













Rodmersham School

2022/2023 SEND Report

Date of report	September 2023
Head Teacher	Mrs N McMullon
School URN	886/2239
School Context	
<p>Rodmersham is a very happy, safe and fun school that provides an outstanding education for all. The well being of the staff, children and parents is integral to the success of the school and it's achievements. We strongly believe in exploring, enhancing and embedding transferable life skills in every area of our child-centered curriculum.</p> <p>The school is heavily oversubscribed and has been for the last 5 years. The pupil numbers have risen from 77 to 135.</p> <p>I believe that we are a highly inclusive school, we welcome all children regardless of need or challenge, and we will fight their corner for them with a passion. Parents now send their children with additional needs to Rodmersham, due to our culture of equality for all.</p> <p>Historically, our children with SEND have performed well academically.</p>	

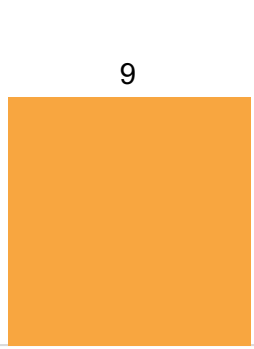
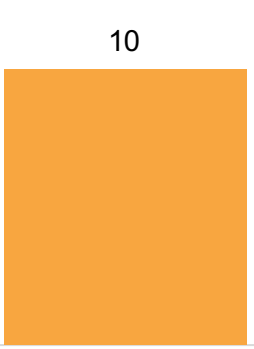
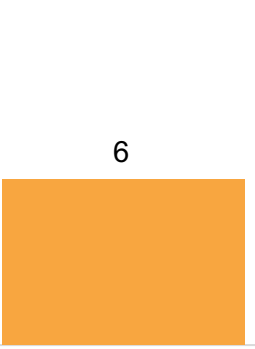

Key Information 2021/2022	
SEND co-ordinator	N McMullon
Contact Details	
Email	headteacher@rodmersham.kent.sch.uk
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SEND co-ordinator assistant	J Williams
Contact Details	
Email	Justine.williams@rodmersham.kent.sch.uk
Telephone	01795 423776
When was the last SEND report completed	July 2021
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

2022/23 SEND Pupil Benchmarking Data

Percentage of all pupils with an EHCP plan			Percentage of all pupils with SEN Support				
You		5%	You		11%		
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%

2022/23 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	9	10	6	2
Percentage of all areas	33.3%	37.0%	22.2%	7.4%





2022/23 SEND Register

Total number of pupils on the SEND register	20
Total SEND support pupils - code K	14
Total Education, Health and Care Plans (EHCP) - code E	6

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	17	3	17.6%	3	17.6%	0	0.0%	14	82.4%
Year 1	16	2	12.5%	1	6.3%	1	6.3%	14	87.5%
Year 2	24	3	12.5%	2	8.3%	1	4.2%	21	87.5%
Year 3	16	3	18.8%	2	12.5%	1	6.3%	13	81.3%
Year 4	20	4	20.0%	3	15.0%	1	5.0%	16	80.0%
Year 5	18	3	16.7%	2	11.1%	1	5.6%	15	83.3%
Year 6	14	2	14.3%	1	7.1%	1	7.1%	12	85.7%
TOTAL	125	20	16.0%	14	11.2%	6	4.8%	105	84.0%
Pupils with an area of need identified	Communication & Interaction		Cognition & Learning		Social, Emotional & Mental Health		Sensory &/or Physical Needs		
Year R	1		1		1		1		
Year 1	2		0		0		0		
Year 2	1		1		2		0		
Year 3	1		1		2		0		
Year 4	2		3		0		0		
Year 5	2		3		0		1		
Year 6	0		1		1		0		
TOTAL	9		10		6		2		

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	
13		7	
Boys with SEND support	Boys with an EHCP	Girls with SEND support	Girls with an EHCP
7	6	7	0
SEND Support	 7	SEND Support	 7
SEND EHCP	 6	SEND EHCP	 0

Pupils with SEN, by type of SEN and FSM eligibility			
	Total	% of Pupils	National average
Statement or EHCP	2	33.3%	40.0%
SEN Support	2	14.3%	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	0.0%	15.0%
SEN Support	1	7.1%	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	1

Leadership and Management

Number of staff employed to support pupils with SEND	5
Number of vacancies for staff to support pupils with SEND	0

Further details on staffing requirements for SEND pupils

Staff Development Activities Taken Place

Courses on National College have been undertaken;
Adopting a Dyslexia-friendly Approach to Teaching and Learning | Primary
A Guide to Effective Assessment Strategies for your SEND Pupils
A Webinar for TAs: Supporting Pupils to Develop Independent Learning Skills
Effective Use of Spacing and Retrieval Practice to Boost Classroom Learning
How to Manage and Address Low Level Disruption in Classrooms | Primary
Implementing Sensory Play and Brain Breaks for Children with SEND
Maths Anxiety: Building Resilience and Confidence to Improve Learner Outcomes
Speech Sounds Workshop
Assistant SENCo attended wellbeing courses and updates
Autism in girls
There, they're and their

Parent Voice

Date of last parent survey	May 2023
Number of outstanding complaints from parents of SEND pupils	0

Further details on the complaint(s) if applicable

The parental survey was very positive, however, we have a fantastic relationship with the parents at Rodmersham and therefore we deal with incidents, worries and concerns as soon as they are shared with us.

SEND Funding

Total funding SEND received	£112,665
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Key areas / activities of spend this academy year

Funding was primarily allocated to funding wages for the staff, however we also bought many new resources;
Social skills games
Subscription to Dyslexia Gold
Dictionaries for dyslexics
Therapy sessions; such as attending Curly's Farm
Courses
Handwriting equipment
Specialist coloured writing paper

Pupil Behaviour And Attendance

	This reporting range Sept 1st through to June 9th		The current academic year to date	
	Attendance	Persistent Absence	Attendance	Persistent Absence
SEND EHCP	93.1%	16.7%	0.0%	16.7%
SEND General	86.5%	36.4%	91.1%	36.4%
All Pupils (School)	92.6%	24.1%	93.8%	15.7%
All Pupils (Nat)			92.0%	23.0%

Attendance Data - Current Academic Year To Date

SEND EHCP		0.0%
SEND General		91.1%
All Pupils (School)		93.8%
All Pupils (Nat)		92.0%

Year Group	Attendance %		Persistent Absence %		SEND and Pupil Premium %	
	SEND EHCP	SEND General	SEND EHCP	SEND General	SEND EHCP	SEND General
Year R	100.0%	84.8%	0.0%	0.0%	0.0%	0.0%
Year 1	--	94.4%	0.0%	0.0%	0.0%	0.0%
Year 2	--	94.5%	0.0%	0.0%	0.0%	0.0%
Year 3	95.8%	79.2%	50.0%	0.0%	0.0%	0.0%
Year 4	86.8%	85.5%	33.3%	100.0%	0.0%	0.0%
Year 5	92.7%	83.9%	100.0%	0.0%	0.0%	0.0%
Year 6	100.0%	91.7%	0.0%	0.0%	0.0%	0.0%
Number of suspensions of SEND pupils					2	
Number of permanent exclusions of SEND pupils					0	

Personal Development

Percentage of SEND pupils taking part in extra-curriculum activities	96%
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Percentage of ALL pupils taking part in extra-curriculum activities	90%
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Examples of extra-curriculum activities available to SEND pupils

Film Club
Football
Sewing
Japanese braiding
Pokemon
Chess
Hamma Beads
Colouring
Cricket
Rounders
Silent Disco
Dance

Pupil voice : How have pupils with SEND had their view shared?

The have via their reviews, however many of them do not identify with having any kind of need, it is not pointed out or emphasised in the school, so instead, the staff will enquire with them whether they need something or need help with something else. Views are gathered in a more exclusive way.

Have external agencies been involved in delivering the SEND and what impact has this had?

NHS Speech and Language – little impact directly, however there has been a greater impact with the programs that the staff are then given to follow.

Have any interventions been used for pupils with SEND and how effective have these been?

We have several interventions”

Clever Fingers
Pre-teaching
Phonics
Reading
Dyslexia Gold
Touch typing
Maths
Social Skills
Handwriting
Sensory circuits

Then impact of them are down to each individual child – the speech programs that we have in place are highly effective and these child, from their communication skills, clearly benefit from them. Interventions are carefully monitored to ensure that they are being used effectively; if an intervention is not working it is removed and a new one is put in its place. For example, we removed Word Wasp for Dyslexia Gold which had a greater impact.

Quality of Education: IMPACT (EYFS)

End of EYFS Results & Current Progress

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

SEND General	You		100.0%
	National Average		23.0%

SENDEHCP	You		0.0%
	National Average		4.0%

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

SEND General	You		100.0%
	National Average		28.0%

SENDEHCP	You		0.0%
	National Average		4.0%

Quality of Education: IMPACT (KS1)

End of KS1 Results & Current Progress

MEETING PHONICS STANDARD IN YEAR 1



READING: % AT THE EXPECTED STANDARD OR HIGHER



WRITING: % AT THE EXPECTED STANDARD OR HIGHER



MATHS: % AT THE EXPECTED STANDARD OR HIGHER



SCIENCE: % AT THE EXPECTED STANDARD OR HIGHER



Quality of Education: IMPACT (KS2)

End of KS2 Results & Current Progress

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



READING: % AT THE EXPECTED STANDARD OR HIGHER



WRITING: % AT THE EXPECTED STANDARD OR HIGHER



MATHS: % AT THE EXPECTED STANDARD OR HIGHER



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



Pupil Narrative

EYFS

There were 3 children in the EYFS with SEND. One of those was 'out of year group' as they had started school with us in Year 1, but had struggled as due to medical issues, they had not been able to attend school until this point. This child did not complete the baseline and subsequently was not judged in the EYFS criteria, but remains on our data as an EYFS child.

Phonics

Two children with SEND are in Year 1. Both successfully passed the Phonics test.

Multiplication Check

There are 4 children in Year 4 with SEND. 1 has an EHCP. 75% passed the Multiplication check.

KS1

Three children are in this class with SEND. All three have complex needs which have barriers to their learning. All three children were successful at reaching at least expected for KS1 in Maths, but their literacy needs have prevented them from gaining the expected standard. They had though, made very good progress.

KS2

There were 2 children with SEND needs in Year 6. One was successful in every area at meeting the expected standard, but one due to unfortunate personal circumstances was not able to participate in SATS.