupils with social, emotional and mental health as their primary need were broadly in line with all pupils nationally in reading and in maths. Whilst writing was below all pupils nationally, it was well above SEMH pupils nationally. Similarly, pupils with specific learning difficulties as their primary need were also broadly in line with all pupils nationally in reading and in maths, though writing was below pupils with SPLD nationally.
- 9.9 Pupils with speech, language and communication needs in Tameside was better than the average progress score of pupils with SLCN nationally in reading and writing, and in line with pupils with SLCN nationally in maths. All were below the national average.
- 9.10 In terms of achievement of the expected standard in each subject combined, the following groups were in line with their corresponding national average (where there were more than 10 pupils in the cohort) moderate learning difficulty, physical disability, specific learning difficulties and social, emotional and mental health.

10. FACTORS AFFECTING SEN RESULTS AT KS2

- 10.1 There are certain factors that should be taken into account when interpreting KS2 results for SEN:
 - the introduction of the new curriculum and it's increased difficulty for SEN pupils.

- the 'SEN loophole' - an SEN pupil who sits the test in reading and maths is more likely to achieve a higher progress score than an SEN pupil who is working below the standard of the test due to the way that progress is calculated at KS2.

10.2

Primary need	Tameside					National			
	Cohort	% RWM EXS+	Reading Progress	Writing Progress	Maths Progress	% RWM EXS+	Reading Progress	Writing Progress	Maths Progress
Autism Spectrum Disorder	20	15	0.7	0.1	-1.1	25	-2.0	-3.0	-2.3
Hearing Impairment	<10	57	1.5	3.5	0.1	39	-1.1	-0.6	-0.3
Moderate Learning Difficulty	171	9	-1.1	-2.7	-1.0	10	-1.9	-2.4	-1.8
Multi-sensory impairment	<10	0	-2.2	-4.0	-2.1	33	-1.1	-2.9	-2.1
Other	40	13	-1.2	-1.6	-2.0	24	-1.1	-2.4	-1.6
Physical Disability	14	29	-2.2	-1.2	-2.1	31	-0.6	-2.0	-2.1
Profound and Multiple Learning Difficulties	<10	0	-12.0	-8.7	-7.4	1	-2.6	-2.9	-2.9
No Specialist Need*	28	0	-3.8	-1.3	-4.5	18	-1.4	-2.2	-1.2
Severe Learning Difficulties	<10	14	1.9	-1.3	2.8	1	-3.0	-3.3	-3.4
Social, Emotional and Mental Health	73	32	0.1	-1.9	-0.4	30	-1.1	-3.1	-2.1
Specific Learning Difficulties	69	14	-0.3	-3.6	-0.7	16	-0.9	-2.9	-0.8
Speech, Language & Communication Needs	51	8	-1.2	-1.5	-0.8	15	-2.1	-2.1	-0.9
Visual Impairment	<10	50	-4.6	-4.8	9.2	41	-0.4	-1.1	0.1
All SEN	490	14	-1.0	-2.3	-1.2	18	-1.6	-2.6	-1.6

*national data doesn't contain NSA who are SEN EHC/S – Tameside has 1 child.

11. KEY STAGE 1

Group	Cohort	%Reading EXS+		%Writing EXS+		%Maths EXS+	
		Tameside	National	Tameside	National	Tameside	National
SEN Support	406	21%	34%	15%	23%	24%	35%
SEN EHC/S	50	8%	14%	6%	9%	8%	14%
No SEN	2680	81%	84%	74%	77%	81%	83%
All	3136	72%	76%	65%	68%	72%	75%

- 11.1 SEN support pupils in Tameside are well below SEN support pupils nationally (and in turn all pupils nationally) in each subject for achievement of the expected standard. 21% of SEN support pupils achieved the expected standard in reading, compared to 34% of SEN support pupils nationally and 76% of all pupils nationally. In writing 15% of SEN support pupils achieved the expected standard compared to 23% of SEN support pupils nationally and 68% of all pupils nationally, and in maths 24% of SEN support pupils achieved the expected standard compared to 35% of SEN support pupils nationally and 75% of all pupils nationally. Attainment of the expected standard by SEN support pupils is the lowest in the North West in each subject. Out of the borough's statistical neighbours, only North East

Lincolnshire has a lower percentage of SEN support pupils achieving the expected standard in each subject.

- 11.2 The percentage of pupils with SEN who have an education, health and care plan is also below national average in each subject, with 8% of pupils in Tameside achieving the expected standard in reading, compared to 14% of pupils nationally, 6% of pupils in the borough achieving EXS+ in writing compared to 9% nationally, and 8% of pupils in Tameside achieving EXS+ in maths compared to 14% of pupils nationally. The figures for reading and writing have not been published nationally in order to protect confidentiality; this is the case for several local authorities and as a large number have not had figures published no accurate comparison can be made.

12. KS1 - DISADVANTAGED PUPILS

- 12.1 At KS1 in reading, the gap between SEN support pupils who are disadvantaged and those who are not-disadvantaged is small as 20% of disadvantaged SEN support pupils achieved the expected standard compared to 23% of non-disadvantaged SEN support pupils. In writing and maths the gap between the two aforementioned groups is wider; 10% of disadvantaged SEN support pupils in writing achieved EXS+ compared to 19% of non-disadvantaged SEN support pupils, and in maths 18% of disadvantaged SEN support pupils achieved EXS+ compared to 29% of non-disadvantaged SEN support pupils. The numbers of disadvantaged and non-disadvantaged SEN EHC/S pupils achieving EXS+ in any subject were too small for comparison.

13. KS1 – PRIMARY NEED

- 13.1 When breaking down the KS1 SEN support figures by primary need, 70% of pupils whose primary need is autism achieved the expected standard in reading and in maths, and 40% achieved the expected standard in writing.
- 13.2 Small percentages of pupils with a moderate learning difficulty achieve the expected standard at the end of KS1. 8% of pupils achieved EXS+ in reading, 6% achieved EXS+ in writing and 13% achieved EXS+ in maths. Similarly, small percentages of pupils with no specialist need achieve the expected standard at the end of KS1. 4% of pupils achieved EXS+ in reading, 9% achieved EXS+ in maths and none achieved EXS+ in writing.
- 13.3 Of pupils whose primary need is 'other', 11% achieved EXS+ in reading, 7% achieved EXS+ in writing and 21% achieved EXS+ in maths.
- 13.4 43% of pupils with a physical disability achieved the expected standard in reading, in writing and in maths.
- 13.5 33% of pupils with social, emotional and mental health issues achieved the expected standard in reading, with the same percentage achieving EXS+ in maths and 22% achieving EXS+ in writing.
- 13.6 The primary need with the highest number of pupils in 2017 at KS1 was speech, language and communication needs. 27% of pupils achieved EXS+ in reading, 33% achieved EXS+ in maths and 21% achieved EXS+ in writing.
- 13.7 Of pupils whose primary need is specific learning difficulties, 17% achieved EXS+ in reading, 9% achieved EXS+ in writing, and 14% achieved EXS+ in maths.

Primary need	Cohort	%Reading EXS+	%Writing EXS+	%Maths EXS+
Autism Spectrum Disorder	10	70%	40%	70%
Hearing Impairment	<10	100%	100%	100%
Moderate Learning Difficulty	106	8%	6%	13%
Multi-sensory impairment	<10	33%	0%	0%
No Specialist Need	23	4%	0%	9%
Other	28	11%	7%	21%
Physical Disability	14	43%	43%	43%
Profound and Multiple Learning Difficulties	<10	0%	0%	0%
Social, Emotional and Mental Health	55	33%	22%	27%
Speech, Language & Communication Needs	123	27%	21%	33%
Specific Learning Difficulties	35	17%	9%	14%
Visual Impairment	<10	43%	14%	29%

14. FACTORS AFFECTING SEN RESULTS AT KS1

14.1 There are certain factors that should be taken into account when interpreting KS2 results for SEN:

- the introduction of the new curriculum and it's increased difficulty for SEN pupils.
- this data does not take into account the starting points of pupils at EYFS (whether a child was at expected in the reading/writing/maths early learning goals) which Ofsted are looking at in further detail.

15. Y1 PHONICS

% working at the expected standard		
Group	Tameside	National
SEN EHC/S	11%	18%
SEN support	36%	47%
No SEN	84%	87%
All pupils	79%	81%

15.1 36% of pupils who are SEN support were working at the expected standard in the phonics screening check at the end of year 1 compared to 47% of SEN support pupils nationally and 81% of all pupils nationally. This is the lowest in Greater Manchester and only 2 local authorities in the North West have a lower percentage of SEN support pupils achieving the expected standard. It is also the lowest amongst the borough's statistical neighbours, along with North East Lincolnshire. In Greater Manchester, the gap between Tameside and the highest performing LA (Bury) is 13%.

15.2 11% of pupils who are SEN with an education, health and care plan or a statement were working at the expected standard in Y1 phonics compared to 18% of SEN EHC/S nationally and 81% of all pupils nationally. Only Oldham has a lower percentage of pupils who are SEN EHC/S working at the expected standard (10%). Full North West and statistical neighbour comparison is unavailable as the figures have not been published to protect confidentiality.

16. Y1 PHONICS - DISADVANTAGED PUPILS

- 16.1 Twenty eight percent of disadvantaged pupils who were SEN support were working at the expected standard compared to 41% of non-disadvantaged SEN support pupils. When broken down into disadvantaged and non-disadvantaged, the numbers of SEN EHC/S pupils working at the expected standard were too small for comparison.

17. Y1 PHONICS – PRIMARY NEED

- 17.1 In terms of primary need, over 40% of SEN support pupils have speech, language and communication needs and 50% of these pupils were working at the expected standard. A further 20% of SEN support pupils had a primary need of moderate learning difficulty and 67% of pupils were working at the expected standard.
- 17.2 74% of pupils whose primary need is specific learning difficulties, were working at the expected standard; 60% of pupils with no specialist need were working at the expected standard and 55% of pupils whose primary need was 'other' were working at the expected standard. The lowest percentage of SEN support pupils who were working at the expected standard, were pupils with a physical disability (14%) though there were less than 10 pupils in the cohort.

Primary need/School name	Cohort	% working at the expected standard
Autism Spectrum Disorder	12	25%
Hearing Impairment	<10	38%
Moderate Learning Difficulty	60	67%
Multi-sensory impairment	<10	100%
No Specialist Need	10	60%
Other	20	55%
Physical Disability	<10	14%
Social, Emotional and Mental Health	30	50%
Speech, Language & Communication Needs	126	50%
Specific Learning Difficulties	23	74%
Visual Impairment	<5	50%

18. EYFS

- 18.1 13% of SEN support pupils in Tameside achieved a good level of development in 2017 - this is down slightly from 14% in 2016. There has been a 5% reduction in the percentage of SEN support pupils in Tameside achieving a good level of development since 2015 (when 18% of SEN support pupils achieved this). The closest GM authority to Tameside on this measure in 2017 was Oldham where 18% of pupils achieved a GLD.
- 18.2 No pupils who were SEN with an education, health and care plan achieved a good level of development.

Group	Cohort	% achieving GLD	National % achieving GLD
No SEN	2864	70%	76%
SEN Support	208	13%	27%
SEN EHC	16	0%	4%
All	3088	66%	71%

19. EYFS – DISADVANTAGED PUPILS

- 19.1 When breaking down the SEN support group by disadvantaged and non-disadvantaged, 10% of disadvantaged SEN support pupils achieved a good level of development compared to 15% of non-disadvantaged SEN support pupils. No SEN EHC pupils achieved a good level of development.

20. EYFS – PRIMARY NEED

- 20.1 More than half of the SEN support pupils at EYFS had a primary need of speech, language and communication needs and 17% of these achieved a good level of development. Moderate learning difficulty is the primary need with the 2nd highest proportion of SEN support pupils (17%) and none of these pupils achieved a good level of development.

Primary need	Cohort	% achieving GLD
Autism Spectrum Disorder	11	18%
Hearing Impairment	<10	50%
Moderate Learning Difficulty	36	0%
No Specialist Need	<10	29%
Other	10	0%
Physical Disability	<10	22%
Social, Emotional and Mental Health	10	20%
Speech, Language & Communication Needs	109	17%
Specific Learning Difficulties	10	0%
Visual Impairment	<10	33%

21. SUMMARY OF PERFORMANCE DATA

- 21.1 The progress being made by SEN pupils in Tameside at the end of KS4 is below that of all pupils nationally. In addition, disadvantaged pupils who are SEN are not making good progress. There is, however, evidence that pupils with significant needs are achieving more than their peers nationally.
- 21.2 At the end of KS2, when benchmarked against all pupils nationally, the progress scores of SEN pupils are below national. When comparing the progress scores of SEN support pupils in the borough to SEN support pupils nationally, they are in line in writing and maths,

and in reading SEN support pupils made slightly more progress than SEN support pupils nationally. SEN EHC/S pupils also made more progress than the national average for pupils with an EHC/S in each subject. There are, however, gaps between the progress of disadvantaged pupils with SEN and non-disadvantaged pupils with SEN.

- 21.3 At the end of key stage 1 and at EYFS not enough SEN pupils in Tameside achieve the expected standard and the borough does not compare favourably to other local authorities in these areas.

22. SEND UPDATE

- 22.1 The SEND team have been working on the final transfers of Education Statements to Education Health Care Plans. The national dead line is March 31st and we are confident that we will meet this. There are currently 15 in draft form to be finalised.
- 22.2 In Tameside we now have 987 children and young people with an EHCP. Since September 2014 we have had 670 new requests of which 348 have become EHCP's.
- 22.3 The SEND team, following 31 March 2018 will be able to invest more time in settings and further enhance links and improve relationships further with SENDCO's. Although developing good communication has been a focus, the numbers of conversions and requests have created some limitations on the accessibility of Case Workers at times.
- 22.4 A partnership agreement with Salford Education Psychology has been agreed and this will enable us to re-establish a Tameside team and will further enhance relationships with settings, develop early identification and preventative interventions. Educational Psychology has significant statutory functions within the SEND process.
- 22.5 SEND Networks have continued and have been very well attended by settings. Inclusion networks have also continued which enable further cross cutting and sharing across partner agencies. The team recognises that there is scope to improve links with Social Care colleagues. Plans are in place to work together with colleagues from Health and Social Care to develop practice in writing plans together and developing awareness and training with teams and partners.
- 22.6 Specialist provision is under review and we await the report and recommendations. Relationships have been strengthened with the Special Schools Partnership and they attend panels. Main stream representation at panel is an area to be looked at.
- 22.7 Work with the Pupil Referral service continues. Permanent Exclusions are a concern in Tameside as they are nationally. Alternative provision is being reviewed and networking opportunities are being developed further Post 16.
- 22.8 The most recent statistics in terms of SENDIASS, referrals to Pupil Support Services, and EHCPs can be found in the **Appendices**.

23. RECOMMENDATIONS

- 23.1 That the board note the contents of the report and are provided further updates on the progress of work in relation to SEND.

APPENDIX 1

SENDIASS

Special Educational Needs and Disability Information, Advice and Support Service



Exclusion Data 1st December 2017 – 28th February 2018

The data below captures how many **initial** calls during the months of December '17, January '18 and February '18 SENDIASS took regarding exclusions; it does not include how many contacts were held with each parent.

December 2017

32 initial calls were taken, of which 7 related to exclusions = 22% SENDIASS workload.

SENDIASS supported with the following:

- Request to support at Governors Meeting x2
- 6th day provision at another school
- Request to support at IRP Meeting
- Preparation for IRP Meeting
- Threat of permanent exclusion
- Managed move process

January 2018

37 initial calls were taken, of which 5 related to exclusions = 13% SENDIASS workload.

SENDIASS supported with the following:

- Reduced timetable
- Managed move process
- IRP process
- Fixed term exclusion guidance/process

February 2018

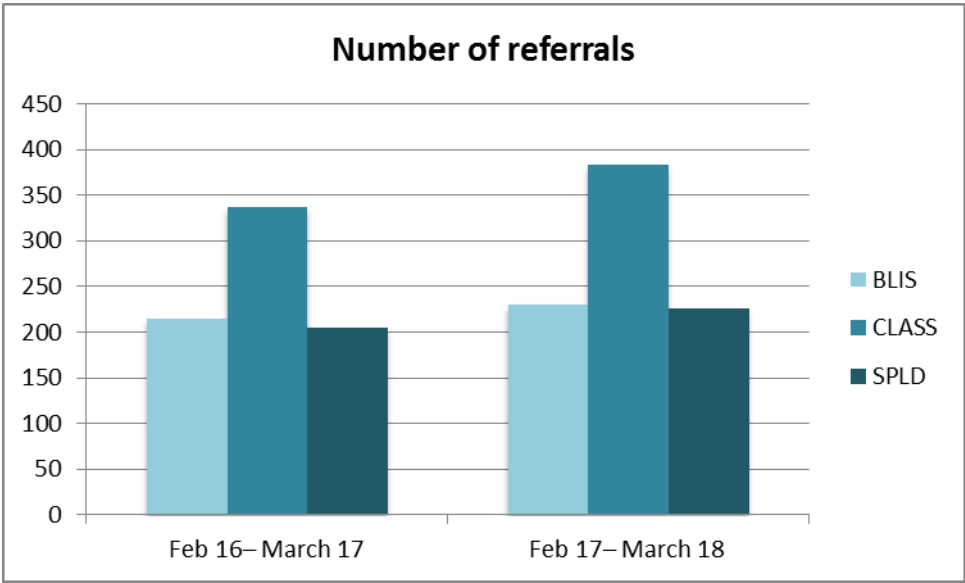
49 initial calls were taken, of which 7 related to exclusions = 14% SENDIASS workload.

SENDIASS supported with the following:

- Permanent exclusion guidance/process x2
- Fixed term exclusion guidance/process x4
- Managed move process

APPENDIX 2

REFERRALS TO BLIS, CLASS AND SPLD SERVICES



APPENDIX 3

EHCP STATISTICS

	Number of new EHC issued	Requests for assessment responded to in 6 weeks	Plans completed in 20 weeks
Jan - Mar 2016	8	33 requests - 29 responded in 6 weeks	8 plans finalised - 4 in 20 weeks
Apr - Jun 2016	23	44 requests - 34 responded to in 6 weeks	23 plans finalised - 9 in 20 weeks
July - Sept 2016	16	38 requests - 38 responded to in 6 weeks	16 plans finalised - 6 in 20 weeks
Oct - Dec 16	29	24 requests - 22 responded to in 6 weeks	29 plans finalised - 5 in 20 weeks
Jan - Mar 2017	33	64 requests - 46 responded to in 6 weeks	33 plan finalised - 4 in 20 weeks
Apr - Jun 2017	23	70 requests - 55 responded to in 6 weeks	23 plans finalised - 1 in 20 weeks
July - Sept 2017	69	76 requests - 75 responded to in 6 weeks	69 plans finalised - 15 in 20 weeks
Oct-Dec 2017	42	80 requests- 72 responded to in 6 weeks	42 plans finalised – 16 in 20 weeks
Jan 2018- to date (13/03/2018)	42	83 requests- 77 responded to in 6 weeks	42 plans finalised- 2 in 20 weeks

