

St John Fisher Catholic Primary School
Special Educational Needs and Disabilities
Annual report to Governors July 2023

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, Mr P. Higgins

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 2022 - 2023: 42 out of 208 on roll.

How children with SEND needs are distributed across the school

Class	SEN Support	EHCP
Nursery	2	0
Reception	3	1 (2 pending)
Year 1	4	1
Year 2	4	2
Year 3	6	1
Year 4	3	3
Year 5	3	1
year 6	8	0
Totals	33	9

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	14	21 (includes 9 EHCPs)	7	0
Total				42

Gender of children on the SEND register

Number of boys	Number of girls
32	10
Total	42

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 to measure attainment and progress. Termly assessments are also used to measure progress in reading, maths, and phonics. We also screen children for spelling from Year 3 up, twice a year.

We use the Hello Data programme which tracks children's progress from the entry level to the end of the academic.

Progress of children with SEND 2022-2023 teacher assessment data in EYFS								
Year group	C and Lang	Personal SED	Physical D	Literacy	Maths	Udg World	E Art D	
Nursery	1.5	0.5	1	1.5	1.5	1.5	1	2 children
Reception	0.5	0.5	0.5	0.5	0.5	0.5	1	4 children 1 EHCP 2 have EHCPs pending

Progress of children with SEND 2022 - 2023 teacher assessment data at KS1					
Year group	Maths 3 points or more	Writing 3 points or more	Reading 3 points or more	Number of children on SEND register	Additional info
1	4/5	3/5	3/5	5	1 EHCP
2	5/6	4/6	1/6	6	2 EHCPs
Percentage making 3 points progress or more	82%	64%	36%	11	For children with SEND in KS1, maths shows most progress, reading least.

Progress of children with SEND 2022 - 2023 teacher assessment data Years 3,4,5

Year group	Maths 3 points or more	Writing 3 points or more	Reading 3 points or more	Number of children on SEND register	Additional information
3	4/7	4/7	7/7	7	1 EHCP
4	4/6	1/6	4/6	6	3 EHCPs
5	4/4	3/4	2/4	4	1 EHCP
Percentage making 3 points progress or more	71%	47%	76%	17	In SEND in years 3, 4, 5, children's reading shows most progress, writing shows least.

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Year 6 KS2 SEND SATS assessment

Year group	Maths 3 points +	Writing 3 points +	Reading 3 points +	Number of children on SEND register	Additional info
6					
At age related expectation	3/8	1/8	5/8	8	8 at SEN Support
Percentage at ARE	38%	13%	63%		In SEND in Y6 children, reading shows highest attainment, writing shows lowest.
Percentage making 3 points progress or more	5/8 63%	7/8 88%	6/8 75%		Despite low attainment in writing in Y6, progress was good for 88% of children with SEND.

SEND related Staff training 2021- 2022
Autumn 2022
<ul style="list-style-type: none"> • All Teaching assistants attended bespoke CPD courses through PFMAC • Whole staff Safeguarding training • TA support meetings on Mondays with SENDCo • Regular teacher/TA planning meetings • SENDCo PFMAC CPD course – 2 sessions
Spring 2023
<ul style="list-style-type: none"> • All Teaching assistants attended bespoke CPD courses through PFMAC • 1 staff member trained in Cognitive behaviour therapy from One-Eighty • 2 staff members receiving focused supervision from One-Eighty • OXSIT CPD for TAs, 2 twilight sessions • All teaching staff 1:1 support (1.5 hrs each) with OXSIT developing new Pupil profile format • TA support meetings on Mondays with SENDCo • Regular teacher/TA planning meetings • SENDCo PFMAC CPD course – 2 sessions
Summer 2023
<ul style="list-style-type: none"> • Whole staff training from OXSIT – twilight session • 2 staff members receiving focused supervision from One-Eighty • All Teaching assistants attended bespoke CPD courses through PFMAC • TA support meetings on Mondays with SENDCo • Regular teacher/TA planning meetings • SENDCo PFMAC CPD course – 2 sessions

SEND provision in addition to expected class support 2022 - 2023
Autumn 2022
<ul style="list-style-type: none"> • 6 x Y6 children met with One-Eighty over a 6 week period doing Kickstart, a transition project. • Teachers, SENDCo and Principal meet to discuss data after each assessment point. Actions agreed to target gaps of children with SEND. • SENDCo attends 6 part CPD run by the PFMAC on issues affecting SEND at national and local levels. • EP Dr Neesam assessment of 2 children. Zones of Reg are increasingly used consistently across the school. • Monitoring drop ins by SENDCo with written feedback. • All teaching staff add assessment data to SIMS.

- TAs all signed up to continuing professional development supplied by the PFMAC in their chosen areas across the year.
- Whole staff focus on high quality teaching of phonics across KS1
- Third space 1:1 maths intervention in upper KS2
- Numskills maths intervention in lower KS2
- Bookquest reading intervention in Y4 x 9 children
- Speech and language support for 5 children. 1 child has intecncoe 6 week block plus follow up work with 1:1 TA
- SENSS C & I weekly 1:1 work with 3 children
- 2 new referrals to CAMHs
- 2 x Annual Reviews of EHCP

Spring 2023

- Private speech therapy provided for 6 children for 6 weeks.
- Y6 have booster groups in maths, English and SPAG from January to May.
- Teachers meet with parents to share pupil profiles and discuss progress.
- Teachers, SENDCo and Principal meet to discuss data after each assessment point. Actions agreed to target gaps of children with SEND.
- SENDCo attends 6 part CPD run by the PFMAC on issues affecting SEND at national and local levels.
- OXSIT gave a package of support including changing the format of our pupil profiles and 1:1 time was given to each teacher for this.
- EP Dr Neesam assessment of 3 children
- One family supported by MHST over 7 visits to home and school.
- All teaching staff add assessment data to SIMS
- Monitoring of teaching of SEND with Sen Governor
- EP service trains all TAs in delivering Lego therapy across the school
- Speech therapist from the Owl Centre is paid to deliver 6 x 10 minute sessions to focus children over 6 weeks in EYFS.

- SENSS C & I weekly 1:1 work with 3 children
- TA training in SEMH across 2 after school sessions.
- Third space 1:1 maths intervention in upper KS2
- Numskills maths intervention in lower KS2
- Bookquest reading intervention in Y5/6 x 9 children
- SEN strategy meeting with OCC
Overview meeting with Anna Kerman and Marco Capito to discuss the status of children with EHCPs, including the high number of directives the school is receiving from OCC for children who have been permanently excluded from other settings. Also, the increasing number of children whose parents are seeking a specialist setting and children remain at the school whilst waiting on the unplaced register.
- 3 x Annual Reviews of EHCP
- 1 family supported by Mental Health Support Team x 8 sessions

Summer 2023

- Now in a one year partnership with the charity One-Eighty with a 4 part offer:
 - Intensive support is offered to 4 children and their parents across a 10 week period to find strategies that support challenges with mental health.
 - 4 x Y6 children who may struggle with transition to be supported across the summer holiday and into Y7.
 - Train one member of staff in CBT
 - A year of supervision is provided to 2 members of staff when working in challenging situations.
- Teachers, SENDCo and Principal meet to discuss data after each assessment point. Actions agreed to target gaps of children with SEND.
- SENDCo attends 6 part CPD run by the PFMAC on issues affecting SEND at national and local levels.
- EP Dr Neesam assessment of 3 children
- TA delivery of Talk Boost to 4 x KS1 children

- 1:1 speech sessions delivered by a teacher based on private work carried out last term
- SENSS C & I weekly 1:1 work with 3 children
- Policies kept in staff room and read by all staff
- All teaching staff add assessment data to SIMS
- Monitoring of teaching of SEND with Principal.
- All staff receive training from OXSIT in dealing with low level disruption in the classroom.
- Began a parent support group led by Mrs Moss and Miss Wenborn based on Family Links strategies.
- Interventions this term:
 - Lego therapy
 - Nurture group
 - Speech and language
 - Phonics keep up
 - Phonics catch up
 - Third space 1:1 maths intervention in upper KS2
 - Numskills maths intervention in lower KS2
 - Bookquest reading intervention in Y3,4
- Two new EHCP applications for children in Reception.
- 2 new referrals to CAMHs
- Specialist provision has been found for 2 children with EHCPs
- 3 x home visits to preschool children with SEND needs
- 2 Annual Reviews of EHCP

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, 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
- Speech, language therapy team
- Mental health support team
- One year partnership with One-eighty charity
- OXSIT
- EYSENIT
- Owl Centre, Oxford
- 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. Four 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 2023- 2024

- Improve attainment in writing for children with SEND across the school.
- Embed High quality teaching for all learners, including those with SEND.
- Collaborate with professionals to improve attendance.
- Continued whole school focus on phonics via Little Wandle.
- Lowest 20% of readers continue to be heard by an adult every day.
- Continue to develop mental health provision by identifying and developing a retreat space in the school.