

ANNUAL REVIEW

SEND Information Report 2019-2020

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- | | |
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| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:	
School Name:	St John Fisher Catholic Primary School
School website address:	www.st-johnfisherprimary.co.uk
Type of school:	Mainstream
Description of school:	<p>This is an average sized primary school. The proportion of children eligible for Pupil Premium is above average. The proportion of disabled pupils and those with special educational needs supported through school support is seen as being in line with national average. The number of pupils supported by an EHCP in school is average.</p> <p>The school also provides a breakfast and after school club</p>
Does our school have resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	207
% of children at the school with SEND:	15%
Date of last Ofsted:	5 th March 2018
Awards that the school holds:	Musical Ambassador, Healthy schools
Accessibility information about the school:	<p>The school is now entirely on one site, following the demolition of the junior building in Summer Term 2018. There is one hall, main office, head office and deputy head office. The site is on a single level, with ramp access from infant playground into classroom.</p> <p>Toilets in KS1 and Reception are within classrooms, with adaptations made to allow access in Reception for disabled children.</p> <p>Disabled toilet within the school is separate to other toilets centrally located for all children to access, with adaptations being made to make accessible.</p> <p>KS2 toilets are located along corridors near to classrooms.</p>

Please provide a web link to your school's Accessibility Strategy	http://st-johnfisherprimary.co.uk/serve_file/124522		
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	SENCo - SEN accreditation Allergy Training Asthma Training SEN Training Communication Speech and language Mental Health First Aid SIMs for SEN Using Visuals to support learning		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy Safeguarding Policy Behaviour Policy Equality and Diversity Pupil Premium Information Complaints procedure	X X X X X X

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<p>We recognise that some of our children have a wider range of needs than others and these can be summarised into or more of the following categories:</p> <ol style="list-style-type: none"> 1. Cognition and Learning 2. Communication and Interaction 3. Social, Emotional and Mental Health Difficulties 4. Sensory and Physical Needs <p>All of our pupils' needs are considered on an individual basis and, following professional advice, additional support, equipment and staff may be deployed. Our staff members have a wide range of skills that they bring to our teaching team. All staff members use these skills to support the identification of pupils with SEND.</p> <p>Information from a variety of agencies is also used to identify children with SEND including: family, health professionals and social care teams. As a school, we actively sought advice from many outside bodies. These include, but are not limited to: Halton's educational psychologist, school nurse, family support workers, special educational needs advisory and assessment team and speech and language therapists. The advice we receive is then followed in order to support the provision of children with SEND. Pupils may be identified as having SEND if their development, in one or more of the four SEND categories, is: – Noticeably different when compared to their peers who started from the same baseline. – Significantly slower than their peers. – Creating a gap between them and their peers. – Requiring them to have additional support. Provision is planned and delivered by all teaching staff. Where appropriate, teachers will seek support from teaching assistants, SENDCO and specialist teachers/agencies. All pupils' progress is monitored and tracked.</p>

	<p>This happens through the use of observations, formative and summative assessments, personalised support plans and regular review meetings with parents/carers. This information is then used to identify whether further support is needed from the SENDCO and then outside agencies. In exceptional cases, children may receive an individual Education, Health and Care Plan. Interventions are implemented and reviewed by teaching staff (then passed onto the SENDCO) on a half-termly basis to ensure they are allowing SEND children to progress. Class teachers continually assess all children's learning against national expectations and age-related expectations. Progress is tracked and information regarding where children have progressed (and where they have not) is recorded. This informs whether extra support is required.</p> <p>As a school, we track children's progress from Reception to Year 6 using a range of formative and summative assessments including observations and NFER tests. Children who are not progressing with the rest of their cohort are identified. Teachers then discuss individual children with the SENDCO and next steps are put into place.</p> <p>This could include:</p> <ul style="list-style-type: none"> - A Personalised Support Plan - Intervention groups - Assessments from outside agencies - Consultation with the local authority's Educational Psychologist - Request for an Educational, Health and Care Plan
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>Contact details of regularly used external agencies:</p> <p>Chatterbug - 01928 511075</p> <p>Woodview - 0151 495 5400</p> <p>Educational Psychologist - 0151 511 8736</p> <p>Should you require any other agencies, please contact the Halton SEN Team - 0303 333 3400</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>When a pupil has been identified with SEND, their work will be differentiated by their class teacher to enable them to access the curriculum more easily. Teaching assistants will be allocated to work with a pupil on a 1:1 basis or with a small group.</p> <p>Children will be given a Personalised Support Plan with SMART targets. Personalised Support Plans are written by a child's class teacher in great detail, outlining their needs, current attainment levels and SMART targets.</p> <p>Some Personalised Support Plans will be supported by the SENDCO and may include relevant information from outside agencies. These are used to inform the planning and delivery of</p>

	<p>whole class and small group lessons (including interventions).</p> <p>ssEach child's Personalised Support Plan will be reviewed termly, and new SMART targets will be set. This will be monitored by class teachers and SENDCO and will be shared with parents/carers.</p> <p>For pupils with a medical condition, an Individual Health Care Plan may be written with SENDCO and parents/carers to guide staff on how to manage certain needs. Some children, with more complex needs, may have external agencies present to meet about their IHCP. If additional equipment is needed to support a child within school, this would be addressed at these meetings.</p> <p>If a child's needs go beyond the school's expertise, advice will be sought from Halton. This may include additional funding or an Educational, Health and Care Plan (EHCP).</p> <p>If a pupil obtains additional funding, they will continue to be educated at St John Fisher Primary School. If an EHCP is given, Halton would look at their facilities within the borough and decide on the most appropriate school to support the child - this may be at St John Fisher Primary School or at a specialist school.</p>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>Specialist teacher support provided by Halton observe and feedback, providing reports where appropriate. Strategies for support are put into place from EP consultation meetings, and support from Brookfields outreach if needed.</p> <p>New sensory room has been built to provide children with a space away from their normal classroom, to give a sensory break if needed.</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>Chatterbug Service provide a referral support for children believe have Speech and Language difficulties. Staff from Chatterbug come into school on a weekly basis to support children, and write a support plan.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Small group support in class through guided reading/ writing</p> <p>Individual daily reading to teaching assistant/ class teacher</p> <p>Withdrawal into target groups for intervention programmes aimed at developing reading/ writing skills</p> <p>Delivery of a planned SpLD programme by a skilled teaching assistant</p> <p>Phonics based reading scheme</p> <p>Booster classes for Year 6 children by a specialist teacher</p>
<p>Strategies to support the development of numeracy.</p>	<p>Small group support in class through guided teaching</p> <p>Withdrawal in a small group for 'catch-up' maths activities</p> <p>Withdrawal by teaching assistant (or class teacher) for</p>

	<p>1:1 support</p> <p>Use of specialist maths resources online (for reinforcement)</p> <p>Withdrawal into target groups for intervention programmes aimed at developing numeracy skills.</p> <p>Teaching for Mastery intervention group.</p>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	When a pupil has been identified with SEND, their work will be differentiated by their class teacher to enable them to fully access the curriculum at an appropriate level. Where appropriate, Teaching assistants will be allocated to work with a pupil on a 1:1 basis or with a small group - to enable all children to have access to a broad and wide curriculum.
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	<p>Class teachers continually assess all children's learning against national expectations and age-related expectations. Progress is tracked and information regarding where children have progressed (and where they have not) is recorded. This informs whether extra support is required.</p> <p>As a school, we track children's progress from Reception to Year 6 using a range of formative and summative assessments including observations and NFER tests. Children who are not progressing with the rest of their cohort are identified. Teachers then discuss individual children with the SENDCO and next steps are put into place.</p>
Strategies/support to develop independent learning.	All children within St John Fisher are encouraged to work independently. If children are reliant on adult support throughout the day, we begin to slowly withdraw and provide support from a safe distance where children still feel closely supported. Children work closely with staff members to share best ways to be supported, and are given "now/next" boxes, visual timetables, and traffic light timers.
Support /supervision at unstructured times of the day including personal care arrangements.	<p>All staff members, including lunchtime staff are aware of any children with needs. Our younger children in Early years mix with all other children at break times, wearing Hi-Vis vests so they can be seen.</p> <p>Any children with needs have dedicated staff, and extra adults available to break times to ensure supervision and support.</p>
Extended school provision available; before and after school, holidays etc.	At St John Fisher, we provide a breakfast club and after school club for all children to access.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	All children with SEND are encouraged to take part in all aspects of school life. This includes any residential trips which are planned, and adapted if needed, trips out, and forest school activities. Children also have the opportunity to go canoeing, which with support, and careful positioning of instructors allow our children to be able to participate.

	Staff members fully include the children in all activities and ensure that any activities outside the classroom are made accessible and fully inclusive.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<p>St John Fisher have employed a Pastoral lead who works closely with children with SEMH needs, who is also a qualified Mental Health first aider along with SENCO.</p> <p>Our Pastoral lead liaises effectively with parents and pupils with any issues, putting plans into place and promoting well being throughout our setting.</p>
What strategies can be put in place to support behaviour management?	All staff members at St John Fisher are given the opportunity to share in the development of the behaviour policy making sure that their input has been given to ensure everyone is aware of the expectations and steps regarding the behaviour policy and procedures. Staff are supported when dealing with difficult behaviour, and are all consistent in their approach to a given situation.
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<p>New Starters: Before children start in Reception, the class teacher sets up meetings with previous settings to discuss the needs of individual pupils. In addition to this, the class teacher may also arrange for a meeting at the child's house with parents/carers. If a child is entering the school with complex needs, relevant training and risk assessments will be carried out.</p> <p>Transitioning to a New Setting: When a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies. As a school, we have strong links with feeder high schools. This allows us to set up meetings to discuss certain children who we feel may need additional support when they start secondary education</p>
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	In St John Fisher we have access to physiotherapists and Occupational Therapists who use our facilities to work with children who have been referred to them and need a period of intervention, which they provide. We also source an Art Therapist for work with vulnerable children. We have also used Drama Therapists with children who have self esteem issues.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	As a school we have a range of facilities and resources open to parents: – Opportunities for parents to learn how to support their child's learning - storytelling, workshops, Tapestry software etc. The school will also signpost appropriate groups and organisations that are relevant

	St John Fisher Primary School works closely with Halton iCART and the family support team. We will support families through formal and informal processes (CAF/CIN meetings) – Family meeting room available.
How additional funding for SEND is used within the school with individual pupils.	When funding is made available children at St John Fisher are provided with extra support, whether that be through additional adult support, or through equipment provided. The money provided for individual children is carefully monitored and assigned directly to that individual, if support staff are required, this is closely managed with SMART targets being set - following an Assess Plan Do Review cycle. If a change in funding is required this will be subject to a review with Halton Authority.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	Children who are looked after by the LA are given the same opportunities as other children. Children and foster families meet once a term to discuss progress and targets, as well as any changes in circumstances (PEP meetings). Funding is spent to promote the wellbeing and success and children within our school environment. We provide opportunities for LAC to work with an Art Therapist to develop understanding around attachment and emotions, which has a real positive impact. Equipment that is needed to support children in school is also purchased - laptops / iPads to ensure full access to the curriculum.
SENCO name/contact: James McCulloch	
Headteacher name/contact: Nicola Dickinson (Acting Head)	
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Completed by: James McCulloch Date: October 2019	

SEND Broad Areas of Need**Communication and Interaction**

6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
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Sensory and/or Physical Needs

6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.