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 eligiblefor Pupil Premium is above average. The proportion of disabled pupils andthose with special educational needs supported through school support isseen as being in line with national average. The number of pupils supportedby an EHCP in school is average.The school also provides a breakfast and after school club |
| Does our school haveresource base? Yes or NoIf Yes please provide abrief description. | No |
| Number on roll: | 211 |
| % of children at theschool with SEND: | 19.4% |
| Date of last Ofsted: | 4th May 2023 |
| Awards that the schoolholds: | Musical Ambassador, Healthy schools, PE mark Silver Award. Learning Outside of the Classroom |
| Accessibility informationabout the school: | The school is entirely on one site, following the demolition of thejunior building in Summer Term 2018. There is one hall, main office, headoffice and deputy head office. The site in on a single level, with rampaccess from infant playground into classroom.Toilets in KS1 and Reception are within classrooms, with adaptions made toallow access in Reception for disabled children.Disabled toilet within the school is separate to other toilets centrallylocated for all children to access, with adaptions being made to makeaccessible.KS2 toilets are located along corridors near to classrooms. |

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| Please provide a web linkto your school’sAccessibility Strategy | <http://st-johnfisherprimary.co.uk/serve_file/124522> |
| Expertise and training ofschool based staff aboutSEND. (CPD details)Please commentspecifically in relation toautism and include dates. | SENCo - SEN accreditationAllergy TrainingAsthma TrainingSEN TrainingCommunicationSpeech and languageMental Health First AidSIMs for SENUsing Visuals to support learning |
| Documentation available: | Are the followingdocuments available onthe schools website?If yes please insert thelink to the documentspage. | SEND Policy | X |
| Safeguarding Policy | X |
| Behaviour Policy | X |
| Equality and Diversity | X |
| Pupil PremiumInformation | X |
| Complaintsprocedure | 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 andsummative assessments, personalised support plans and regularreview meetings with parents/carers. This information is thenused to identify whether further support is needed from theSENDCO and then outside agencies. In exceptional cases, childrenmay 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 ensurethey are allowing SEND children to progress. Class teacherscontinually assess all children’s learning against nationalexpectations and age-related expectations. Progress is trackedand information regarding where children have progressed (andwhere they have not) is recorded. This informs whether extrasupport is required.As a school, we track children’s progress from Reception to Year 6using a range of formative and summative assessments includingobservations and NFER tests. Children who are not progressingwith the rest of their cohort are identified. Teachers then discussindividual children with the SENDCO and next steps are put intoplace.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 tohelp us meet SEND: specialistservices, external expertise andhow we work together. Forexample health, social care, localauthority support services andvoluntary sector organisations. | Contact details of regularly used external agencies:Chatterbug - 01928 511075 Woodview - 0151 495 5400 Educational Psychologist - 0151 511 8736SENDIASS – support for families - 0151 511 773Should you require any other agencies, please contact the HaltonSEN Team - 0303 333 3400 |
| How we provide access to asupportive environment; ICTfacilities/equipment/resources/facilities etc. | When a pupil has been identified with SEND, their work will bedifferentiated by their class teacher to enable them to access thecurriculum more easily. Teaching assistants will be allocated towork with a pupil on a 1:1 basis or with a small group.Children will be given a Personalised Support Plan with SMARTtargets. Personalised Support Plans are written by a child’s classteacher in great detail, oulining their needs, current attainmentlevels and SMART targets.Some Personalised Support Plans will be supported by theSENDCO and may include relevant information from outsideagencies. 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 classteachers and SENDCO and will be shared with parents/carers.For pupils with a medical condition, an Individual Health Care Planmay be written with SENDCO and parents/carers to guide staffon how to manage certain needs. Some children, with more complexneeds, may have external agencies present to meet about theirIHCP. If additional equipment is needed to support a child withinschool, this would be addressed at these meetings.If a child’s needs go beyond the school’s expertise, advice will besought from Halton. This may include additional funding or anEducational, Health and Care Plan (EHCP).If a pupil obtains additional funding, they will continue to beeducated at St John Fisher Primary School. If an EHCP is given,Halton would look at their facilities within the borough and decideon the most appropriate school to support the child - this may beat St John Fisher Primary School or at a specialist school. |
| Whatstrategies/programmes/resourcesare used to support pupils withautism and social communicationdifficulties? | Specialist teacher support provided by Halton observe andfeedback, providing reports where appropriate. Strategies forsupport are put into place from EP consultation meetings, andsupport 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. . |
| Whatstrategies/programmes/resourcesare available to speech andlanguage difficulties? | Chatterbug Service provide a referral support for childrenbelieve have Speech and Language difficulties. Staff fromChatterbug offer support through video calls and in practice assessments of the children. |
| Strategies to support thedevelopment of literacy (reading/writing). | Small group support in class through guided reading/ writingIndividual daily reading to teaching assistant/ class teacherWithdrawal into target groups for intervention programmes aimed at developing reading/ writing skills  Delivery of a planned SpLD programme by a skilled teaching assistantPhonics 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 thedevelopment 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 supportUse 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 andmodify teaching approaches tomeet SEND and facilitate access. | When a pupil has been identified with SEND, their work will bedifferentiated by their class teacher to enable them to fullyaccess the curriculum at an appropriate level. Where appropriate,Teaching assistants will be allocated to work with a pupil on a 1:1basis or with a small group - to enable all children to have accessto a broad and wide curriculum. |
| How we track and assess pupilprogress towards the outcomesthat we have targeted for pupils(including how we involve pupilsand their parents/carers).What we do when provision orinterventions need to beextended or increased and howwe evaluate their overalleffectiveness. | Class teachers continually assess all children’s learning againstnational expectations and age-related expectations. Progress istracked and information regarding where children have progressed(and where they have not) is recorded. This informs whether extrasupport is required.As a school, we track children’s progress from Reception to Year 6using a range of formative and summative assessments includingobservations and NFER tests. Children who are not progressingwith the rest of their cohort are identified. Teachers then discussindividual children with the SENDCO and next steps are put intoplace. |
| Strategies/support to developindependent learning. | All children within St John Fisher are encouraged to workindependently. If children are reliant on adult support throughoutthe day, we begin to slowly withdraw and provide support from asafe distance where children still feel closely supported. Childrenwork closely with staff members to share best ways to besupported, and are given “now/next” boxes, visual timetables, andtraffic light timers. |
| Support /supervision atunstructured times of the dayincluding personal carearrangements. | All staff members, including lunchtime staff are aware of anychildren with needs. Our younger children in Early years mix withall other children at break times, wearing Hi-Vis vests so they canbe seen.Any children with needs have dedicated staff, and extra adultsavailable to break times to ensure supervision and support. |
| Extended school provisionavailable; before and after school,holidays etc. | At St John Fisher, we provide a breakfast club and after schoolclub for all children to access. |
| How will we support pupils to beincluded in activities outside theclassroom (including school trips)working alongside their peerswho do not have SEND? | All children with SEND are encouraged to take part in all aspectsof 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 withsupport, and careful positioning of instructors allow our children tobe able to participate. |

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|  | Staff members fully include the children in all activities andensure that any activities outside the classroom are madeaccessible and fully inclusive. |
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| Strategies used to reduce anxiety,prevent bullying, promoteemotional wellbeing and developself-esteem including mentoring. | St John Fisher have employed a Pastoral lead who works closelywith children with SEMH needs, who is also a qualified MentalHealth 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 withany issues, putting plans into place and promoting well beingthroughout our setting. |
| What strategies can be put inplace to support behaviourmanagement? | All staff members at St John Fisher are given the opportunity toshare in the development of the behaviour policy making sure thattheir input has been given to ensure everyone is aware of theexpectations and steps regarding the behaviour policy andprocedures. Staff are supported when dealing with difficultbehaviour, and are all consistent in their approach to a givensituation. |
| How we support pupils in theirtransition into our school andwhen they leave us and inpreparing for adulthood. | New Starters:Before children start in Reception, the class teacher sets upmeetings with previous settings to discuss the needs of individualpupils. In addition to this, the class teacher will also arrange for ameeting at the child’s house with parents/carers. If a child isentering the school with complex needs, relevant training and riskassessments will be carried out.Transitioning to a New Setting:When a child transitions to a new setting, all relevant informationis passed over. If a child has complex needs, this could involve ameeting with the new setting, parents/carers or external agencies.As a school, we have strong links with feeder high schools. Thisallows us to set up meetings to discuss certain children who wefeel may need additional support when they start secondaryeducation |
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| Access to strategies, resources,programmes, therapists tosupport occupational therapy/physiotherapy needs and medicalneeds. | In St John Fisher we have access to physiotherapists andOccupational Therapists who use our facilities to work withchildren who have been referred to them and need a period ofintervention, which they provide. |
| Extra support for parents andcarers and pupils offered by theschool/how parents are involvedin their child’s education. | As a school we have a range of facilities and resources open toparents:  Opportunities for parents to learn how to support theirchild’s learning - storytelling, workshops, Tapestry software etc.The school will also signpost appropriate groups and organisationsthat are relevant |

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|  | St John Fisher Primary School works closely with Halton iCARTand the family support team. We will support families throughformal and informal processes (CAF/CIN meetings)  Familymeeting room available. |
| How additional funding for SENDis used within the school withindividual pupils. | When funding is made available children at St John Fisher areprovided with extra support, whether that be through additionaladult support, or through equipment provided. The money providedfor individual children is carefully monitored and assigned directlyto that individual, if support staff are required, this is closelymanaged with SMART targets being set - following an Assess PlanDo Review cycle. If a change in funding is required this will besubject to a review with Halton Authority. |
| Arrangements for supportingpupils who are looked after bythe local authority and haveSEND. Including examples of howpupil premium is used within theschool. | Children who are looked after by the LA are given the sameopportunities as other children. Children and foster families meetonce a term to discuss progress and targets, as well as anychanges in circumstances (PEP meetings). Funding is spent topromote the wellbeing and success and children within our schoolenvironment. We provide opportunities for LAC to work with anArt Therapist to develop understanding around attachment andemotions, which has a real positive impact. Equipment that isneeded 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 2023/24Completed 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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