

# Annual SEND report to Governing Body

School: Freeland CE Primary School	Date of Report: November 2025
SENCO: 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	111	83%	82.7%
SEN Support	23	17%	13.6%
Education, Health & Care Plan	5	3%	4.8%

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

No further applications are currently in progress but there will be a focus on early years in 2025-26 academic year for early intervention.

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

No

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

More children on the SEND register lower down the school due to early intervention and conversations with room leaders/teachers and SENCo.

Area of need	Number of pupils	% of SEN pupils	National %
Cognition & Learning	4	17%	30.06%
Communication & Interaction	14	60%	37.95%
Social, Emotional & Mental Health	3	13%	19.56%
Sensory & Physical	2	8%	5.37%
Other	0	0%	7.06%

Primary area of need	Number of pupils	% of SEN pupils	National %
Autistic Spectrum Disorder (C & I)	12	52%	14.22%
Hearing Impairment (S & P)	2	8%	1.60%
Moderate Learning Difficulty (C & L)	0	0%	15.8%
Multi- Sensory Impairment (S & P)	0	0%	0.31%
Other Difficulty/Disability	0	0%	3.61%

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Physical Disability (S & P)	0	0%	2.53%
Profound & Multiple Learning Difficulty (C & L)	1	4%	0.75%
SEN support but no specialist assessment of type of need (other)	4	16%	3.45%
Severe Learning Difficulty (C & L)	0	0%	2.31%
Social, Emotional and Mental Health (SEMH)	3	13%	22.3%
Specific Learning Difficulty (C & L)	0	0%	11.70%
Speech, Language and Communications needs (C & I)	1	4%	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 a number of children who have communication and interaction needs and are on the CAMHS waiting list. There are also 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. Many pupils on our SEND register this year find regulation challenging and specific support for those who are often dysregulated is a priority.</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
Lily Barnes	SENCo

### 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>A mastery teaching approach to all subjects was rolled out this academic year ensuring all children are learning the same content and are given the same opportunities to deepen their learning. Teaching assistants have intervention time in the afternoons, instead of being in the classroom, where focus children get additional input, pre-teaching and consolidation to ensure an inclusive classroom.</p>
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## Progress and achievement of SEND pupils.

### Statutory data

EYFS – The percentage of children meeting good level of development (GLD)  
18 children (5 children with SEND)

Early Learning Area		% of SEN	% of year group
Communication & Language	Listening & attention	80%	94%
	Speaking	60%	82%
Personal Social Emotional Development	Self-Regulation	80%	94%
	Managing Self	80%	94%
	Building Relationships	80%	94%
Physical Development	Gross-motor	80%	94%
	Fine motor	60%	82%
Literacy	Comprehension	80%	88%
	Word-Reading	60%	82%
	Writing	60%	82%
Mathematics	Numbers	60%	82%
	Numerical Patterns	60%	82%
Understanding the World	Past & Present	80%	94%
	People, Culture & Communities	80%	94%
	The Natural World	80%	94%
Expressive Arts & Design	Creating with Materials	80%	94%
	Being imaginative & Expressive	80%	94%

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

Year	% of SEN	% of year group
1	0%	86%

End of Key Stage 1 - The percentage of children meeting an expected level (2 children with SEND)

Subject	% of SEN	% of year group
Reading	0%	80%
Writing	0%	80%
Maths	0%	80%

### Attendance and exclusions of SEND pupils

	% of SEND Support	% of EHCP	% of non-SEND
Attendance	90.44%	93.75%	95.97%
Persistent absentees	17%	20%	4%
Fixed term exclusions	0%	20% (1 child - 1 day)	0%
Permanent Exclusions	0%	0%	0%
Any actions required?			

### SEND Funding

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Type of funding	Notional budget	Top up / HNF	Funding from EHCP's	Other
Amount received in last 12 months	£49,022	£1,458.60	£30,744.84	£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)

We have applied for and been granted 3 more EHCPs this academic year, bringing more funding to be able to support our highest needs children.

We have needed to employ a 1:1 SEND experienced TA to be able to try and meet the challenging needs of a pupil in reception while the family appeals for a place at a special educational setting.

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

The funding has allowed one child to have consistent 1:1 support every day which has been a huge benefit and we are already seeing positive changes. This is necessary to the safety of the child and others as he cannot access a mainstream curriculum or classroom independently. Another high needs pupil has 1:1 support in the areas he finds most challenging and his self esteem has improved significantly. Furthermore, EHCP funding has allowed us to release staff to support children at specific times of the day to offer specific additional support, movement breaks and interventions.

## Staff SEND CPD in the last 12 months

Staff	Date	CPD	Provider
All teachers	2/09/2024	Teaching assistants in the classroom	EPA
All staff	29/01/2025	Understanding the anxiety curve. Understanding sensory needs. All behaviour is a form of communication "The why behind the behaviour." De-escalation strategies.	Kirsty Marsh (SquiggleSPACE - Sensory Needs Practitioner )
Lily Barnes (SENCo)	5/02/2025	Communication and language in the early years	Jo Barham (educational psychologist)
All teachers	26/02/2025	Assistive technology for planning	EPA
Jasmin Smith (ECT)	12/05/25	Widgit training	EPA
All teachers	02/06/2025	Provision Map training	EPA SENCos
Lily Barnes	Every half term	EPA SENCo Circles	Ginny Bayliss/EPA

## 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 and assistive technology</p> <p>Extra transition to secondary school for SEND pupils</p>
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<p>What has been the impact of the above in-school provision?</p>	<p>EPA introduction of Provision Map TES</p> <p>The use of Widgit across the school has seen a significant increase in the independence of SEND pupils throughout the year groups.</p> <p>The introduction of Provision Map has been a huge change for the school. We have come away from using 'steps to success' documents on Google Drive, to creating learning plans on an online platform. It was time consuming for teachers to begin with, but having all the information in one place, targets ready made dependent on SEND need and the ability to easily input data will have a positive impact moving forward, especially with new teachers in September, as they can see the needs of the children in advance. As SENCo, it is also much easier to access all SEND information efficiently.</p>
<p>What have been the most effective provision / interventions / resources and why?</p>	<p>Using PiXL to identify specific and focused areas to deliver as interventions.</p> <p>Teachers identifying pupils for interventions before the new term/academic year based on final PiXL results. Interventions are able to be straight straight away, already have baseline data and can be updated/adapted each term following.</p> <p>The impact of Provision Map are likely to be shown at the start of the next academic year, but the effectiveness is already predictable. Hanborough Manor school have already been using it for a while, and the positive impact is obvious.</p>
<p>Which external professionals have been involved in providing support? What has been the impact of external agency work?</p>	<p>Educational Psychologist: Dr Jo Barham SENSS C&amp;I Advisory Teacher: Amy Aston Speech &amp; Language Therapist: Zoe Law Sensory needs practitioner: Kirsty Marsh Executive headteacher and experienced SENCo: Ginny Bayliss</p> <p>Experienced professionals have modelled specialist strategies and support to teachers and teaching assistants who have been able to consistently provide the support within the classroom on a daily basis.</p> <p>The C&amp;I team have provided a high needs pupil in year 6 with a package of brilliant transition support over the final term of the Summer which has helped him feel confident and secure with his transition.</p> <p>Ginny Bayliss has been able to organise support from across the EPA and offer advice when new situations arise.</p> <p>The speech and language team have been teaching our school TAs strategies and activities so they can deliver the sessions as much as possible through the week rather than needing frequent visits.</p> <p>Kirsty Marsh has been working with a family to support us all in the process of moving to specialist provision. Her experience</p>

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	has been invaluable in approaching areas we haven't experienced before.
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## 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>● Early intervention within our nursery setting (wrens). Referrals to speech and language early and GP referral letters have meant that children are seen by pediatricians and don't need to go into the lengthy CAMHS system.</li> <li>● Staff have good knowledge about each child in their class and how best to support them.</li> <li>● TAs are used for class support in the mornings but have their specific interventions in the afternoons with focus children identified by teachers using PiXL results.</li> <li>● Teachers are filling out 'cause for concerns' documents to identify children who should be on the pre-SEND list. The SENCo can then observe and decide on next steps.</li> <li>● Continued positive relationships with professionals leading to further support for children at our setting.</li> <li>● Good relationships with parents of children on the SEND register through coffee mornings and quick response to meetings and referrals.</li> <li>● Working well as a team and clear communication between all staff.</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>● Stronger focus on provision tracking including beginning and end tracking data - time given to teachers to do so (staff meetings). This will be easier to do now it will be tracked online on Provision Tracker</li> <li>● SENCo being able to spend more time monitoring children in class/lessons. Not having responsibility for a class and focusing on SEND next year will have a huge impact on this.</li> </ul>

Actions/successes	<ul style="list-style-type: none"> <li>● Earlier intervention through good communication with Wrens (nursery).</li> <li>● Detailed timetable of support and interventions updated regularly so that children are receiving the necessary support.</li> <li>● Support from EPA SENCos</li> </ul>
Concerns	<ul style="list-style-type: none"> <li>● Teachers and support staff managing challenging behaviour from children on the SEND register e.g. using PPA time to support children who are struggling with a change in adults/less experienced external agencies.</li> <li>● Behaviour policy needing to be adapted depending on children's needs</li> <li>● Children not listening to adults and creating an unsafe environment.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• High needs SEND pupils and the need for 1:1 TAs becoming larger without the budget for it.</li></ul> |
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