

Spittal First School SEND Annual Report for Governors 2026

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| 1 | How does the school identify children with special educational needs? | Observation of children in school. Discussion with parents and pre-school providers. Close examination of assessment data. |
| 2 | How many children in the school have special educational needs? | In June 2026, 33 are identified as having special needs (26%). |
| 3 | How many children are being provided for within school interventions, have top up funding or have an EHCP | School based interventions; 60 EHCP; 6 (1 left at Easter) with 1 additional submitted |
| 4 | How many children have met the exit criteria and no longer need that support? | In 2025/26 0 children have left the register. |
| 5 | What types of special education needs does the school currently need to provide? | Speech and language Behavioural Medical needs ASD ADHD Epilepsy DLD SEMH Dyslexia |
| 6 | How are pupils with SEN ensured access to the curriculum? | Individual support 1:1 Quality First Teaching/Ordinarily available provision Through small group support intervention groups Good differentiation by class teachers Monitoring of provision for children with SEND by the senior staff. |
| 7 | What are the targets and outcomes for children with special education needs | Targets and outcomes are set and monitored through Support Plans. School tracking shows in 2025 and 2026 the majority of children with SEND made and are making progress across the school. |
| 8 | How is their progress monitored? | Through Support Plans, intervention records and school wide tracking. |
| 9 | Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans) | Provision maps – intervention plans Support Plans Behaviour plans Pastoral plans used when appropriate EHCP's Thrive plans Action Review Records (Nursery) |
| 10 | How are school resources deployed? <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations | The school employs 8 TAs who work part time with children with SEND either 1:1 or in small groups. One TA provides reading support across school for PP children and for those with SEND. An additional TA is employed to work with the nursery children. One TA has provided additional hours to support SEND. School has purchased specialist equipment or resources when necessary. |
| 11 | Are there any budget/resource issues in terms of SEN provision? | SEN resources are acquired as requested by staff. |

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| 12 | Describe the progress on any parts of the School Improvement Plan relating to SEN | SEN group is included in the current work on specific groups within the Quality of Education section of the plan. |
| 13 | When was the SEN policy last reviewed and when will it be reviewed next? <ul style="list-style-type: none"> ▪ Who is involved in reviewing the policy? ▪ Does the policy reflect and meet needs of pupils ▪ What does it say about supporting pupils in their transfer to and from other schools? | 2026 Next review 2028 SENDCO Teaching staff Governors The policy reflects the needs of current pupils |
| 14 | Has the SENCO undertaken the necessary training? | SENDCO in post from 2003 Updates training regularly One teacher has achieved the National SENDco Qualification. |
| 15 | Have the relevant staff members received appropriate training? | Staff attend training according to the needs of children identified e.g. in 2020-2026 training for, autism, epilepsy, behaviour management, precision teaching and monitoring, Talk Boost, ELSA, SIT, Thrive, ELKLAN, Portage, Zones of Regulation, Language for Behaviour, Literacy Launchpad, WRM Primary Intervention. Staff seek advice and observe practise at The Grove special school when needed and Grove staff have supported in school. |
| 16 | Which external agencies and support agencies are the school working with and how well is this working? | LA High Needs Intervention Team, EWO, Educational Psychologist Speech and Language support Health agencies- Occupational and physiotherapists, Health Visitors, Speech and Language Therapists, School Nursing service. The school has made 12 referrals in total to outside agencies for support 2025/26 |
| 17 | What communication strategies are in place for parents/carers of children with SEND? | Daily links with class teachers Termly contact with SENDco if necessary Additional termly meeting with class teacher |
| 18 | What is going well? | Provision for children medical and physical needs. 1:1 provision. SEN TA's running interventions throughout the school in the afternoons and supporting in class during the mornings has had an impact in the attainment of children with additional needs. Links with nurseries to provide training. Range of training accessed this year. Links with The Grove Special School. Additional member of staff trained for SENDco qualification and supporting SENDco with completing paperwork. Development of links with NHS Speech and Language service. Provision of parent workshops. |
| 19 | What is going less well and needs to be improved? | Enhance provision for speech and language development due to the rapid expansion of need in this area. Continue the work to redesign the internal space to effectively meet the needs of children with SEND. |