

## SEND Information Report for 2024-2025 (Written September 2025)

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| <b>Name of Setting</b>                                                                                                                                                                                                                                                                                                                                             | Eagle Community Primary School |
| <b>Name of Headteacher/ Principal</b>                                                                                                                                                                                                                                                                                                                              | Mrs Wendy Daley                |
| <b>School Context &amp; Introduction</b><br>Eagle community Primary School is a mixed gender, small, vertically streamed school. We also have a Nursery provision (Little Eagles).<br>This report was written by the SENDCo, Emma Watkinson and is for the academic year 2024-2025.<br>The SENDCo holds the National Award of SEND Co-ordination (gained in 2014). |                                |

| KEY INFORMATION                                               |                             |                                                                                                                                                                                       |  |
|---------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>SEND Coordinator (SENDCo) in school</b>                    |                             | Mrs Emma Watkinson (SENDCo)                                                                                                                                                           |  |
| <b>SENDCo Contact Details</b>                                 | <b>Email:</b>               | emma.watkinson@eagle.lincs.sch.uk                                                                                                                                                     |  |
|                                                               | <b>Telephone:</b>           | (01522) 868354                                                                                                                                                                        |  |
| <b>Current Ofsted Rating</b>                                  | <b>Requires Improvement</b> | <a href="#">Eagle Community Primary School - Open - Find an Inspection Report - Ofsted</a>                                                                                            |  |
| <b>Is the SEND Information Report on the school website?</b>  |                             | Yes                                                                                                                                                                                   |  |
| <b>Where to access the Local Authority's Local SEND offer</b> |                             | <a href="#">SEND Local Offer – Lincolnshire County Council</a>                                                                                                                        |  |
| <b>Where to access the School SEND offer</b>                  |                             | <a href="#">Eagle-CP-School- -School-Offer.pdf</a>                                                                                                                                    |  |
| <b>Where to access the school SEND Policy</b>                 |                             | <a href="#">ECPS-SEND-Policy-25-26.pdf</a>                                                                                                                                            |  |
| <b>Where to access the school Accessibility Plan</b>          |                             | <a href="https://eagleprimary.org.uk/wp-content/uploads/2025/07/Accessibility-Plan-24-26.pdf">https://eagleprimary.org.uk/wp-content/uploads/2025/07/Accessibility-Plan-24-26.pdf</a> |  |

| School population                        |       |                                                   |       |
|------------------------------------------|-------|---------------------------------------------------|-------|
| Number on roll                           | 63    | Number of the SEND register classified as EAL     | 0     |
| Number of school pupils on SEND register | 21    | % of National pupils classified as EAL            | 21%   |
| % of school on SEND register             | 33%   |                                                   |       |
| % of pupils with SEND Nationally         | 20%   | Number of school pupils receiving Pupil Premium   | 15    |
|                                          |       | % of school receiving Pupil Premium               | 23.8% |
| Number of school pupils with EHCP        | 8     | % of national pupils in receipt of Pupil Premium  | 25.7% |
| % of school with EHCP                    | 12.6% |                                                   |       |
| % of EHCP National                       | 5.3%  | Number of SEND pupils in receipt of Pupil Premium | 11    |
|                                          |       | % of SEND pupils in receipt of Pupil Premium      | 52%   |
| Number of school on SEND Support         | 15    | Number of school pupils LAC/PLAC                  | 2     |
| % of school on SEND Support              | 23.8% |                                                   |       |
| % on SEND Support National               | 14.2% | Number of SEND pupils LAC/ PLAC                   | 2     |

It is clear that the SEND numbers at Eagle lie significantly higher than National in all areas. Numbers shown in the table above also highlight the additional difficulties that SEND pupils at Eagle face. Although Eagle has lower numbers of Pupil Premium than Nationally, over half of Eagle's Pupil Premium children also have SEND and 100% of the LAC and PLAC pupils at Eagle also have SEND. The impact of this can be seen in the school's focus on adaptation for all learners from the School Development Plan.

| School attendance              |       |  |                                      |       |
|--------------------------------|-------|--|--------------------------------------|-------|
| % Attendance (whole school)    | 95.3% |  | % attendance National (primary)      | 94.8% |
| % Attendance SEND              | 91.8% |  |                                      |       |
| % Attendance EHCP              | 95%   |  | % attendance EHCP National           | 86.3% |
| % Attendance School support    | 90%   |  | % attendance School support National | 89.4% |
| Number of school Exclusions FT | 0     |  |                                      |       |
| Number of SEND Exclusions FT   | 0     |  |                                      |       |

It is a positive note that, although Eagle falls short of the Government's ambitious aspiration of 96%, the school is in line with National figures for 2024-2025.

The attendance of Eagle's EHCP and School support pupils is significantly higher than National attendance in these areas.

This enables Eagle to support the pupils in our care more robustly although their attendance can be an additional barrier, especially with some of the health conditions that our pupils face.

| BREAKDOWN OF SEND BY GENDER AND YEAR GROUP |                     |       |        |      |             |       |        |      |                    |       |
|--------------------------------------------|---------------------|-------|--------|------|-------------|-------|--------|------|--------------------|-------|
| Year Group<br>(number of<br>pupils)        | SEND Support Pupils |       |        |      | EHCP Pupils |       |        |      | SEND Year<br>Group |       |
|                                            | Boys                |       | Girls  |      | Boys        |       | Girls  |      | Total              |       |
|                                            | Number              | %     | Number | %    | Number      | %     | Number | %    | Number             | %     |
| Year R (6)                                 | 2                   | 33%   | -      | -    | -           |       | -      |      | 2                  | 33%   |
| Year 1 (7)                                 | -                   | -     | 1      | 14%  | 1           | 14%   | -      |      | 2                  | 28.5% |
| Year 2 (7)                                 | 2                   | 28.5% | -      | -    | 1           | 14%   | 1      | 14%  | 4                  | 57%   |
| Class 2 (14)                               | 2                   | 14.2% | 1      | 7%   | 2           | 14.2% | 1      | 7%   | 6                  | 42.8% |
| Year 3 (13)                                | 2                   | 15.3% | -      | -    | 2           | 15.3% | -      | -    | 4                  | 30.7% |
| Year 4 (8)                                 | 1                   | 12.5% | -      | -    | -           | -     | -      | -    | 1                  | 12.5% |
| Class 3 (21)                               | 3                   | 14.2% | -      | -    | 2           | 9.5%  | -      | -    | 5                  | 23.8% |
| Year 5 (12)                                | 2                   | 16.6% | -      | -    | 1           | 8%    | 1      | 8%   | 4                  | 33.3% |
| Year 6 (10)                                | 1                   | 10%   | 2      | 20%  | 1           | 10%   | -      | -    | 4                  | 40%   |
| Class 4 (22)                               | 3                   | 13.6% | 2      | 9%   | 2           | 9%    | 1      | 4.5% | 8                  | 36.3% |
| Total (63)                                 | 10                  | 15.8% | 3      | 4.7% | 6           | 9%    | 2      | 3%   | 21                 | 33.3% |

The year group with the highest number of SEND is Year 2 at 57%. As the classes at Eagle are vertically streamed this is increased with the addition of the 2 Year 1 pupils, giving a total of 42.8% SEND in this class (Class 2).

Although the class sizes at Eagle are smaller than the national average of 26.2%, when SEND figures are seen this way it makes it obvious that a third or more of SEND make up nearly each class at Eagle.

**BREAKDOWN OF SEND BY NEED**

(Please note that this table is based on the categories from the educational statistics published by Gov.uk and numbers reflect primary need only)

| SEND Need                                 | Number |   | % of SEND Students with this Need in school |      | % of SEND Students with this Need Nationally |       |
|-------------------------------------------|--------|---|---------------------------------------------|------|----------------------------------------------|-------|
|                                           | SS     | E | SEND Support                                | EHCP | SEND Support                                 | EHCP  |
| Multi-Sensory Impairment                  | -      | - | -                                           | -    | 0.2%                                         | 0.3%  |
| Moderate Learning Difficulty              | -      | - | -                                           | -    | 14.4%                                        | 7.8%  |
| Specific Learning Difficulty              | 7      | - | 33%                                         | -    | 13.5%                                        | 4.2%  |
| Vision Impairment                         | -      | - | -                                           | -    | 0.8%                                         | 0.8%  |
| Speech, Language and Communication Needs  | 5      | - | 23%                                         | -    | 25.7%                                        | 20.7% |
| Social, Emotional & Mental Health         | 1      | 2 | 4%                                          | 8%   | 23.6%                                        | 16%   |
| SEN Support, No Specialist Assessment     | -      | - | -                                           | -    | 4.8%                                         | -     |
| Autistic Spectrum Disorder                | 2      | 3 | 8%                                          | 14%  | 9.7%                                         | 33.5% |
| Hearing Impairment                        | -      | - | -                                           | -    | 1.4%                                         | 1.4%  |
| Downs Syndrome*                           | -      | 1 | -                                           | 4%   | 0.01%                                        | 0.3%  |
| Other Difficulty or Disability            | -      | - | -                                           | -    | 3.4%                                         | 2%    |
| Physical Disability                       | -      | 1 | -                                           | 4%   | 1.7%                                         | 3.3%  |
| Profound and Multiple Learning Difficulty | -      | 1 | -                                           | 4%   | 0.05%                                        | 2.2%  |
| Severe Learning Difficulty                | -      | - | -                                           | -    | 0.1%                                         | 7%    |

\*Downs Syndrome can now be recorded as a primary need for the first time in 2024-2025.

Eagle's highest primary need for SEND school support pupils is Specific Learning Difficulties at 33%, whereas the national figure for the same is 13%; this is a significant difference and is against the national primary need of Speech, Language and Communication Needs. This demonstrates the fact that more pupils at Eagle have a barrier with their acquisition of skills in Literacy and Numeracy and explains why a significant amount of support and adaptation is needed in Quality First Teaching.

It is also interesting to note that SEND support pupils with a Speech, Language and Communication need at Eagle are comparable with the national figure in this area.

The EHCP primary need Nationally is Autism and this is mirrored at Eagle, although with a significantly lower percentage. However, we also have higher than national EHCP needs of Downs Syndrome (although many schools may not have recoded these pupils in this category on their census), Physical Disability and Profound and Multiple Learning Difficulty. Which is an indicator as to why some of our more complex needs are offset below their chronological cohort, and the year group they are placed in is more in line with their SEND needs.

| <b>External Agencies</b>                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Agency</b>                                    | <b>Referrals and information</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Speech and Language Therapy (SALT)</b>        | 3 pupils receive termly support from a Speech and Language Therapist through the provision in their EHCPs. The therapist attended an Annual Review meeting for one of the pupils.<br>2 referrals were made to the SALT team, no follow up information has been gained. Lincolnshire NHS has changed the threshold to only support pupils with complex speech needs. They have also changed the referral process and parents are informed of the process and submit the evidence rather than schools.          |
| <b>Community paediatrics</b>                     | 3 referrals were made by the SENDCo and 1 referral by parents.<br>Of the 4 referrals in total, all 4 were accepted.                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Educational Psychology Team</b>               | The educational psychologist attended school to assess 2 Reception pupils and advise school on support that can be put in place. The advice given is then utilised by the pupil's teachers and informs the targets in the pupil's profiles (IEPs).                                                                                                                                                                                                                                                            |
| <b>Sensory Education and Support Team (SEST)</b> | The SEST team conducted termly visits for 1 pupil with a visual impairment. SEST also provide adaptive equipment to the same pupil. Their advice enables the child to access equipment and helps staff to teach the child skills that they will need in the future.<br>One member of the SEST team also attended school to complete an assessment for a hearing impaired pupil.<br>Another member of the team came to assess the mobility of one of the pupils to contribute to a specialist setting request. |
| <b>Occupational Therapist (OT)</b>               | The Occupational Therapy service have been to school twice this year to support 2 pupils with mobility needs.<br>They advise on and provide adaptive equipment for the 2 pupils and give advice to staff regarding their mobility.                                                                                                                                                                                                                                                                            |
| <b>Physiotherapist</b>                           | A physiotherapist has been to school once this academic year to support a Year 5 child and give advice around adaptive equipment and the physiotherapy program of exercises being implemented by a member of staff.                                                                                                                                                                                                                                                                                           |
| <b>Behaviour Outreach Support Service (BOSS)</b> | The service has been contacted for 1 Year 1 pupil this academic year. The pupil had a BOSS worker assigned to them, and a member of the BOSS team comes into school and home to support them.                                                                                                                                                                                                                                                                                                                 |
| <b>SEND Caseworkers</b>                          | Each child who has an EHCP, has a SEND caseworker assigned.<br>1 Caseworker attended an Annual review for a Year 3 child, to advise parents around their decision to home school.                                                                                                                                                                                                                                                                                                                             |
| <b>The Working Together Team (WTT)</b>           | A Reception child is on step 4 of the ladder. A member of the WTT comes in each term to observe the child and offer the setting and parents advice. The advice received is being implemented in the child's pupil profile and daily learning.<br>The WTT also contributed to a pupil's EHCP needs assessment request.                                                                                                                                                                                         |
| <b>Early Support Care Co-ordination (ESCO)</b>   | A Nursery child is being supported through termly ESCO meetings, which the SENDCo attends, due to their ongoing medical needs. A Medical Needs plan has been put in place and is being followed by staff.                                                                                                                                                                                                                                                                                                     |

| Have there been any formal parental complaints relating to SEND pupils? Yes/ No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | No                                                                                                                                                                                               |
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| Staff Development and training                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                  |
| SENDCo Training and courses attended:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | SEND specific Staff training and courses attended:                                                                                                                                               |
| Graduated approach briefings each term;<br>Autism Education Trust Progression Framework;<br>Attention Autism;<br>Team Teach;<br>EYFS Transition toolkit;<br>Liaison with the SEND Governor.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | ADHD awareness training<br>Attachment Aware and Trauma Responsive Practice<br>Regulation and De-escalation<br>Understanding Behaviour as communication (BOSS led)<br>Attention Autism (WTT led); |
| <b>Statutory Actions and Information</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• The SENDCo was new to the school in September 2024.</li> <li>• All 8 EHCP had Annual Reviews completed within timelines.</li> <li>• 2 EHCP Needs assessment requests were made to the Local Authority. 1 was granted with profound funding and one was a refusal to assess, which parents are appealing.</li> <li>• Eagle had 2 EHCP pupils transfer to specialist provision at the end of the 2024-2025 academic year. We also had 1 EHCP pupil leave school to be home educated, due to their complex Social, Emotional and Mental Health needs.</li> <li>• All Pupil Profiles (IEPs) have been through 3 cycles of reviews, were shared with parents at parents evening in autumn term, separately to parent meetings in spring term and sent home with reports in summer term.</li> <li>• The SEND policy, SEND Information report and Equality Policy have all been updated.</li> <li>• School continues to implement the ELSA Programme to support pupil Mental Health and Wellbeing.</li> <li>• The SEND Register is up-to-date for the new academic year 2025-2026.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                  |
| <b>The road ahead for SEND at Eagle</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                  |
| <ol style="list-style-type: none"> <li>1. Funding. Less funding as a whole means that staff get removed from carrying out learning interventions supporting all SEND pupils and need to focus support on pupils with EHCP and emerging needs.</li> <li>2. The range of support services offered in Lincolnshire is a positive. However, as is the case nationally, the demand for support services is heavily burdened. The criteria to access these support services require evidence, information and completion of paperwork, all of which increase the time needed by staff and parents to gain access to the actual face-to-face support. Support is often triaged, so the evidence and paperwork submitted needs to reach a certain criteria before advice is given, with the initial stages giving advice for school and parents to implement.</li> <li>3. The picture of SEND in Lincolnshire. The Hub is a valuable tool to manage pupils EHCPs but is online and therefore, some parents need support to access this and checks need to be made that information has been received. Once paperwork has been completed for an annual review, school no longer has access to this. The Local Authority, may take longer than expected to process amendments to an EHCP. The local Authority are recruiting more SEND Caseworkers to cope with the additional workload, but this does not alleviate the capacity of support services. There are a high proportion of SEND pupils in the Local Authority of Lincolnshire: 6.1% EHCPs in Lincolnshire compared to 5.3% nationally and 14.2% receiving SEND support is the same in Lincolnshire as nationally. Although there has been an increase in Special School places, there remains a shortage, which the Local Authority are hoping will be alleviated by 5 SEND Hubs across Lincolnshire.</li> <li>4. Early Years Providers. Can struggle to gain support for SEND pupils in their settings and therefore pupils enter mainstream education without an EHCP. The SEND Code of practise states that a minimum of 2 plan, do, review cycles are needed to assess a child's needs before external support should be requested, therefore, this has implications for evidence gathering, when the services outlined in point 2. or an EHCP request can be made.</li> </ol> |  |                                                                                                                                                                                                  |

5. SEND Paperwork. As exemplified in the external agencies' section above, more time is often spent by the SENDCo completing referrals and managing paperwork, than implementing interventions, spending time with the children and working with staff on developing SEND across the whole school.
6. Falling National Birthrate. As funding is dependant upon pupil numbers, getting less pupils into school results in less funding.

#### **Moving forward to 2025-2026**

- Implementing the School Development Plan to enhance adaptations for all learners.
- Ensure that intervention records are kept centrally for all SEND pupils in a class, to enable clearer information sharing and a collaborative approach.
- Develop a specific, set progression through interventions moving forward. For example: a maths intervention is needed to support some pupils. Therefore, a baseline assessment, how to deliver the intervention and an intervention end assessment, needs to be put in place to clearly track.