

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

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

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

School population			
Number on roll	63	Number of the SEND register classified as EAL	0
Number of school pupils on SEND register % of school on SEND register	21 33%	% of National pupils classified as EAL	21%
% of pupils with SEND Nationally	20%	Number of school pupils receiving Pupil Premium % of school receiving Pupil Premium	15 23.8%
Number of school pupils with EHCP % of school with EHCP	8 12.6%	% of national pupils in receipt of Pupil Premium	25.7%
% of EHCP National	5.3%	Number of SEND pupils in receipt of Pupil Premium % of SEND pupils in receipt of Pupil Premium	11 52%
Number of school on SEND Support % of school on SEND Support	15 23.8%	Number of school pupils LAC/PLAC	2
% 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 (number of pupils)	SEND Support Pupils				EHCP Pupils				SEND Year 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%
<i>Class 2 (14)</i>	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%
<i>Class 3 (21)</i>	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%
<i>Class 4 (22)</i>	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.

External Agencies	
Agency	Referrals and information
Speech and Language Therapy (SALT)	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. 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.
Community paediatrics	3 referrals were made by the SENDCo and 1 referral by parents. Of the 4 referrals in total, all 4 were accepted.
Educational Psychology Team	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).
Sensory Education and Support Team (SEST)	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. One member of the SEST team also attended school to complete an assessment for a hearing impaired pupil. Another member of the team came to assess the mobility of one of the pupils to contribute to a specialist setting request.
Occupational Therapist (OT)	The Occupational Therapy service have been to school twice this year to support 2 pupils with mobility needs. They advise on and provide adaptive equipment for the 2 pupils and give advice to staff regarding their mobility.
Physiotherapist	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.
Behaviour Outreach Support Service (BOSS)	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.
SEND Caseworkers	Each child who has an EHCP, has a SEND caseworker assigned. 1 Caseworker attended an Annual review for a Year 3 child, to advise parents around their decision to home school.
The Working Together Team (WTT)	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. The WTT also contributed to a pupil's EHCP needs assessment request.
Early Support Care Co-ordination (ESCO)	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?	No
<p>The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs. However, all complaints are taken seriously and will be heard through the school's complaints procedure.</p> <p>In most instances complaints can be resolved at class teacher level.</p> <p>However, if this is not possible, complaints relating to SEND should be addressed to the SENDCo and/or the Headteacher.</p> <p>If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address: Eagle CP School, Scarle Lane, Eagle, LN6 9EJ. The Clerk to Governors is: Faye Dick enquiries@eagle.lincs.sch.uk</p> <p>If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs: Mrs Heather Sandy, Executive Director Children's Services, Lincolnshire County Council County Offices, Newland, Lincoln, LN1 1YL</p>	

Staff Development and training	
SENDCo Training and courses attended:	SEND specific Staff training and courses attended:
Graduated approach briefings each term; Autism Education Trust Progression Framework; Attention Autism; Team Teach; EYFS Transition toolkit; Liaison with the SEND Governor.	ADHD awareness training Attachment Aware and Trauma Responsive Practice Regulation and De-escalation Understanding Behaviour as communication (BOSS led) Attention Autism (WTT led);
Statutory Actions and Information	
<ul style="list-style-type: none"> • The SENDCo was new to the school in September 2024. • All 8 EHCP had Annual Reviews completed within timelines. • 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. • 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. • 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. • The SEND policy, SEND Information report and Equality Policy have all been updated. • School continues to implement the ELSA Programme to support pupil Mental Health and Wellbeing. • The SEND Register is up-to-date for the new academic year 2025-2026. 	

Pupils with disabilities

Admission arrangements

Eagle CP School fully implements the duties placed upon it by the Equality Act 2010. The Act defines a disabled person as one *who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons ability to carry out normal day-to-day activities.*

Most children with Additional Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is initially considered in the first instance in the same way as those applied to pupils without disabilities. Further considerations are made in the light of need and accessibility.

Eagle CP School follows the admissions policy laid down by Lincolnshire Local Education Authority.

The Act provides people with legal protection from discrimination in a variety of circumstances and Part 6, Chapter 1 of the Act addresses education specifically and talks about the protections offered to children in schools. Under the Act, schools must not discriminate, harass or victimise a person seeking to be admitted as a pupil. This includes the terms on which a person is offered a place or is not offered a place. Schools must also ensure that no existing pupil is discriminated against in the manner in which education is provided, the way that pupils are able to access facilities/services, or through excluding a pupil or submitting them to any other detriment. The Act stipulates that schools are required to make 'reasonable adjustments' so that all children can access their facilities and services.

It is the Governors' policy to accommodate pupils with disabilities should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs and Disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Disabled Access

Eagle CP School recognises the importance of making the school accessible to all, both in the curriculum and where possible in all areas of the school premises and facilities. We have the following facilities available for pupils, parents or visitors with disabilities:

- Eagle CP School is a single level building contained on one site only. Access to the site can be gained through four entrances; one at the front of the school, and three side/rear entrances that are locked during the school day and opened at specific times to allow ease of drop off and pick up of pupils.
- The school foyer and main reception area have an accessible entrance. There is access to seating in the school reception area. There is ramped access to both classroom 4 and Little Eagles nursery. There are no changes in floor level within the building structure. Access throughout the building has been considered for disability needs; all doorways and corridors are wide to allow mobility access.
- There is a car park facility for members of staff with a designated disabled parking bay clearly marked on the school car park.
- There is an accessible disabled toilet facility in the school that is clearly signposted as such.

More information can be found in the SEND policy, the SEND information on the school website and in the Accessibility Plan.

The road ahead for SEND at Eagle

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.
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.
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.
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.
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.