

# Annual SEND report to Governing Body

School: Freeland CE Primary School	Date of Report: November 2024
SENDCO: Lily Barnes	SEND Governor: Debs Carpenter

## Special Educational needs and disabilities (SEND) profile for the last 12 months

SEN Stage	Number of pupils	% of whole school	National %
No SEN	136	86.7%	82.7%
SEN Support	21	13.3%	13.6%
Education, Health & Care Plan	2	1.3%	4.8%

### Any High Needs Funding (HNF) or EHC needs assessment applications currently in process?

2 EHC needs assessment applications being worked towards but not yet applied for.

### Any HNF applications or EHC needs assessments applied for but refused?

No

### Any significant changes in the SEND profile since last year?

1 child joined the school with an EHCP so staffing was considered to support this child appropriately throughout the day. Wrens (2-4 year olds) joined the school in April which led to the addition of 3 more pupils on the SEND register and more training and support needed to support younger pupils with additional needs.

Area of need	Number of pupils	% of SEN pupils	National %
Cognition & Learning	4	19%	30.06%
Communication & Interaction	13	62%	37.95%
Social, Emotional & Mental Health	3	14%	19.56%
Sensory & Physical	1	4%	5.37%
Other	0	0%	7.06%

Primary area of need	Number of pupils	% of SEN pupils	National %
Autistic Spectrum Disorder (C & I)	8	38%	14.22%
Hearing Impairment (S & P)	0	0%	1.60%
Moderate Learning Difficulty (C & L)	1	4%	15.8%
Multi- Sensory Impairment (S & P)	1	4%	0.31%
Other Difficulty/Disability	0	0%	3.61%

## Annual SEND report to Governing Body

Physical Disability (S & P)	0	0%	2.53%
Profound & Multiple Learning Difficulty (C & L)	0	0%	0.75%
SEN support but no specialist assessment of type of need (other)	4	19%	3.45%
Severe Learning Difficulty (C & L)	1	4%	2.31%
Social, Emotional and Mental Health (SEMH)	3	14%	22.3%
Specific Learning Difficulty (C & L)	0	0%	11.70%
Speech, Language and Communications needs (C & I)	3	14%	25.6%
Visual Impairment (S & P)	0	0%	0.94%

<p>What are the most significant types of primary need within the school? e.g. dyslexia, ASD</p>	<p>The highest need sits within communication and interaction due to the high number of children currently diagnosed with ASD. There are also children who have communication and interaction needs but are either awaiting diagnosis or are going through the referral process. There are a number of children who sit under a range of areas, for example speech and language needs, but are also affected by social, emotional &amp; mental health needs leading to this being a key focus for all children on the register.</p>
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### SEND Staff (please list all current SEND staff or note any changes in the last 12 months)

Name of staff member	Role
Penny McCarthy (maternity cover from May 2023-June 2024)	SENDCo
Lily Barnes (returned from maternity leave June 2024)	

### Equality and accessibility arrangements

<p>Have any changes been made to the school's accessibility arrangements in the past 12 months e.g. updates to the Accessibility Plan or Equalities Objectives?</p>	<p>Staff training on mastery teaching approach (do it, twist it, deepen it) to be applied to all subjects from September 2024. This ensures all children are learning the same content and are given the same opportunities to deepen their learning.</p>
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# Annual SEND report to Governing Body

## Progress and achievement of SEND pupils.

### Statutory data

EYFS – The percentage of children meeting good level of development (GLD)

15 children (1 child with SEND)

Early Learning Area		% of SEN	% of year group
Communication & Language	Listening & attention	0%	93%
	Speaking	0%	93%
Personal Social Emotional Development	Self-Regulation	0%	93%
	Managing Self	0%	93%
	Building Relationships	100%	100%
Physical Development	Gross-motor	100%	100%
	Fine motor	0%	93%
Literacy	Comprehension	0%	93%
	Word-Reading	0%	93%
	Writing	0%	93%
Mathematics	Numbers	0%	93%
	Numerical Patterns	0%	93%
Understanding the World	Past & Present	0%	93%
	People, Culture & Communities	0%	93%
	The Natural World	100%	100%
Expressive Arts & Design	Creating with Materials	0%	93%
	Being imaginative & Expressive	100%	100%

Phonics – The percentage of children meeting an expected level in phonics

Year	% of SEN	% of year group
1	0%	82%

End of Key Stage 1 - The percentage of children meeting an expected level (1 child with SEN)

Subject	% of SEN	% of year group
Reading	100%	100%
Writing	0%	93%
Maths	100%	100%

### Attendance and exclusions of SEND pupils

	% of SEND Support	% of EHCP	% of non-SEND
Attendance	95.8%	97.07%	95.83%
Persistent absentees	2.19%	0%	2.19%
Fixed term exclusions	0%	0%	0%
Permanent Exclusions	0%	0%	0%
Any actions required?			

# Annual SEND report to Governing Body

## SEND Funding

Type of funding	Notional budget	Top up / HNF	Funding from EHCP's	Other
Amount received in last 12 months	£49,022	£2,553.23	£7628.40	£0

Any significant changes in funding in the last 12 months? (Include any changes as a result of HNF / EHCP funding ceasing, reducing or increasing)

A child with high needs joined the school and requires 1:1 support. Early years additional funding was applied for and received from term 4 to be able to support this.

A new child starting the school with an EHCP in process means we will receive funding from September 2024.

What impact has the funding had e.g. value for money?

The funding has allowed two children with high needs to be supported on a 1:1 basis.

EHCP funding has allowed us to release staff to support children at specific times of the day to offer specific additional support and interventions.

## Staff SEND CPD in the last 12 months

Staff	Date	CPD	Provider
TAs and teaching staff		Training in SEND provision at Freeland and the procedures and documents associated with this. (to support new staff)	SENDCo
		Training in lesson design which supports SEND pupils.	Headteacher/Deputy Head
		Training in Rosenshine's Principles to support new staff.	Headteacher
Teaching Staff	June 2024	SEND-supporting children with special needs in the classroom and adaptive teaching	EPA SENDCO's
ELSA		Ongoing termly ELSA training	
BP, AD, SB	Autumn Term	Louise Price - seconded from Oxford Brookes university - coached 3 teachers from across the school.	Louise Price
BP	October 2023	Good practice visit	
BP	Termly	BBO maths hub - mastery training	BBO Maths hub
Teachers	Autumn term	Feedback training	Headteacher
BP	Ongoing	Leading teaching NPQ	
CB	Spring term	PiXL conference	PiXL
SENCo	Spring term	OXSIT inclusion briefing	OXSIT
Headteacher and KP		Team teach training	
TAs		Developing pupil independence	OCC

## Annual SEND report to Governing Body

TAs		Effective classroom support	OCC
TAs		Effective support for SEMH	OCC
Headteacher		Success for disadvantaged pupils	St Matthews, Birmingham

### SEND Provision

What new provision / interventions / resources have been on offer for pupils with SEND over the last 12 months?	<p>Our ELSA has ongoing training each term to be able to offer specific support to those children receiving the intervention.</p> <p>Widgit</p> <p>Assistive technology and AI</p>
What has been the impact of the above in-school provision?	
What have been the most effective provision / interventions / resources and why?	<p>ELSA</p> <p>Zones of regulation</p> <p>1:1 speech and language support</p>
Which external professionals have been involved in providing support? What has been the impact of external agency work?	<p>Educational Psychologist: Dr Jo Barham</p> <p>SENSS C&amp;I Advisory Teacher: Rachel Morrison</p> <p>Speech &amp; Language Therapist</p> <p>Receiving expert advice and support from these professionals has been imperative in supporting our most vulnerable and high needs pupils. The school and families are able to work together through the process and create a plan to support the child in all areas. Teachers and teaching assistants can use specialist strategies after modeling from professionals. New strategies to try and evaluate.</p>

### Complaints relating to SEND

If there have been any complaints relating to SEND in the last 12 months, please record them briefly here with outcomes	None
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## SEND Self-evaluation summary

What are the key strengths of the SEND provision?	<ul style="list-style-type: none"><li>● Staff have good knowledge about each child in their class and how best to support them</li><li>● Staff utilise TA expertise to provide support across year groups in some areas of the school</li><li>● Staff have a better working knowledge of provision map enabling the SENDCO to have a stronger oversight of the provision</li><li>● Children's needs have been identified earlier due to a rigorous assessment schedule for SEN children and children on a monitoring list.</li><li>● Continued positive relationships with professionals leading to further support for children at our setting.</li></ul>
What are the identified key priorities and actions for development of the school's SEND provision for the next 12 months?	<ul style="list-style-type: none"><li>● Early identification &amp; referral for EYFS children who may need to be referred for SALT, SENSS C&amp;I, Paediatrics etc. This will be particularly important and useful now that the school is open to 2 and 3 year olds.</li><li>● Whole school emotional regulation strategies to support social &amp; emotional development</li><li>● Stronger focus on provision tracking including beginning and end tracking data - time given to teachers to do so.</li><li>● SENCo being able to spend more time monitoring children in class/lessons.</li></ul>
Actions/successes	<ul style="list-style-type: none"><li>● Teachers and teaching assistants have a higher level of understanding around different needs.</li><li>● Stronger focus on high quality teaching support by TA's</li><li>● SENDCO has stronger understanding of different processes including appeals, emergency annual reviews and additional funding etc.</li><li>● Emotional dysregulation thinking in more focussed on communication &amp; trauma rather than 'naughty' behaviour</li></ul>
Concerns	<ul style="list-style-type: none"><li>● Increasing levels of EHCP applications or parents wanting to start this process.</li><li>● Increasing numbers of children needing additional support (not yet on the SEND register)</li><li>● Supporting a new child with transition to school from being a school refuser and EHCP</li><li>● Long wait times for CAMHS referrals</li><li>● Families being expected to pay for private diagnoses, then these are not being recognised.</li></ul>