

## SEN Information Report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs (SEN). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEN Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

### Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

<b>General School Details:</b>	
School Name:	St John Fisher
School website address:	<a href="http://www.st-johnfisherprimary.co.uk">http://www.st-johnfisherprimary.co.uk</a>
Type of school:	CATHOLIC VOLUNTARY AIDED PRIMARY SCHOOL
Description of school:	This is an average-sized primary school. The proportion of pupils known to be eligible for the pupil premium is above average. The proportion of disabled pupils and those with special educational needs supported through school action is well above average. The proportion of pupils supported at school action plus is above average. The school has a breakfast and an after-school club, which are run by the governing body
Does our school have resource base? Yes or No  If Yes please provide a brief description.	No
Number on roll:	225
% of children at the school with SEND:	10%
Date of last	11 <sup>th</sup> November 2013

Ofsted:														
Awards that the school holds:	ARTS MARK GOLD, ICT MARK, HEALTHY SCHOOLS													
<p>Accessibility information about the school:</p> <p>Please insert a link to your school's Accessibility Strategy.</p>	<p>The school is made up of two buildings. The infant building is recently refurbished and has had 3 new classrooms added - Office, Heads office, staff toilets, staffroom, hall, ICT suite, 7 classrooms and 1 spill out area, 3 sets of children's toilets. Disabled toilets are to be added Sept 2014.</p> <p>The junior building has 1 disabled toilet, 1 staff toilet, 2 offices, 1 staffroom/meeting room, hall, 6 classrooms, breakfast / extra club area, caretakers office, PTA areas.</p> <p><a href="https://primariesite-prod.s3.amazonaws.com/uploads/d106c2d4349c49a6830569eb32750e0e/275d/ACCESSIBILITYSTRATEGY2014.pdf">https://primariesite-prod.s3.amazonaws.com/uploads/d106c2d4349c49a6830569eb32750e0e/275d/ACCESSIBILITYSTRATEGY2014.pdf</a></p>													
Expertise and training of school based staff about SEN. (CPD details)	<p>SENCo - SEN accreditation to be finished July '16</p> <p>Allergy Training Asthma Training SEN Training Communication Speech Impairment Speech and language Manual Restraint Team Teach</p>													
Documentation available:	<table border="1"> <tr> <td rowspan="6"> <p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p> </td> <td>SEN policy</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Safeguarding Policy</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Behaviour Policy</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Equality &amp; Diversity</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Pupil Premium Information</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Complaints procedure</td> <td><input type="checkbox"/></td> </tr> </table>	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p>	SEN policy	<input type="checkbox"/>	Safeguarding Policy	<input type="checkbox"/>	Behaviour Policy	<input type="checkbox"/>	Equality & Diversity	<input type="checkbox"/>	Pupil Premium Information	<input type="checkbox"/>	Complaints procedure	<input type="checkbox"/>
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	Complaints procedure	<input type="checkbox"/>												
<b>Range of Provision and inclusion information:</b>														
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.	At different times in their school career, a child or young person may have a special educational need. The Code of Practice, 2015 defines SEN as: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same													

	age.' 6.15□□ □□Class teachers together with the SENCO will seek to identify
What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.	<p>We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties.</p> <p>We get support from local authority services and local special schools who provide outreach.</p> <p>We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources.</p> <p>We get support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy.</p> <p>We will hold multi-professional meetings with parents and the pupil where necessary to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective, agree targets for pupils achievement, agree how we will work together and what we each will do, agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability</p>
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<p>Specialist equipment to support the curriculum</p> <p>Individual work spaces (If Needed)</p> <p>Access to ICT resources such as iPad, Mac Books, IMacs, Cameras</p> <p>Prompt and reminder cards for organisation and timetabling</p> <p>Symbols and visual prompts</p> <p>Specific Individual equipment depending upon need Stationary resources - depending on need</p> <p>Interactive Whiteboards</p> <p>Microphones and headsets</p>
What strategies/programmes/ resources are available to support speech & language and communication including social skills?	<p>Intervention from speech and language therapist</p> <p>Delivery of personal speech and language programme</p> <p>Support from classroom assistant within class</p> <p>Support from SENCO/specialist TA for small group or individual</p> <p>Range of language resources and programme materials Different intervention programs ICT targeted support</p>
Strategies to support the development of literacy (reading /writing).	<p>Small group support in class for guided reading / writing</p> <p>Individual daily reading with to teaching assistant / teacher</p> <p>Reading schemes for 'struggling' readers</p> <p>Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills using programs such as Read Write Inc.</p> <p>Delivery of a planned SpLD programme by a skilled teaching assistant.</p> <p>Support from Wade Deacon and St Peter and Paul's English department</p>
Strategies to support the development of numeracy.	<p>Small group support in class through guided teaching via TA and or Teacher support.</p> <p>Withdrawal in a small group for 'catch up' maths</p> <p>Withdrawal by teaching assistant for 1:1 support following misconceptions during lessons</p>

	<p>1:1 tuition at the beginning of the school day / during holidays</p> <p>1:small group tuition at the beginning of the school day / during holidays</p> <p>Use of specialist Maths teachers within school</p> <p>Support from Wade Deacon and St Peter and Paul's maths department</p>
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	<p>Personalised and differentiated curriculum</p> <p>Small group support in class from classroom assistant or teacher</p> <p>1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources</p> <p>Specialist equipment</p> <p>We will continue to use Individual plans (educational, behaviour, pastoral) for now</p> <p>Smaller class sizes</p> <p>Quality resources to enhance the curriculum access</p> <p>School / year group provision mapping</p> <p>Strategies put into place as provided by professionals / specialist services / outreach</p>
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>Observation</p> <p>Target setting</p> <p>Individual education plan targets and review, for now CAF (Common Assessment Framework)</p> <p>External professionals undertaking assessment</p> <p>Regular review of targets with child / parents and seek professional advice fro outside agencies.</p>
Strategies/support to develop independent learning.	<p>Use of individual timetables and checklists 'Chunking' of activities</p> <p>Individual success criteria</p> <p>Visual prompts</p> <p>'PSHCE' / personal development targets Self Esteem Groups</p>
Support /supervision at unstructured times of the day including personal care arrangements.	<p>Named midday supervisor at lunchtimes</p> <p>Individual plans which specify break and lunchtime provision</p> <p>Playtime buddy system</p> <p>Sports Ambassadors</p> <p>Staff employed responsible for personal care for named pupils</p> <p>Indoor - Outdoor provision made for specific children needs</p>
Extended school provision available; before and after school, holidays etc.	<p>We offer a breakfast and after school club.</p> <p>We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages,</p> <p>The school is open in the Easter, Summer holidays and Christmas for a holiday club</p>
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEN?	<p>Offer all school trips to pupils with SEND.. Ensure all pupils take an active part in school life. Provide children with SEN access to extra curricular events. Allow children to participate in school teams. Children take part in the panathalon.</p>

Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	Planned support from teaching assistant Meet and greet at start of day by same person Parental contact daily through home-school book Parental contact session weekly - in person or via phone call Referral to CAMHS Individual support plan
What strategies can be put in place to support behaviour management?	Use of the schools behaviour policy Individual behaviour plans in place if needed Daily behaviour record if needed Time-out support Reward system Support and intervention from outreach behaviour specialist Strategies in place for unstructured times of the day e.g. alternative location for break time - indoor - outdoor provision, manned by staff members. Referral to Attendance and behaviour Team Key worker identified
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	Transition co-ordinator in school usually a member of the SLT Regular meetings with parents Transition plans for individual children Risk assessments completed Close links with Halton transition lead Work with parent partnership Social stories and visual prompts for pupils Work through PSHCE on managing and preparing for change Programme of visits Extra transition session put in place with 1:1 TA support Longer term links with secondary schools to increase familiarity
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	Intervention from physiotherapy / occupational therapy team Assessment and individual programmes Specialist resources Delivery of planned intervention programme by specified member of school staff. Close liaison with medical staff where required Staff training for managing particular medical needs
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	Pupils views are very important to us and we have a school council in place to support pupil voice. Each child knows that they can go to any member of staff if they require support / advice or Mrs Birchall for further support and or advice. For parents we offer a range of family learning opportunities such as Family Numeracy and Family Literacy - Help your child to read, Family Cook and Taste and Family Fit 4 Life. The school support parents with behaviour management ideas through finding relevant courses and advice available to them - children's centre run. We hold coffee mornings in school and celebration events for parents and carers. The school will signpost appropriate groups and organisations to you, which are relevant for your families needs.
How additional funding for SEN is used within the school with individual pupils.	Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils needs through this (including additional support and equipment) The

	local authority may contribute if the cost of meeting an individual's needs is more than £10,000 per year. If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there may be additional funding allocated
Arrangements for supporting pupils who are looked after by the local authority and have SEN. Including examples of how pupil premium is used within the school.	Specific interventions IPads Additional classes before / after school Additional staffing Smaller Classes Residential support
<b>SENCO name/contact</b>	James McCulloch St John Fisher 0151 424 7794
<b>Headteacher name/contact</b>	Nicola Hegarty St John Fisher 01514247794
Completed by: James McCulloch	Date: July 2016

### **Version Control**

<b>Area of Document Updated:</b>	<b>Updated By:</b>	<b>Date:</b>

## **Appendix A**

### **Broad areas of SEND taken from SEND Code of Practice 0-25 effective September 2014**

#### **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.

## **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.