



The Federation of the Church Schools of Shalfleet & Yarmouth

Achieving Together for a Brighter Future



FDP Review – Annual SEND Report 2023-2024

Governors: Caroline Weeks – Inclusion and Safeguarding Governor

Staff: Georgina Westhorpe – Deputy Head and Inclusion Manager

Area of FDP: Inclusion and SEND responsibilities	
Reason for the report: Publication requirements for all schools to be published annually on the school's website.	
SHALFLEET	FRESHWATER & YARMOUTH
<p>There are 32 pupils at Shalfleet with SEND:</p> <p>Reception - 4 Year 1 - 5 Year 2 - 3 Year 3 - 8 Year 4 - 7 Year 5 - 3 Year 6 - 2</p> <p>Six pupils have EHCPs and there is one child with need but without an EHCP.</p> <p>The six EHCPs come with income of £36,000 however the staffing cost to support the EHCPs is £105,697.</p> <p>The extra staff to support the child without an EHCP incurs an extra staff cost of £15,790.</p>	<p>There are 40 pupils at Shalfleet with SEND:</p> <p>Reception - 1 Year 1 - 3 Year 2 - 5 Year 3 - 9 Year 4 - 9 Year 5 - 8 Year 6 – 5</p> <p>Ten pupils have EHCPs and there is one child with need but without an EHCP.</p> <p>The ten EHCPs come with income of £60,000 however the staffing cost to support the EHCPs is £119,244.</p> <p>The extra staff to support the child without an EHCP incurs an extra staff cost of £20,287.</p>
<p>Note: The above figures are high but this is inevitable given the lack of special school places on the Isle of Wight.</p>	
<p>Governance & Staffing</p> <ul style="list-style-type: none"> • There is a designated Governor with responsibility for SEND who liaises closely with the SENCO and the Family Liaison Officer meeting with them at least half termly and reporting back to the governors. • The governors are competent in questioning leaders on how they deliver the curriculum to those with SEN and ensuring that they have the same opportunities as those without, both to access the curriculum and extra-curricular activities. • The governors are confident that decisions made in relation to pupils with Send take account of the SEND code of practice. • Georgina Westhorpe the SENCO is a qualified teacher and ensures that there is a clear goal-oriented approach to support the pupils with SEND. Her responsibilities are defined in the job description. • Data is included in every staff meeting so that progress is constantly monitored and interventions changed as necessary. • The staff are specially trained to deal with pupils with SEND and there is mental health and ELSA support in both schools. • Funding is allocated through the head teacher and the school business manager and the SENCO and the FLO have responsibility for the SEND budget. • Time is allocated the SENCO to coordinate provision and the governors are aware of the pressures on the SENCO and the FLO and do what they can to support them. 	

Local Authority & Reporting

- The schools cooperate with the Local Authority as far as possible in reviewing provision available locally though this is complicated at the moment.
- The Local Offer is updated and published annually.
- The arrangements for the admission of a pupil with SEND are listed in the Local Offer.
- All provision for SEND is accurately recorded and kept up to date.
- The accessibility plan is updated and approved every three years and is on the schools' website.
- All kinds of SEND are provided for in both schools as specified in the local offer and the inclusion policy details the identification of pupils with SEND and the assessment of their needs.
- There is an intervention menu and a provision map in both schools and provision is personalised for each pupil because every child is different.

Parental Engagement

- Parents are encouraged to contact the staff with any worries they may have and are included in the discussion when special educational provision is made for their child.
- Parents are included in the assessment and review of their children and are able to talk to the SENCO and the FLO at any time.
- The schools have a clear and balanced approach to identifying and responding to SEND and provide parents with two reports a year on their child's progress.

Access to the Curriculum

- The schools provide access to a broad and balanced curriculum for all pupils ensuring that those with SEND get the support they need.
- The schools ensure that there is no discrimination or victimisation of any pupil in relation to admission or in the way that they provide education for pupils.
- Assistance is provided when necessary to ensure that access to learning is as fair as possible, thus complying with the reasonable adjustment duty.
- At the moment we do not have a pupil who needs an auxiliary aid or service but we are always open to any option to increase access to the curriculum for all pupils.
- The accessibility plan is updated and approved every three years and is on the schools' website.
- All kinds of SEND are provided for in both schools as specified in the local offer and the inclusion policy details the identification of pupils with SEND and the assessment of their needs.
- The approach to teaching children with SEND is wholly inclusive and they take part in all school activities whether curricular or extra-curricular.
- There is an intervention menu and a provision map in both schools and provision is personalised for each pupil because every child is different.

Overall impressions/report to FGB:

Inclusion is deeply embedded in the ethos of both schools and we have a strong and committed team with a high level of expertise which is lucky in this time of local transition.