

# 2023/2024 SEND Report



**Date of report** September 2024

**Head Teacher** Mrs N McMullon

**School URN** 886/2239

## School Context

Rodmersham is a school that prioritises happiness, safety, and fun, providing an outstanding education for all its students. The well-being of staff, children, and parents is a key factor in the school's success and achievements.

The school is committed to a child-centred curriculum that focuses on academic excellence and emphasises the importance of exploring, enhancing, and embedding transferable life skills in every aspect of learning.

This philosophy promotes a holistic approach to education, where emotional, social, and life skills development are as important as academic achievements. It shows a deep commitment to fostering well-rounded individuals prepared for various challenges in life beyond just academics.

The school has been heavily oversubscribed for the last five years. The pupil numbers have risen from 77 to 135.

Rodmersham is a highly inclusive school, where we welcome all children regardless of need or challenge. We are passionate about fighting for every child's rights and equality. This commitment to inclusivity has led to parents choosing Rodmersham for their children with additional needs, knowing they will be fully supported and included in our community.

Historically, our children with SEND have performed well academically.

## Key Information 2023/2024

**SEND co-ordinator** N McMullon

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**SEND co-ordinator assistant** J Williams

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**When was the last SEND report completed** September 2023













**Is the SEND report on the website?** Yes

**Location of local SEND offer** <https://www.kent.gov.uk/education-and-children/special-educational-needs>

**School SEND Policy location** <https://www.rodmersham.kent.sch.uk/our-policies>

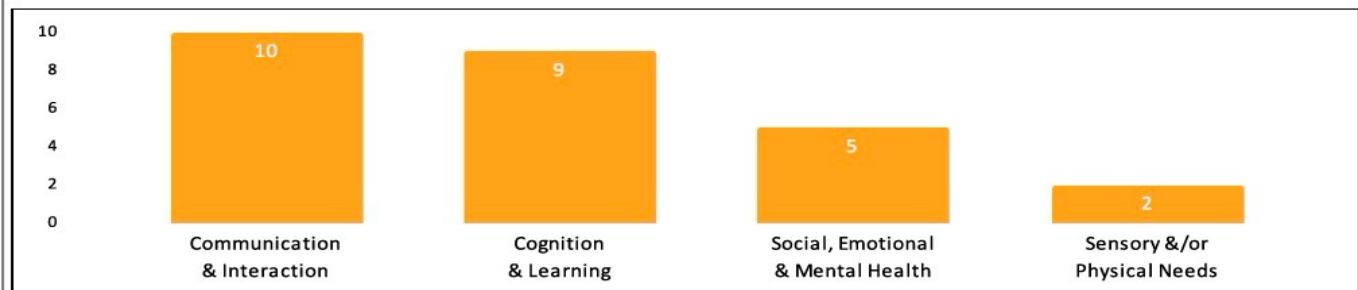
**School Accessibility Plan location** <https://www.rodmersham.kent.sch.uk/our-policies>

## 2023/24 SEND Pupil Benchmarking Data

Percentage of all pupils with an EHCP plan			Percentage of all pupils with SEN Support				
You		5%	You		12%		
National		4%	National		13%		
Percentage of pupils with an EHCP plan by gender			Percentage of pupils with SEN Support by gender				
Boys	You		100.0%	Boys	You		50.0%
	National		73.0%		National		64.0%
Girls	You		0.0%	Girls	You		50.0%
	National		27.0%		National		37.0%

## 2023/24 Areas of Need Breakdown

Please note that the below includes all areas of needs that are linked to a pupil and not just their primary area



	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
Number of pupils identified to have this area of need	10	9	5	2
Percentage of all areas	38.5%	34.6%	19.2%	7.7%

## Pupil Overview

Total number of pupils on the SEND register	23
Total SEND support pupils - code K	16
Total Education, Health and Care Plans (EHCP) - code E	7





## SEND Register by year group

By SEND Category	All pupils	All SEND pupils		SEND Support pupils		SEND EHCP pupils		pupils with no SEND	
	Total	Total	As a % of all pupils	Total	As a % of all pupils	Total	As a % of all pupils	Total	As a % of all pupils
Year R	22	3	13.6%	3	13.6%	0	0.0%	19	86.4%
Year 1	18	4	22.2%	2	11.1%	2	11.1%	14	77.8%
Year 2	19	3	15.8%	2	10.5%	1	5.3%	16	84.2%
Year 3	22	3	13.6%	2	9.1%	1	4.5%	19	86.4%
Year 4	16	3	18.8%	2	12.5%	1	6.3%	13	81.3%
Year 5	19	4	21.1%	3	15.8%	1	5.3%	15	78.9%
Year 6	18	3	16.7%	2	11.1%	1	5.6%	15	83.3%
<b>TOTAL</b>	<b>134</b>	<b>23</b>	<b>17.2%</b>	<b>16</b>	<b>11.9%</b>	<b>7</b>	<b>5.2%</b>	<b>111</b>	<b>82.8%</b>
Pupils with an area of need identified	Communication & Interaction		Cognition & Learning		Social, Emotional & Mental Health		Sensory &/or Physical Needs		
Year R	0		0		0		0		
Year 1	2		1		1		1		
Year 2	3		0		1		0		
Year 3	1		1		1		0		
Year 4	1		1		2		0		
Year 5	1		3		0		0		
Year 6	2		3		0		1		
<b>TOTAL</b>	<b>10</b>		<b>9</b>		<b>5</b>		<b>2</b>		

*The above includes all area of needs and not just the primary area*

## Current SEND Register By Characteristics

### SEND Pupils by gender

Total number of boys with any SEND needs		Total number of girls with any SEND needs	
15		8	
Boys with SEND support	Boys with an EHCP	Girls with SEND support	Girls with an EHCP
8	7	8	0
SEND Support	 8	SEND Support	 8
SEND EHCP	 7	SEND EHCP	 0

### Pupils with SEN, by type of SEN and FSM eligibility

	Total	% of Pupils	National average
Statement or EHCP	3	42.9%	40.0%
SEN Support	2	12.5%	36.0%

### Pupils with SEN, by type of SEN and First language is known to be, or believed to be, other than English

	Total	% of Pupils	National average
Statement or EHCP		0.0%	15.0%
SEN Support	2	12.5%	15.0%

### Pupils with an Education Health Care Plan (EHCP)

Number of pupils with an EHCP starting school this academic year	0
Number of pupils with an EHCP leaving school this academic year	1
Number new EHCP applications in progress	0

# Leadership and Management

Number of staff employed to support pupils with SEND	11
Number of vacancies for staff to support pupils with SEND	0

## Further details on staffing requirements for SEND pupils

According to research indicating that this method may not always be practical, Rodmersham has moved away from employing 1:1 support for children with SEND. Instead, the school has focused on training all Assistant Educators and upskilling teaching staff to create an inclusive community. This approach emphasises collective responsibility and aims to provide more sustainable, integrated support for students with additional needs within the classroom environment.

This method likely fosters a sense of inclusivity, enabling children to thrive in a supportive, community-based atmosphere rather than feeling isolated by individual support.

## Staff Development Activities Taken Place

- Courses on National College have been undertaken.
- Mrs J Williams has attended regular SENDco forums and conferences throughout the year.
- ER was provided with training for NELI
- The whole school completed training on values and drivers
- The training regime was impacted by the fire this year

## Parent Voice

Date of last parent survey	July 2024
Number of outstanding complaints from parents of SEND pupils	0

## Further details on the complaint(s) if applicable

The parental survey, conducted through OFSTED, revealed overwhelming support for how Rodmersham addresses the needs of children with SEND. This positive feedback highlights the success of the school's inclusive approach and the effectiveness of the adjustments made to support all students.

## SEND Funding

Total funding SEND received	£
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Key areas/activities of spending this academy year:

- Accelerated Reading Intervention Program
- Superhero Spelling Intervention Program
- Teach Active Maths/Literacy
- Monster Phonics Intervention Program
- Dyslexia Gold
- PSHE Books
- Training for staff from the National College
- Resources such as fidget toys, wobble stools
- Dandelion time

## Pupil Behaviour And Attendance

	This reporting range 16 Apr 24 16 Jul 24		The current academic year to date	
	Attendance	Persistent Absence	Attendance	Persistent Absence
SEND EHCP	84.1%	42.9%	88.4%	57.1%
SEND General	92.4%	23.1%	94.5%	15.4%
All Pupils (School)	93.7%	18.8%	94.8%	14.3%
All Pupils (Nat)			94.0%	41.0%

### Attendance Data - Current Academic Year To Date



Year Group	Attendance %		Persistent Absence %		SEND and Pupil Premium %	
	SEND EHCP	SEND General	SEND EHCP	SEND General	SEND EHCP	SEND General
Year R	-	91.2%	0.0%	-	0.0%	-
Year 1	94.4%	92.1%	0.0%	0.0%	-	0.0%
Year 2	95.6%	97.8%	0.0%	0.0%	-	0.0%
Year 3	63.2%	96.5%	0.0%	100.0%	0.0%	-
Year 4	62.3%	88.6%	50.0%	100.0%	-	-
Year 5	89.5%	87.1%	66.7%	100.0%	-	-
Year 6	91.1%	96.4%	0.0%	0.0%	-	-
Number of suspensions of SEND pupils						
Number of permanent exclusions of SEND pupils						

# Personal Development

Percentage of SEND pupils taking part in extra-curriculum activities	100%
Percentage of ALL pupils taking part in extra-curriculum activities	88%
Examples of extra-curriculum activities available to SEND pupils	
<ul style="list-style-type: none"> <li>• Film Club</li> <li>• Football</li> <li>• Pokemon</li> <li>• Chess</li> <li>• Colouring</li> <li>• Rounders</li> <li>• Silent Disco</li> <li>• Just Dance</li> <li>• Disney Club</li> <li>• Story Club</li> </ul>	
Pupil voice : How have pupils with SEND had their view shared?	
<p>At Rodmersham, children's voices are actively included in EHCP reviews, ensuring their perspectives and needs are considered. Additionally, students participate in the learning forum and the student council, which provides them with further opportunities to share their opinions and contribute to school decisions. This approach emphasises the school's commitment to inclusivity and student involvement in their educational journey.</p>	
Have external agencies been involved in delivering the SEND and what impact has this had?	
<p>NHS Speech and Language – provide us with targets and ideas to support our children with their speech and language challenges</p> <p>Rodmersham offers private speech and language therapy, led by Andrew Green, their Speech and Language Therapist (SALT). This service provides in-depth, tailored support for each child, with bespoke targets to meet individual needs. The school's focus on addressing each child's unique challenges is a key aspect of this service, ensuring that no child's needs are overlooked.</p> <p>Rodmersham had been offering "Talk Time" as a support package for children, but since it showed no significant impact, the school has discontinued it. In the upcoming academic year, we plan to explore new support methods through Nurture provision, likely focusing on a more practical approach to meeting the children's emotional and developmental needs.</p>	
Have any interventions been used for pupils with SEND and how effective have these been?	
<ul style="list-style-type: none"> <li>• Clever Fingers</li> <li>• Pre-teaching</li> <li>• Phonics</li> <li>• Reading</li> <li>• Dyslexia Gold</li> <li>• Touch typing</li> <li>• Maths</li> <li>• Social Skills</li> <li>• Handwriting</li> <li>• Sensory circuits</li> <li>• Speech and Language</li> <li>• Zones of Regulation</li> </ul> <p>At Rodmersham, interventions are highly individualised to meet each child's unique needs. The effectiveness of speech programs and other interventions is monitored to ensure they provide clear benefits. If a particular intervention is not working, it is promptly replaced with a more suitable one, as demonstrated by the switch from Word Wasp to Dyslexia Gold, which yielded better results. The school fire impacted the ability to regularly commit to interventions; however, the staff did the best they could do in the circumstances.</p>	

**Quality of Education: IMPACT (EYFS)**

**End of EYFS Results & Current Progress**

**Data: % of learners with a Good Level of Development (GLD)**

SEND General	You	0% (1 child)	
	National Average		23.0%

SEND EHCP	You	N/A	
	National Average		4.0%

**Data: % of learners achieving all Early Learning Goals (ELG)**

SEND General	You	0% (1 child)	
	National Average		28.0%

SEND EHCP	You	N/A	
	National Average		4.0%

**Quality of Education: IMPACT (KS1)**

**End of KS1 Results & Current Progress**

**MEETING PHONICS STANDARD IN YEAR 1**

SEND General	You	50% (2 child)	
	National Average		48.0%

SEND EHCP	You	50% (2 ch)	
	National Average		19.0%



## Quality of Education: IMPACT (KS2)

### End of KS2 Results & Current Progress

#### READING, WRITING AND MATHS: % AT THE EXPECTED STANDARD OR HIGHER

SEND General	You	66% (3 children)	24.0%
	National Average		

SEND EHCP	You	0% (1 child)	8.0%
	National Average		

#### READING: % AT THE EXPECTED STANDARD OR HIGHER

SEND General	You	66% (3 children)	45.0%
	National Average		

SEND EHCP	You	0% (1 child)	18.0%
	National Average		

#### WRITING: % AT THE EXPECTED STANDARD OR HIGHER

SEND General	You	66% (3 children)	34.0%
	National Average		

SEND EHCP	You	0% (1 child)	12.0%
	National Average		

#### MATHS: % AT THE EXPECTED STANDARD OR HIGHER

SEND General	You	66% (3 children)	42.0%
	National Average		

SEND EHCP	You	0% (1 child)	16.0%
	National Average		

#### GRAMMAR, PUNCTUATION & SPELLING: % AT THE EXPECTED STANDARD OR HIGHER

SEND General	You	33% (3 children)	38.0%
	National Average		

SEND EHCP	You	0% (1 child)	16.0%
	National Average		

# Pupil Narrative

## EYFS

Last year, we identified only one child in Year R to be placed on the SEN register. This child is from a traveller background, with a diagnosis of ADHD and a significant speech and language disorder. His attendance rate for the year was 73%.

## KS1 Phonics

One child is not in his chronological year group and remains behind his peers. His parent is dyslexic, which affects his ability to support reading at home. Additionally, his attendance is poor due to ongoing medical needs.

On a positive note, the other child in this class, who is on the SEN register, successfully passed his phonics screen, demonstrating the potential for progress and success.

## KS2 SATS

One child with an EHCP did not participate in the SATs due to his specific needs and challenges. He was considered significantly behind in engaging in the SATs. Another child did not pass the grammar SAT paper; he is dyslexic and has consistently struggled with grammar over the past few years despite the interventions that have been put in place.