

**St John Fisher Catholic Primary School**  
**Special Educational Needs and Disabilities**  
**Annual report to Governors July 2024**

## **Introduction**

St John Fisher Catholic Primary School is committed to the process of removing barriers to achievement for all our children including those who require additional provision and resources to support their learning. We are an inclusive school, and we believe that all our children are entitled to a curriculum offering social as well as academic learning opportunities. Mental health and wellbeing underpin the curriculum. At St John Fisher we value the whole child, and we encourage input from both our children and parents when taking decisions relating to special educational needs and disabilities (SEND). Children with SEND are defined as those who require additional or different support to make progress when compared to their peers.

The Special Educational Needs code of Practice, set out by the government in 2014 is at the heart of our school SEND policy and provides a guideline to identifying different kinds of SEND and how specific needs can be supported.

Policies: The school SEND policy and the SEND Information Report for parents can also be found on the school website.

Our SENDCo is Mrs B. Clark

Our SEND governor is Mr J. Murray

Our Learning Mentor is Mrs M. Moss

Safeguarding leads: Mrs M. Moss, Mrs R. Butler, Mrs B. Clark, Mr P. Higgins, Miss Aurnia McCarthy

The four identified categories of SEND are as follows:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Physical/Medical needs

Some of our children have complex needs with diagnoses in more than one SEND category.

Number of pupils on the SEND register for the academic year 2023 - 2024: 51 out of 219 on roll.

#### How children with SEND needs are distributed across the school

Class	SEN Support	EHCP
Nursery	3	1
Reception	5	2 (1 pending)
Year 1	4	2
Year 2	8	1 (1 pending)
Year 3	6	2
Year 4	5	1
Year 5	6	1
year 6	4	0
<b>Totals</b>	<b>41</b>	<b>10</b>

Areas of need (some children have more than one need - primary need is stated here)

	Cognition and learning	Communication and interaction	Social, mental and emotional health needs	Physical/medical
Number of pupils across the school	23	19	8	1
<b>Total</b>				<b>51</b>

#### Gender of children on the SEND register

Number of boys	Number of girls
38	13
<b>Total</b>	<b>51</b>

### Assessing and tracking children with SEND.

Children with SEND attend a variety of intervention programmes to address the gaps in their knowledge and understanding. The children are assessed at least 3 times per year to measure attainment and progress in reading/phonics, maths, and writing. We use the Hello Data programme which tracks children's progress from the entry level to the end of the academic year.

Steps progress of children with SEND 2023 – 2024 teacher assessment data in EYFS								
Year group	C and Lang	Personal SED	Physical D	Literacy	Maths	Udg World	E Art D	
Nursery	0.5	0.5	0	0	0	0	0.5	4 children, 1 EHCP
Reception	0.9	0.4	0.7	0.7	1	0.7	0.9	7 children 2 EHCPs Plus 1 EHCP pending

Steps progress of children with SEND 2023 - 2024 teacher assessment data at KS1					
Year group	Reading 2 points or more	Writing 2 points or more	Maths 2 points or more	Number of children on SEND register	Additional info
1	4/6	4/6	5/6	6	2 EHCPs
2	5/9	5/9	4/9	9	1 EHCP, 1 pending
Percentage making 2 points progress or more	60%	60%	60%	15	The number of children on the register for SEND has increased as well as number of children with EHCPs.

### Progress of children with SEND 2023 - 2024 teacher assessment data Years 3,4,5

Year group	Reading 3 points or more	Writing 3 points or more	Maths 3 points or more	Number of children on SEND register	Additional information
3	4/8	2/8	6/8	8	2 EHCPs
4	3/6	2/6	3/6	6	1 EHCP
5	6/7	5/7	4/7	7	1 EHCP
Percentage making 3 points progress or more	62%	43%	62%	21	In SEND in years 3, 4 & 5 writing shows the least progress for the second year running. Numbers of children on the register for SEND have increased across this age range.

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### Year 6 KS2 SEND SATS assessment

Year group	Reading	Writing	Maths	Number of children on SEND register	Additional info
6					
At age related expectation	3/4	1/4	1/4	4	4 at SEN Support
Percentage at ARE	75%	25%	25%		In SEND in Y6 children, reading shows highest attainment, writing is low for the second year running.
Percentage making 3 points progress or more	3/4 75%	3/4 75%	3/4 75%		Progress is good for children with SEND in all subjects though attainment was low in writing and maths.

<b>SEND related Staff training 2023- 2024</b>
Autumn 2023
<ul style="list-style-type: none"> <li>• Whole staff Safeguarding training Tuesday 5<sup>th</sup> September</li> <li>• Teaching assistants attended SENCo led staff training session September 25<sup>th</sup> 2023</li> <li>• TA support meetings on Mondays with SLT and/or teachers</li> <li>• Regular safeguarding updates at Monday TA meetings led by DSL.</li> <li>• SENDCo attended an introduction to cognitive behavioural therapy at One-Eighty</li> <li>• 2 staff members receiving focused supervision from One-Eighty</li> <li>• SCERTS training attended by SENDCo and 5 TAs</li> <li>• TA attended Forest School training</li> <li>• OXSIT visit working with SENDCo – overview of school strength and needs</li> <li>• SENDCo and Fiona Wickens carried out developmental drop-ins in each class on 13.10.23</li> </ul>
Spring 2024
<ul style="list-style-type: none"> <li>• OXSIT CPD for teachers, 2 x twilight sessions on adaptive teaching strategies and the ordinarily available toolkit</li> <li>• 2 staff members receiving focused supervision from One-Eighty</li> <li>• Weekly teacher/TA planning meetings</li> <li>• Regular safeguarding updates at Monday TA meetings led by DSL.</li> <li>• SLT identify TA training requirements through the appraisal system</li> <li>• OXSIT visit working with Headteacher on SEND strategy</li> <li>• Team teach training for all eligible staff in April – 2 x 3 hour sessions</li> <li>• TA new to post attended Effective support for SEMH run by OXSIT</li> <li>• SENDCo attended OXSIT inclusion twilight meeting</li> <li>• SENDCo and SEN governor carried out learning walks across the school on 28<sup>th</sup> April 2024</li> </ul>
Summer 2024
<ul style="list-style-type: none"> <li>• 2 TAs and SENDCo received PACT (paediatric autism communication therapy) training from Kate Lemon (SALT)</li> <li>• 2 staff members receiving focused supervision from One-Eighty</li> <li>• All staff in KS1 attended Makaton training in April</li> <li>• Weekly teacher /TA planning meetings</li> <li>• Regular safeguarding updates at Monday TA meetings led by DSL.</li> <li>• All TAs attended the training for May I Join You? via 2 x SALT, also supported by SENSS C &amp; I</li> <li>• SENDCo attended OXSIT inclusion twilight meeting</li> </ul>

<b>SEND provision in addition to expected class support 2023 - 2024</b>
<p><b>Autumn 2023</b></p> <ul style="list-style-type: none"> <li>• 6 x Y6 children met with One-Eighty over a 6-week period doing Kickstart, a transition project.</li> <li>• Teachers, SENDCo and Principal meet to discuss data after each assessment point. Actions agreed to target gaps of children with SEND.</li> <li>• SENDCo attended 6 part CBT at One-Eighty offices, funded by One-Eighty</li> <li>• EP Dr Neesam assessment of 2 children for EHCNA</li> <li>• Monitoring drop ins by SENDCo and PFMAC SENDCO with written feedback.</li> <li>• Teachers meet with parents and SENDCo in the school day to share pupil profiles and discuss progress.</li> <li>• Continued whole staff focus on high quality teaching of phonics across KS1 and targeted intervention</li> <li>• Third space 1:1 maths intervention in upper KS2</li> <li>• Speech and language support for 4 children. 1 child had 2 x 6 week intensive block plus follow up work with 1:1 TA</li> <li>• 4 x Annual Reviews of EHCP</li> <li>• One-Eighty provide 16 sessions of intensive support to one child plus 8 sessions with their parents</li> <li>• Two new EHCP applications for children in Reception.</li> </ul>
<p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>• Teachers meet with parents and SENDCo in the school day to share pupil profiles and discuss progress.</li> <li>• Y6 have daily booster groups in maths, English and SPAG in April 2024.</li> </ul>

- Teachers, SENDCo and Principal meet to discuss data after each assessment point. Actions agreed to target gaps of children with SEND.
- SENSS C & I weekly 1:1 work with 3 children
- EP Dr Neesam assessment of 3 children
- Continued whole staff focus on high quality teaching of phonics across KS1 and targeted intervention
- SENDCo attends online Tourettes training
- One-Eighty provide 16 sessions of intensive support to two children plus 8 sessions with their parents
- All teaching staff add assessment data to SIMS
- Monitoring of teaching of SEND with SEND Governor
- Third space 1:1 maths intervention in upper KS2
- 3 x Annual Reviews of EHCP

**Summer 2024**

- One-Eighty provide 16 sessions of intensive support to one child plus 8 sessions with their parents
- Two new EHCP applications for children in Reception and Year 2.
- Teachers, SENDCo and Principal meet to discuss data after each assessment point. Actions agreed to target gaps of children with SEND.
- Policies kept in staff room and read by all staff
- Monitoring of teaching of SEND with Principal.
- Three applications for additional funding for children going into Reception in Sept 2024.
- 2 new referrals to CAMHs

- 1 x home visits to preschool children with SEND needs
- 2 Annual Reviews of EHCP
- 3 x application for additional funding for children moving from N2 to Reception in September.

**Our SENDCo** Becky Clark continues to oversee the needs of the children on the register for SEND including working closely with our Headteacher, Deputy Headteacher, teachers, teaching assistants, parents and multiple outside agencies.

**Our Learning mentor** Mrs Moss continues to work with multi-professional agencies including: MASH team, Early Help, Team around the Family, LCSS, Social Care, CAMHs and One-Eighty.

### **External Agencies**

We continue to work with multi-professional agencies in order to support all children with barriers to learning

- SEN Officer at OCC - Alix Partner
- Speech, language therapy team – Juliet Strother, Katy Willis
- Mental health support team
- In partnership with One-eighty charity
- OXSIT
- EYSEN Team
- Owl Centre, Oxford
- Early Help (Social care)
- SENSS Communication and interaction service
- Educational psychology team
- Locality community and support services (LCSS)
- Physiotherapy service
- School nurse
- Occupational therapy service
- Hearing impairment service
- Team teach trainers

### **Liaison with Secondary School Partners**

To ensure smooth transition for current Y6 children with SEND, additional transfer arrangements were implemented during the summer term. For some children this meant additional visits with a familiar adult, handing over information and meeting face to face with the inclusion team or safeguarding team. Many secondary schools visited the children at school for transition work. Six children attended a transition project over the summer led by One eighty.



Close liaison between teachers and SENDCOs took place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector.

### **Priorities for SEND at St John Fisher Catholic Primary School in 2024 – 2025**

- SLT to support the new SENDCO Sarah Woodhams to establish in the role.
- Whole school focus on improving attainment in writing for children with SEND across the school.
- Adaptive teaching strategies are apparent in teaching on a daily basis, to support children at SEN support.
- Collaborate with professionals to improve attendance.
- Continued whole school focus on phonics via Little Wandle.
- Continue to develop mental health provision by identifying and developing a retreat space in the school.