

St John Fisher Catholic Primary School
Special Educational Needs and Disabilities
Annual report to Governors July 2022

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 L. Penman, Miss E Brooks

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 which means that two or more of the above needs occur together. These children may sometimes have an Education Health Care Plan (EHCP).

Number of pupils on the SEND register for the academic year 2021 - 2022: 43 out of 212

How children with SEND needs are distributed across the school

Class	SEN Support	EHCP
Nursery	2	1
Reception	1	1 pending
Year 1	5	2
Year 2	6	1
Year 3	4	1 1 pending
Year 4	4	1
Year 5	7	0
year 6	4	2
Totals	33	10

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	15	21 (includes 9 EHCPs)	6	1 (1 EHCP)
Total				43

Gender of children on the SEND register

Number of boys	Number of girls
28	15
Total	43

							on SEND register	
3	0/6	3/6	1/6	2/6	0/6	3/6	6	
4	0/5	1/5	0/5	1/5	1/5	2/5	5	High number EAL children
5	2/7	5/7	1/7	3/7	0/7	6/7	7	
	3 points: 11% 3 points +: 50%		3 points: 11% 3 points +: 33%		3 points: 6% 3 points +: 61%		18	Most progress in reading in Ys 3,4,5

KS2 SATS assessment (Y6) or teacher assessment if SATS not accessed

Year group	Maths 3 points	Maths 3 points +	Writing 3 points	Writing 3 points +	Reading 3 points	Reading 3 points +	Number of children on SEND register	Additional info
6	1/6	3/6	1/6	5/6	0/6	3/6	6	2 EHCPs
	3 points: 17% 3 points +: 50%		3 points: 17% 3 points +: 83%		3 points: 0% 3 points +: 50%		6	Most progress in writing in Y6

SEND related Staff training 2021- 2022
Autumn 2021
<ul style="list-style-type: none"> • SENDCo 3-week induction • TA level 1 training in autistic spectrum disorder • Whole staff Safeguarding training • Family links training - whole school • TA support meetings • Designated safeguarding lead, 1 additional member of staff
Spring 2022
<ul style="list-style-type: none"> • TA support meetings • 4 members of staff trained in Talk Boost • 12 staff members trained in Team Teach • TAs and ECTs completed 3 hours SEND training with OXSIT provider • Inclusion briefings attended by SENDCo • Additional SEND support provided to ECTs • SENDCo attended PFMAC Inset day
Summer 2022
<ul style="list-style-type: none"> • SENDCo attended annual SEND conference • Inclusion briefings attended by SENDCo • TA support meetings

SEND provision in addition to expected class support 2021-2022	
Autumn 2021	
	<ul style="list-style-type: none"> • SEND monitoring session, monitoring of colleague's pupil profiles • Forest school – outside based learning nurture group in EYFS • C and I team delivery of social programme with 3 children • Speech and language service provide ongoing support at KS1 and KS2 • Reading intervention Quest for Learning supporting 9 children in years 5 and 6 • Precision teaching of phonics in Years 1 and 2 • TA led daily speech therapy practise sessions • Third space maths intervention Y6
Spring 2022	
	<ul style="list-style-type: none"> • Governor and SENDCo learning walk across the school • Forest school – outside based learning nurture group in EYFS • C and I team delivery of social programme with 3 children • Speech and language service provide ongoing support at KS1 and KS2 • Small group phonics intervention in year 3 • Reading intervention Quest for Learning supporting 9 children in years 5 and 6 • Precision teaching of phonics in Years 1 and 2 • Talk Boost programme running in Y1 and 2 for focus children • Additional teaching support in Year 3 • EAL intervention in Y5 • Third space maths intervention Y6 • TA led daily speech therapy practise sessions
Summer 2022	
	<ul style="list-style-type: none"> • Forest school – outside based learning nurture group in EYFS • Mental Health Support Team: 2 x six week programmes supporting eight Y6 children • C and I team delivery of social programme with 3 children • Speech and language service provide ongoing support at KS1 and KS2 • Reading intervention Quest for Learning supporting 9 children in years 5 and 6 • Small group phonics intervention in year 3 • Third space maths intervention Y6 • Freelance speech and language therapist supporting 5 children in EYFS • Precision teaching of phonics in Years 1 and 2 • 7 x 1:1 sessions in Y5 provided by MHST • 1:1 maths support in Year 6, ten sessions • Additional teaching support in Year 3 • Daily Y6 SATS booster classes • TA led daily speech therapy practise sessions

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

Our Learning mentor - continues to work with multi-professional agencies including: MASH team, Early Help Hub, TAF, LCSS, social services

27/43 on the SEND register are part of a vulnerable group of children who may require specialist support. In addition, higher post covid levels of anxiety in children without SEND can benefit from periods of support.

Teaching assistant/staff training for SEND:

TA meetings/training sessions take place 3 times per short term.

External Agencies

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

- SEN Officer at OCC
- Speech, language therapy team
- Mental health support team
- One eighty charity
- OXSIT
- EYSENIT
- Early Help (Social care)
- SENSS Communication and interaction service
- Educational psychology team
- Locality community and support services
- 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. One child attended a transition project over the summer lead 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. One of our year 6 children will go to a specialist base in Year 7. Separate transition arrangements and induction visits were set up for SEND pupils where required.

Priorities for 2022 – 2023

- Whole school focus on phonics and reading including rolling out Little Wandle in KS1
- Children with SEND who are not at age related expectation in reading are heard by an adult every day
- Whole school focus on developing writing
- Targeted interventions are effective and frequent in reading and maths
- Provision for mental health is developed across the school
- Additional focused support for children in EYFS with SEND needs