The Federation of the Church Schools of Shalfleet & Yarmouth

Achieving Together for a Brighter Future

FDP Review – Annual SEND Report 2026

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
There are 30 pupils at Shalfleet with SEND Reception - 2 Year 1 - 5 Year 2 - 2 Year 3 - 6 Year 4 - 2 Year 5 - 5 Year 6 - 8 Six children have EHCPs and one child has additional needs and is in the ADPR cycle for an ECHNA. Three children have EAL. The financial implications for Shalfleet are: The EHCP income is £20,591.00 The cost of the staffing for children with EHCPs is £74,254.00 and the cost of staffing for children without EHCPs but with additional needs is £39,640.00. The Age Weighted Pupil Unit is £4,124.00 per pupil	There are 40 pupils at Freshwater and Yarmouth with SEND Reception - 4 Year 1 - 8 Year 2 - 3 Year 3 - 6 Year 4 - 4 Year 5 - 6 Year 6 - 9 Eight children have EHCPs and one is in the assessment stage. There are four children without an EHCP who have additional needs and for whom support is in place. There are two children with EAL The financial implications for Freshwater and Yarmouth are: The EHCP income is £44,750.00 The cost of staffing for children with EHCPs is £124,134.00 and the cost of staffing for children without EHCPs but with additional needs is £59,508.50.

Note: The figures above remain very high and are likely to increase further with the increased level of need of pupils coming into both schools.

Governance & Staffing

- There is a designated governor with responsibility for SEND who liaises closely with the SENCO and the Family Liaison Officer, meeting with them both 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 SEND and ensuring that they have the same opportunities to access the curriculum and extra-curricular activities as those without SEND.
- 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 responsibilities for the SEND budget.
- Time is allocated for the SENCO to coordinate provision and the governors are aware of the ever-increasing 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 is possible in reviewing provision available locally.
- The Local Offer is updated and published annually.
- The arrangements for 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 school 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 that they may have and are included in the discussion when special educational provision is made for their child.
- The schools have a clear and balanced approach to identifying and responding to SEND and provide parents with an annual report 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 in line with the reasonable adjustment duty.
- At the moment we do not have a pupil in either school 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 school website.
- The approach to teaching children with SEND is wholly inclusive and they take part in all school activities, curricular or extra-curricular.

Overall impressions/report to FGB:

Inclusion is deeply embedded in the ethos of both schools and we are lucky to have a strong, stable and committed team with a high level of expertise to match the very high level of need.