



## Annual SEND Governor Report 2024–2025

### **Learning and Growing; Safe in God's Love**

We strive to ensure everyone in our happy, inclusive school flourishes and feels valued and safe.

Our peaceful learning environment and aspirational curriculum enables everyone to grow from their unique starting point, giving them a hopeful future.

Following Jesus' example, we forgive, respect, love and care for everyone.

**Written by Ms Loraine Bant Chair of Governors & SEND Governor**

### **Our Christian Vision and School Values**

It is obvious to all, that our children and staff show a strong awareness of our Christian Vision and School Values of Peace, Hope, Forgiveness Love and Respect. The pupils can confidently discuss how our Christian Vision and School Values impact on the school, on those around them and themselves as individuals. The pupils and adults treat each other with respect and we celebrate the uniqueness of every child and adult in our school. The words of our Christian Vision shape our approach to everything we do, including our approach to equality and inclusion; we want all to flourish and feel safe.

As SEND Governor it is my responsibility to produce an annual written report that informs parents/carers, Governors and visitors to our school of the SEND monitoring that takes place at Birchington CE Primary School. I monitor SEND in three key ways as well as gaining information from a variety of other sources.

The three key ways are via:

a. Attendance at SEND Hub meetings:

This year I attended three SEND meetings and one additional meeting for SEND to gather information to write this report. Meetings were conducted face to face.

b. Attendance at Accessibility and Equality meetings:

Accessibility and Equality (A&E) meetings are a working group who focus on equality across the school. I have attended three A&E team meetings this year.

c. Learning Walks:

Our focus this year was on SEMH/Pastoral Support and Adaptive Learning. Following the initial Learning Walk any improvements highlighted were made and this was evidenced in the second Learning Walk we completed.

## SEND

At our school we make provisions for every frequently occurring Special Educational Need.

These include: -

- Communication and Interaction Needs including Autism and Speech and Language difficulties
- Specific Learning Difficulties (SLD) including Dyslexia, Dyspraxia, Irlen Syndrome and Dyscalculia
- Social, Emotional and Mental Health Needs, including ADHD, OCD, ADD and Anxiety Disorder
- Physical and Sensory Needs: including Cerebral Palsy and sensory issues related to Autism.

## Provision

There may be pupils who enter the school with other types of Special Educational Needs that school staff are less familiar with. Key staff can access training and advice through our Local Inclusion Forum Team (LIFT) and through our collaborative working with other schools so these other types of needs can be met. We also meet the needs of SEND pupils who have an Education and Health Care Plan.

The number of EHCPs have decreased in number this year to 9. We have 2 EHCPs being considered.

Of the current EHCPs that have been assessed and agreed, plus the EHCPs in the assessment pathway, they include support for pupils with:

- Autism
- Specific Learning Difficulties e.g., Dyslexia, Verbal Dyspraxia
- ADHD
- Communication and Interaction Needs - including Social Communication Disorder with significant delay in processing and working memory, receptive and expressive language needs, Developmental Language Disorder, Verbal Dyspraxia
- Phonological working memory difficulties
- Social, Emotional and Mental Health (SEMH) – anxiety-based needs, Emotional Based School Avoidance (EBSA) and separation anxiety.

The findings from our recent OFSTED visit, highlighted the need for us to enhance our Adaptive Teaching styles so that all pupils continue to develop their independent learning skills. We will be focusing upon this in the next academic year, as well as developing a new room to support the needs of some learners.

## Placements

- 1 pupil with an EHCP will transfer to secondary placements from Birchington CE Primary at the end of this year

Decisions regarding the admission arrangements for pupils with an Education and Health Care Plan (EHCP) are made by the Local Authority. Placement cases can be complex and require extensive support, including appeals by parents/carers to KCC for placements. We currently have one pupil joining us in EYFS in September 2025 that has an EHCP application going through.

## Admission Arrangements

Our school follows the Local Authority procedures regarding admissions (this statement is included in our school's Admissions Policy). The admission arrangements for pupils without an Education and Health Care Plan do not discriminate against or disadvantage disabled children or those with Special Educational Needs.

We have a range of policies in school that the staff and Governors refer to regarding SEND. These include the school's Equal Opportunities Policy, Safeguarding, Admissions Policy as well as the Accessibilities and Equality and Accessibility Audit Plan to monitor SEND issues.

Over the past year, the school has continued to assess, aid and monitor Vulnerable Group provision and progress. Staff meet three times each year to do this. In our school, we believe it is both important and right that everyone is treated fairly.

As SEND Governor, I work alongside all members of the Full Governing Body and school staff to ensure all pupils with SEND are treated correctly and in line with all other pupils.

These steps include: -

- Meeting with our Inclusion Leader and other members of the school community (A&E working party) at least three times a year to discuss the Accessibility and Equality Plan (A&E Plan) and the Accessibility Audit (AA)
- Regular Governor attendance at the Pupil Reviews, Data Meetings, Learning Walks and Attendance and Punctuality Meetings
- Inclusion Leader has attended 1 Full Governing Body Meeting this academic year to speak to all governors
- Taking an interest and holding the school to account for the progress of all Vulnerable Groups across the school
- Ensuring Equality Impact Assessments are carried out when any policy is revised

## The Accessibility & Equality Plan and Accessibility Audit

The Accessibility & Equality Plan including the Accessibility & Equality Action Plan and Accessibility Audit targets, assist staff and Governors when monitoring improvements for disabled pupils, parents, carers, Governors, staff and visitors. We need to ensure that all buildings and plans for the alteration to the present building/s are well maintained and fit for purpose and we provide an accessible environment where successful learning can take place for all.

This involves me: -

- Being a member of the Accessibility and Equality Plan (A&E Plan) working party, working alongside other stakeholders to develop the A&E Plan
- Working with the School's A&E Co-ordinator to monitor the A&E Plan annually and to review progress and rewrite this for the following year

This working party is made up of the Inclusion Leader, the Pastoral Manager/Family Liaison Officer and myself, as SEND Governor. We are continuing to actively encourage parental engagement by inviting further parents and carers to the group.

We raise awareness and promote the support of vulnerable pupils. The scheme also asks the working party to monitor how the school tackles any incidents of SEND bullying if these occur in a school and how it meets its duties under equality legislation for all groups of pupils.

We also have reviewed and set equality targets for the Accessibility and Equality Plan 2025 - 2026 which we will monitor and review for vulnerable groups that may not have SEND needs.

### **Staff completing Equality Impact Assessments (EIA)**

When policies are written or reviewed, an Equality Impact Assessment (EIA) is completed. This process ensures Vulnerable Groups are considered and changes made where required. We require all EIA forms to be returned to the working group via the Inclusions Leader. We then review the forms and if there are issues contained within them with regard to equality issues, we act on this. No issues were highlighted during the last year.

Further reminders regarding the completion of these forms will be undertaken in 2025 - 2026 with all members of staff so they are proficient in their understanding and review of policies using EIAs.

### **Monitoring of Vulnerable Groups with or without SEND**

We want equal opportunities to permeate throughout the delivery of the curriculum and be a key element that is embedded into our Christian School ethos and culture.

It is extremely important to us that the organisation of the school is sensitive to the needs of all pupils, whatever their starting point. The Governing Body review the data of Vulnerable Groups at Governing Body Meetings alongside additional information from SEND reports so that we can monitor progress, attainment, attendance, and the impact of interventions to support SEND pupils. During the next academic year there will be external data that the School and Governors can use to achieve this.

This year, unfortunately Governors have been unable to attend Data Discussion and Pupil Review Meetings. In the past, we have found these meetings to be both robust and rigorous for all pupils being discussed as we gather evidence that school systems are rigorous and equitable. Next year, there will be three Data Discussion/Pupil Review Meetings; which we aim to be attended by a Governor. All data is anonymised for these meetings.

### **Regular Inspections of the Derogatory SEND Monitoring File**

Regular inspection and discussion regarding this file ensure Governors can review any incidents if they occur, track trends and check measures taken by the school to target and eradicate these incidents. This is carried out by myself as the SEND Governor and as part of my Safeguarding role. I have monitored the file this year and there has been one entry made on the system. This has been the first entry of this kind and was dealt with according to school policy and procedure by the Leadership Team.

A minimum of six Learning Walks and a number of pupil voice gathering opportunities took place where Governors have been able to see Equal Opportunities in action as well as what support was being offered for SEND and listen to the voice of SEND pupils within the school.

### **Pupil Voice**

Governors are extremely interested in our pupils' views about their day-to-day experiences in school as well as their wishes and feelings regarding changes and improvements we make. Pupil Voice is especially important to us as it allows Leaders to see the school through their unique perspective. Governors had opportunities during the year to seek the opinions of children, this year including Learning Walks and specific opportunities to discuss with the

pupils their perspective of school life – including Collective Worship. The school also carries out surveys and feeds back the results at FGB meetings.

Members of the Governing Body are linked to all Phases and Hubs/Subjects and there is an opportunity for Governors to gain Pupil Voice in these areas too. The Inclusion Leader has been invited to and attended an FGB meeting to update Governors on the changes to SEND this year and how it has impacted upon vulnerable groups.

### **Speech and Language Therapy**

School staff and pupils have continued to have access to a Commissioned Speech and Language Therapy Service, provided by 2 trained Speech and Language Therapists which is shared by, and paid for, from Pupils Premium funding, by ourselves and two other local primary schools. This service allows us to refer pupils quickly and offer the most suitable support post assessment.

### **School Website**

Over the year we re-draft school policies and procedures for the school to remain compliant. In Spring Term 3, the Head Teacher and Inclusion Leader undertook the task of fully updating the SEND area of the school website and this is checked termly by the Inclusion Leader.

The school website is checked at least three times a year by the Safeguarding and SEND Governor to ensure that it is DfE compliant using their statutory expectations.

### **Leadership**

This year, the Inclusion Leader has embedded and updated the new practises and documents put in place last year. She also ensures Personal Plans and Provision Maps are updated and relevant for all children on the SEND List and they meet with parents/carers to discuss these plans and the individual progress made. There has been an increase in gathering Pupil and Parent/Carer voice and pupils are involved in review meetings. The 'On Alert List' continues to track those who are not on the SEND List presently but additional support may be required. The Inclusion Leader and Senior Leadership Team have been preparing for the ongoing SEND funding changes that are occurring in Kent. They have attended 2 Community of Schools meetings at present.

**Lorraine Bant – Link Governor for SEND.**

**July 2025**