



Annual SEND Report for Governors 2025/26

SEND profile

(data up to date as of 6.11.25)

- SEND at Tealby School has always been very fluid but is increasingly so this year – these statistics will not remain static due to the nature of our pupils and the work that we are doing to support them. Children remain on the SEND register for as long (or short) as they require additional support. Changes in need and pupil mobility mean that the SEND register needs to be updated regularly (more frequently than half termly).
- Number of pupils on SEND register – 19 (increase of 6 from the same time last year)
- Number of pupils with Education, Health and Care Plan (EHCP) – 6 (increase of 5 from this time last year)
- Number of pupils on SEND monitoring register – 19 (increase of 6 from the same time last year)
- number of pupils on SEN register as a percentage of pupil population – Total Pupils – 22.9%, EHCP – 7.2%
- There are 2 EHCPNAs (Education, Health and Care needs assessment) in process and will hopefully be in place by Easter 2026 – if these are accepted, EHCP will be 9.6% of the school population – well above the national average.

Year Group	Number on Roll	Number on SEND Support	% of the cohort	% of the whole school	Number of EHCP	Number of EHCPNA in progress	Number of children Primary need: Communication/Interaction	Number of children Primary need: Cognition and Learning	Number of children Primary need: SEMH	Number of children Primary need: Sensory and Physical	Number of children on Monitoring Register	% of the cohort	% of the whole school
R	13	0	0	0	0						1	7.6	1.2
1	12	0	0	0	0						3	2.5	3.6
2	11	2	18	2.4	0		1			1	2	18.1	2.4
3	16	3	5.3	3.6	0	1	2		1		6	37.5	7.2
4	13	5	38.5	6	3	1	1	3		1	4	30.7	4.8
5	9	5	55.6	6	0		2	2	1		1	11.1	1.2
6	9	4	44.4	4.8	3		3			1	2	22.2	2.4
Total	83	19		22.9%	6	2					19		22.9%

DfE SEND statistics – Published 12 June 2025

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2024-25>

Headline facts and figures - 2024/25

EHC plans 482,640 up by 11.1% from 2024 What is this EHC plan number?	EHC plans (percent) 5.3% percent of pupils with an EHC plan. Up from 4.8% in 2024 What is this EHC percent?
SEN support/SEN without an EHC plan 1,284,284 up by 3.7% from 2024 What is this SEN support number?	SEN support/SEN without an EHC plan (percent) 14.2% percent of pupils with SEN support. Up from 13.6% in 2024 What is this SEN support percent?

SEN support

22.9%

EHC plans

7.2%

If the two EHNA are accepted, 9.6%



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Identifying pupils with SEND

All pupils are discussed at Pupil Progress meetings. If concerns about a child is raised then they are closely monitored by the SENDCo who will carry out observations, track assessments and refer to support services if needed for example: SALT, Healthy Minds, Community Paediatrician, The Working Together Team etc.

At other times of the year, if a teacher has concerns they fill in a reason for concern referral sheet highlighting what they have done in response to the needs of the child – teachers are asked to consider some of the strategies on the 'Two-week strategy document' prior to bringing the concern to the SENDCo. Following this, the teacher will inform parents of their concern and they will discuss any planned intervention and explain the reasons why this is being carried out. Parent's views will be added to the concern referral sheet. The child's needs will then be discussed with the SENDCo and then the child will be observed or assessed by the SENDCO as appropriate. This is the first part of our graduated response.

The child will initially be placed on the Monitoring SEND register, the two-week strategy document will be followed with personalised targets or resources given to support the child to overcome their barriers for example; colour overlays and paper. This is an evidence gathering period of time which ensures we can signpost to the correct support. Actions will be recorded on the Record and Action sheet (as part of the Pupil Progress Monitoring).

After three cycles of the two-week strategy, if these immediate interventions have not worked, additional assessments may be carried out (by school or outside agencies where appropriate) which give more detailed information about what a child can and cannot do and if appropriate the child will then be placed on the SEND register.

Once a child has been identified with SEND they are placed on the SEND register and strategies/interventions are put in place and their progress is monitored closely by the SENDCo and Head teacher. The pupil will have their own Personalised Learning Plan (PLP) which follows the Assess, Plan, Do, Review cycle. Parents/Carers are given a copy of the SEND register and sign a form to agree to their child being placed on the SEND register.

Middle leaders, as well as the SENDCO, keep a check on whole school data to ensure all pupils make optimum progress. Teachers are responsible for delivering high quality teaching that addresses all pupils' needs. However, where a concern for a pupil's learning, communication, social and emotional or sensory needs are becoming apparent, teachers involve parents from the outset. As a school, we will ensure that parents are fully involved in understanding their child's needs and what support is in place for their child. In this way they will be able to play an active part in supporting their child's learning and planning how to help them achieve the desirable outcomes.

Statement regarding overall quality of provision for pupils with SEND

Ofsted Inspection Report of 7.5.25: to ensure 'that all staff [and, specifically, support staff] have the knowledge and expertise to help pupils overcome their specific barriers to learning' which means that, at all times, the curriculum is 'adapted to help pupils with SEND to learn as well as they (can)'.

SEN policy

The SEND policy is reviewed annually with the most recent version being created in September 2025.

SEN information report on school website

The SEND information on the school website is updated annually with the updated policy and SEND reports being added to each year when they are updated.

Statutory assessments

Pupils with SEND access the statutory assessments following the DFE Access Arrangements document. This includes children having additional time, reader, scribe, modified papers where appropriate. <https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

Accessibility and Equality

The Accessibility Plan was updated for 2025-28 to show current good practice and ensure we are continually moving forward with ensuring inclusion for all. We continue to monitor and analyse pupil achievement and aim to raise the attainment in core subjects of our vulnerable learners. This is done through a triangulation of data, book scrutiny and teaching observations. All of our children are able to access trips and all learning and extra-curricular activities. Where additional support is needed to allow this access, we do everything that we can to ensure that children are able to join in.

SEND budget and spending



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9252197 Tealby School Targeted Funding

Notional SEN Budget	30% Notional SEN	Number of EHC's (Sept 25)	Notional Funding Requirements (Sept 25)	Targeted Funding Entitlement (Sept 25)
£35,363	£10,609	4.58	£27,500.00	£16,891.10

This money is spent on supporting individual pupils with an EHCP through:

- 1:1 TA support
- Specialist resources
- CPD for TAs supporting individual needs.

SENDCO – TLR - £2,873

ELSA – additional hours at £14.17 per hour where needed

Staffing for SEND

Staffing for SEND is increasingly problematic and one of our main challenges in SEND at this time. We are experiencing a higher turnover of 1:1 staff than ever before. Recruitment for 1:1 roles has a very low uptake in applications. This creates gaps in support which leads us to having to use bank staff rather than employing our own staff. While the bank staff can be very good and stay for longer periods, they can also be very short term and less committed to training for roles, which they may not, be in for long. We have to budget for this, bank staff not only costing more, we then have to cost in additional hours for training or it takes away from staff supporting in the classroom.

There are many challenges regarding 1:1 staff. The roles are demanding for modest pay and there is a high turnover of staff with examples of those leaving to take less demanding and responsible posts for a similar or higher rate of pay. There can be considerable investment in training for staff who then leave. This is a much wider challenge that just for our school.

The school budget, received from Lincolnshire County Council, includes money for supporting children with SEND. This money is spent on:

- TA hours to support pupils with SEND
- CPD for all staff
- Resources
- Support and advice from outside agencies.

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training.

Interventions

Varied interventions are used across school – Two Week Strategy Document details this.

Interventions are tried for a fixed amount of time (variable according to the type of intervention) and progress against targets are assessed at the end of the fixed period. If the child is not making progress towards their targets, a different strategy is employed.

CPD for SEND

What CPD has taken place and what has been the impact of it for pupils with SEND?

Staff are participating in varied CPD, matched to their needs and the needs of the children.

Recent interventions include:

- WTT training
- Behaviour Training
- Observation/feedback cycle
- CI 1 – booked EY Transitions, EY Behaviour training
- Conversations with EY alliance
- Wellcomm training and resources
- Targeted Intervention Support/Briefing
- PLP Briefings

Along with this:

Termly Pupil progress meeting to discuss interventions, impact and progress of pupils and set next steps

Termly Individual Personalised Learning Plan reviews for pupils and their families (Autumn, Spring)

SENCO attended termly SEND Briefings

SENCO and Head teacher meet regularly to review SEND practice across the school and to implement these priorities into the SDP.

SEND Learning Walks take place regularly to identify how provision works in practice throughout the school. This has taken place at various times of the day, including break times.



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Pupil voice

Pupils are involved in the SEND process as much as they are able. Personalised Learning Plans (PLPs) have been shared with the children, their opinion is sought as to how they feel it is going and if they think that the support is helping and if they think they have achieved their targets.

Parent/carer voice

Tealby School operates an open door policy: parents and carers are always welcome at school. Class teachers are approachable and welcoming, and the SENDCo provides additional time and support wherever needed. Parents and carers are invited to attend termly SEND review meetings and annual reviews (EHCP) where targets are set and reviewed. Personalised Learning Plans are shared with parents and parent voice is included in the review process, this takes place at least three times a year (the frequency is dependent on the child's needs and progress).

Parents are included in all decisions about their child and their opinion and support is vital in moving forward with supporting their child.

A Parental Voice survey was sent out in June/July 25 – unfortunately there were only 4 responses to this so accurate data/view cannot be ascertained from this. We need to consider how to do this better.

External agencies

We work with a number of different agencies including Specialist Teaching Team, Speech and Language Service, Occupational Therapist, BOSS, Adoption Agencies, Working Together Team, Community Paediatrician, School Nurse, Health Visitors, Early Help Workers and Healthy Minds Practitioner. Advice is sought from these agencies where appropriate.

Complaints relating to SEND

The school has received 1 formal complaint during the last 12 months.

Parents continue to discuss any concerns with the class teacher, Head Teacher or SENDCo as appropriate.

Strengths of SEND

- Processes are consistent across the school and the needs of children are being accurately identified.
- SEND children are making good progress, which indicates the right support is being put in place.
- Staff know the children well.
- There is continuous sharing of information and ideas for interventions across the school.
- There has been considerable input into training and development already this term.
- Good/better use is being made of LCC resources and support and of resources from other organisations.
- Good relationships are continuing and developing between school and LCC teams led strongly by the SENDCo.
- The 'checklist' being developed for feeder settings should result in better information about new starters.
- CPOMs and other records are used proactively to ensure relevant information is gathered to evidence applications for EHCPs.

Areas for Action/Development:

- CPD to manage emerging needs.