



The Federation of the Church Schools of Shalfleet & Yarmouth

Achieving Together for a Brighter Future



FDP Review – Annual SEND Report 2024-2025

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 33 pupils at Shalfleet with SEND</p> <p>Reception - 5 Year 1 - 2 Year 2 - 6 Year 3 - 2 Year 4 - 5 Year 5 - 8 Year 6 - 5</p> <p>Eight pupils have EHCPs and there is one pupil still in assessment</p> <p>The financial implications are: The EHCP income is £24,208.00 The cost of the staff to support the children with EHCPs is £81,937.00 The cost of support for the children without EHCPs is £24,828</p> <p>The Age Weighted Pupil Unit is £3903.90 per pupil.</p>	<p>There are 46 pupils at Freshwater and Yarmouth with SEND</p> <p>Reception - 8 Year 1 - 3 Year 2 - 6 Year 3 - 4 Year 4 - 6 Year 5 - 9 Year 6 - 10</p> <p>There are 10 pupils with EHCPs, 1 pupil without an EHCP but with additional support and 2 pupils without EHCPs but with additional needs</p> <p>The financial implications are: The EHCP income is £36,317.00 The cost of the support staff for the EHCPs is £82,940.00 The cost of support for those children without EHCPs is £77,055.00</p>
<p>Note: The above figures remain very 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 SEND and ensuring 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 FLO have responsibilities for the SEND budget.	

- Time is allocated for 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 is possible in reviewing provision available locally though this is still complicated.
- 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 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 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 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 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
- 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 imbedded in the ethos of both schools and we have a strong, stable and committed team with a high level of expertise, very necessary in this time of local turbulence.