ANNUAL REVIEW

SEND Information Report 2023-2024

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:

1. Communication and Interaction 2. Cognition and Learning

3. Social, Emotional and Mental Health difficulties 4. Sensory and/or Physical Needs

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| General School Details: | |
| School Name: | St John Fisher Catholic Primary School |
| School website address: | [www.st-johnfisherprimary.co.uk](http://www.st-johnfisherprimary.co.uk/) |
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| Type of school: | Mainstream |
| Description of school: | 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.  The school also provides a breakfast and after school club |
| Does our school have  resource base? Yes or No  If Yes please provide a  brief description. | No |
| Number on roll: | 211 |
| % of children at the  school with SEND: | 19.4% |
| Date of last Ofsted: | 4th May 2023 |
| Awards that the school  holds: | Musical Ambassador, Healthy schools, PE mark Silver Award. Learning Outside of the Classroom |
| Accessibility information  about the school: | The school is 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 in on a single level, with ramp  access from infant playground into classroom.  Toilets in KS1 and Reception are within classrooms, with adaptions made to  allow access in Reception for disabled children.  Disabled toilet within the school is separate to other toilets centrally  located for all children to access, with adaptions being made to make  accessible.  KS2 toilets are located along corridors near to classrooms. |

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| 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 | X |
| Safeguarding Policy | X |
| Behaviour Policy | X |
| Equality and Diversity | X |
| Pupil Premium  Information | X |
| Complaints  procedure | 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.

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:

1. Cognition and Learning

2. Communication and Interaction

3. Social, Emotional and Mental Health Difficulties

4. Sensory and Physical Needs

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.

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.

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|  | 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.  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.  This could include:   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 |
| 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. | Contact details of regularly used external agencies:  Chatterbug - 01928 511075  Woodview - 0151 495 5400  Educational Psychologist - 0151 511 8736  SENDIASS – support for families - 0151 511 773  Should you require any other agencies, please contact the Halton  SEN Team - 0303 333 3400 |
| How we provide access to a  supportive environment; ICT  facilities/equipment/  resources/facilities etc. | 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.  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, oulining their needs, current attainment  levels and SMART targets.  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 |

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|  | whole class and small group lessons (including interventions).  Each child’s Personalised Support Plan will be reviewed half termly to ensure that progress is being made towards the targets with new or amended SMART targets will be set. This will be monitored by class  teachers and SENDCO and will be shared with parents/carers.  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.  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).  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. |
| What  strategies/programmes/resources  are used to support pupils with  autism and social communication  difficulties? | 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.  Children who require extra support and a more differentiated approach to the curriculum, have access to their own workstation within their classroom and a personal timetable which is shared with parents.  . |
| What  strategies/programmes/resources  are available to speech and  language difficulties? | Chatterbug Service provide a referral support for children  believe have Speech and Language difficulties. Staff from  Chatterbug offer support through video calls and in practice assessments of the children. |
| Strategies to support the  development of literacy (reading  /writing). | Small group support in class through guided reading/ writing  Individual daily reading to teaching assistant/ class teacher  Withdrawal into target groups for intervention programmes   aimed at developing reading/ writing skills  Delivery of a planned SpLD programme by a skilled teaching   assistant  Phonics based reading scheme  Booster classes for Year 6 children by a specialist teacher.  All children who have an identified S&L need are monitored closely using WELCOMM assessment – with intervention provided. |
| Strategies to support the  development of numeracy. | Small group support in class through guided teaching  Withdrawal in a small group for ‘catch-up’ maths activities  Withdrawal by teaching assistant (or class teacher) for |

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|  | 1:1 support  Use of specialist maths resources online (for reinforcement)  Withdrawal into target groups for intervention programmes   aimed at developing numeracy skills.  Teaching for Mastery intervention group. |
| 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. | 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.  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. |
| 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. | 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.  Any children with needs have dedicated staff, and extra adults  available to break times to ensure supervision and support. |
| 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. |

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|  | Staff members fully include the children in all activities and  ensure that any activities outside the classroom are made  accessible and fully inclusive. |
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| Strategies used to reduce anxiety,  prevent bullying, promote  emotional wellbeing and develop  self-esteem including mentoring. | 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. Trained ELSA works closely with children to support their needs effectively each week.  Our Pastoral lead liaises effectively with parents and pupils with  any issues, putting plans into place and promoting well being  throughout our setting. |
| 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 and in  preparing for adulthood. | 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 will 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.  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 |
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| 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. |
| 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 |

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|  | 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 | |
| ANNUAL REVIEW 2023/24  Completed by: James McCulloch Date: September 2023 | |

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Appendix A:

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 SD, including sperger’s Syndrome and utism, 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.

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