

**SPECIAL EDUCATIONAL NEEDS
(SEND) ANNUAL REPORT
2024-2025**



Hailey CE Primary School has a duty to report annually to all parents on the provision for Special Educational Needs and Disability (SEND) and implementation of our Single Equality Policy and Accessibility Plan.

Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs & Disability Code of Practice 0-25 years (first published in September 2014 and revised in May 2015) lies at the heart of the school's SEND Policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step, interventions and SEND support can be put in place to help overcome the difficulties a child may have. If further support is required the school may request a statutory assessment of special needs, which may result in an Education Health and Care (EHC) plan.

Policies

The Special Educational Needs (SEND) Policy was reviewed and amended in January 2025. This is available to any parent on request and is published on the school website.

The guidelines introduced by the Department for Education in 2014 (revised in May 2015) combine recommendations for schools' provision for SEN and Disabilities. Staff and governors at Hailey School have reviewed these against our provision and attended specialist training to ensure we have effectively implemented required processes and best practice. School policies were updated accordingly as part of this review and are fully operational. Related policies including safeguarding, equality and medical needs are cross-referenced so that the staff are fully conversant with best practice across the board.

The Special Educational Needs Coordinator (SENCO) is Debbie Davies (Headteacher) and the Assistant SENCO is Liz Jarrett. The SEND Lead Governor is Tamara Dasht.

Number of pupils with SEND

13 children have currently been identified as having special educational needs:

- 12 receiving Special Educational Needs support (eg Social, Emotional and Mental Health, Speech, Language and Communication Needs, Moderate Learning Difficulty, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder)
- 1 pupil with an Education Health Care Plan

Parents, children and teachers are all involved in Pupil Profiles (PP). These meetings happen three times a year.

Progress of pupils with SEND

The progress of the majority of pupils with SEND is in line with the progress of pupils generally throughout the school.

There are no consistent trends identified across the school in reading, writing and maths owing to the small SEND pupil numbers in each cohort. However, data is continually monitored at cohort level to ensure any trends would be identified and appropriate action taken to narrow any gaps. The school uses individual provision trackers to analyse individual pupil needs. Staff discussion then identifies any specific pupil needs and the provision map reflects the outcome from this discussion. The provision map is monitored, discussed and evaluated by the SENCo and Assistant SENCo.

Budget allocation

The total income to the school's budget allocated specifically to SEND in 2023/2024 financial year was £26,793 (this equates to £1,674 notional funding per child.) This money is used for teaching assistant support.

Deployment of staff and resources

Six teaching assistants (TAs) support alongside the class teachers by delivering specialised programmes and offering general classroom support. This year TAs have been involved in a range of intervention programmes such as:

- Numicon
- Precision teaching – a literacy intervention to support spelling and reading
- Emotional Literacy Support Assistant
- Literacy Gold
- NELI
- Custom made programmes

A significant focus of SENCO and Assistant SENCO work continues to be supporting and meeting the needs of TAs involved in delivering individualised and small group teaching and in assessing, administrative work, liaison with parents and other agencies.

External agencies

This year the school has liaised with and had meetings with a speech and language consultant, a language and communication teacher, an Educational Psychologist and a Specialist Advisory Teacher of the Deaf.

Secondary school liaison

We continue to maintain links (meetings/visits/telephone calls) with our local secondary schools and have had liaison meetings with other special needs staff in our partnership to ensure information is passed on to schools prior to transfer. Special attention is also made for younger SEND children transferring to other schools.**Staff development**

Staff have attended various training programmes. This year these include:

- ELSA supervision
- Precision teaching
- Mental Health First Aid
- Training from Hearing Support Service
- WellComm
- Training from Communication and Interaction Team
- ADHD Training
- Twinkl Phonics
- Reading Fluency
- Internal SEND training and sharing of CPD

Single Equality Policy and Accessibility Plan

Hailey School's Single Equality Policy was last reviewed in July 2024 and the Accessibility Plan is reviewed annually.

Under the Equality Act 2010 we are required to take proactive steps to ensure that pupils, staff and governors, parents/carers and other people using the school are treated equally whatever their gender, racial or ethnic background, disability or impairment, sexuality, religion or belief or other protected characteristics. We have incorporated our duties under the Equality Act 2010, including on disability issues, into two main documents: our Hailey School Single Equality Policy and also an accompanying 'sister' document, that sets out how our school aims to deliver this policy, the objectives we have set ourselves, and our Accessibility Plan (our access to the physical environment, to learning, and to information for pupils and others in our school community with impairment or other identified needs that may put them at a disadvantage from others).

The governing body monitors and reviews the school's provision on Equality and Disability matters. Equality and disability accessibility questions on the parent questionnaire, and relevant questions in the pupils' questionnaires, inform decisions. In addition, an accessibility audit is conducted and the views and information sought or considered from staff and outside agency services that work with our children with protected characteristics and individual specific needs. The Equality Governor reports separately on progress against specific objectives as part of this duty to the Governing Body, and a summary of progress made is published on the school website.

The school has small numbers of pupils from a non white British background or that are described by their parents/carers as having a disability. No trends can be taken from the last two years data because of the small numbers involved.

The school has a number of children with specific medical needs and has identified and provided for these children in terms of resources, staff training and individual learning plans as appropriate. The school actively works with outside agencies to help ensure reasonable adjustments, staff training and resources have been put in place to support children with specific impairments eg hearing impairment.

The facilities provided to assist access to the school by disabled pupils is documented in the school's equality objectives and accessibility plan document.

The school newsletter provides information and services that can be accessed by parents/carers. Parents/carers are also involved with Pupil Profiles (PPs) for their children.

Pupil Passports

Where a pupil has some additional needs but does not meet the SEND descriptors for our SEND register, a one page pupil passport is written to provide staff with useful information/strategies to support that child. This is reviewed annually in July.

Complaints

Complaints from parents of children with SEN about the provision made at the school will be handled in line with our complaints policy

Tamara Dasht
Equality and SEND Lead Governor

July 2025