



St John Fisher Catholic Primary School SEND Information Report

Written: November 2024

This report sets out information about the way in which St John Fisher Catholic Primary School meets the provision for children with special education needs and disabilities (SEND).

About our School

At St John Fisher Catholic Primary School, we recognise that all children have a right to a broad, balanced and differentiated curriculum. We aim to create a positive learning environment in which all pupils can reach their full potential.

We aim to:

- ensure that our curriculum is responsive to all children, whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of external support services.

At St John Fisher, we regard every individual as unique and special in God's family. It is a primary aim of our school that all pupils feel valued and respected, and that each person is treated fairly and well. We are a caring school, whose values are built on trust, respect, love and truthfulness. We recognise that children are

individuals and that each one has needs special to them. The school provides for children with a wide range of special educational needs including:

- **Communication and Interaction needs:** these include children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs:** these include children who have learning difficulties and specific learning difficulties such as:
 - **Dyspraxia** - sensory processing difficulties children have when they struggle to plan and organise their movements.
 - **Dyscalculia** - difficulty learning or comprehending arithmetic, performing mathematical calculations and learning facts in mathematics.
 - **Dyslexia** - affects a child's ability to read, spell, write and speak
- **Social, Emotional and Mental Health needs:** these include children who may have behavioural difficulties relating to emotional conditions such as anxiety or depression.
- **Sensory and/or Physical needs:** these include children who have visual or hearing needs, or a physical disability that affects their learning.

The Local Offer

The Local Offer sets out the type of provision the Local Authority expects schools to be making from within their own resources. It includes information about provision available for children and young people with SEN and/or Disabilities across Education, Social Care and Health.

The Oxfordshire County Council Local Offer for Children with SEN and disabilities can be found at:

<https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

Information and Points of Contact

Who should I contact to discuss the concerns or needs of my child?

St John Fisher Catholic Primary School is committed to working in partnership with parents and will listen to any concerns parents may wish to raise. The SEND Policy can be found on the school's website.

- Class Teacher is the first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed.
- SENDCo - Sarah Woodhams
- Headteacher - Paul Higgins
- SEND Governor - Jamie Murray

The SENDCo can be contacted by contacting the school office:

Tel: 01865 779676 or email: s.woodhams@stjohnfisher.co.uk

Assessment, Planning and Review for Progress

How do we identify and give extra help to children with SEND?

The school uses the Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'

The guidance sets out:

- How we identify if a child or young person has a special educational need
- How we assess children and plan for their special educational needs, and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each child's needs
- How we review, progress and agree outcomes and involve you and your child in this process.



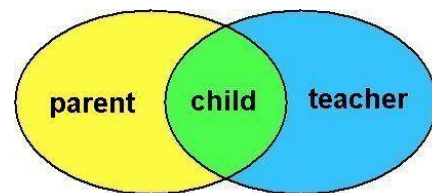
- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed so that the needs of children are met, and resources are deployed as effectively as possible.

How do we work with parents and children/young people? How will I be kept informed about how well my child is doing? How regularly will I be updated on my child's progress? Will I know if my child is not making progress and what will happen?

The partnership between school and home is important to us at St John Fisher Catholic Primary School. We will always contact parents if we have a concern that a child or young person may have a special educational need. We work closely with children with SEND and their families to agree outcomes and to plan how we will all work together towards these and then to review progress.

This communication happens in a variety of ways:

- Each child with identified Special Educational Needs has a Pupil Profile which outlines their strengths, what they need help with and any support, strategies and interventions used to support the child's learning.
- Review meetings are held between the parents and class teacher at least three times a year to review the Pupil Profile and to discuss the child's progress, attainment and any other issues.
- Parent's evenings are held twice a year.
- Parents are always able to speak to the class teacher regarding any concerns.
- An annual report to parents/carers is written by the class teacher which details the achievements, strengths and areas of development in the different curriculum areas.
- The school will seek external support/advice for children continuing to experience significant difficulty - this may involve an application for an Education Health and Care Plan assessment.
- School staff may informally discuss progress with parents/carers as needed.



- Children with EHC plans have an annual review, where progress is discussed and new targets set. Written reports, are provided and sent out in advance. Children are invited to contribute to this review.
- The targets of children with EHC plans are reviewed termly.

How does the school know how well my child is doing?

- Class teachers attend a pupil progress meeting each term, with the Headteacher and class teacher to discuss the progress of each pupil. The rates of progress are monitored and those pupils not making the expected rate of progress are identified. Strategies will be put in place for the identified pupils to reach their expected outcomes.
- Ongoing teacher assessment strategies are used to determine progress and attainment.
- Regular review meetings are held with the class teacher and SENDCo to track progress towards outcomes and evaluate interventions.
- Governors are provided with attainment and progress information. They act as 'critical friends' and challenge staff to use their best endeavours to raise standards further.



Curriculum and Teaching Methods (including groupings / interventions)

What is the curriculum and how is it taught? How will the curriculum be adapted to meet the needs of my child? How flexible can teachers be in meeting the needs of my child? Is there any additional support available to help my child reach his/her expected outcomes?

- The National Curriculum is an entitlement for all children.
- Class teachers are responsible for the learning of all children in their class and they ensure all children receive Quality First Teaching.
- Teachers are skilled at adapting and differentiating the curriculum to take account of individual pupil needs.
- Teachers are able to take into account different learning styles and use them to ensure they meet the needs of all the children in their class.

- First hand learning experiences are explored through class visits when topics are planned.
- Grouping arrangements are organised carefully to maximise learning opportunities for all.
- Additional adults may be used to support groups, but independence is encouraged.
- Children may be identified as benefitting from intervention programmes. Progress within these programmes is carefully monitored.
- A range of intervention programmes in the areas of English, maths, language, social/emotional, and motor skills are available to support individuals and groups and there are staff trained to deliver them. The use of intervention programmes complements the Quality First Teaching that all children receive.
- The effectiveness of the intervention programmes is monitored by assessing their impact. The intervention a child completes is kept under review to ensure it is helping the child in their learning.
- Advice from educational agencies such as Special Education Needs Support Service, Educational Psychologists, Behaviour Support and health agencies such as Speech and Language Therapy, Occupational Therapy and CAMHS may be sought.

Social and Emotional Support

How does the school help my child to feel comfortable and safe and manage social situations? How does the school help develop my child's social and emotional skills? What is the school's policy on bullying?

All children have the opportunity to share their views and we encourage all children to talk to their class teacher if they have a problem. Bullying is not tolerated and procedures followed can be found in our Behaviour Policy. Below are some of the ways we help to build on your child's social and emotional skills:

- All classes are taught PSHE (Personal, Social, Health and Economic education) as part of the curriculum. Teachers identify children who would benefit from small/group interventions to develop their social and emotional skills.
- Zones of Regulation are used consistently across classes to help children to identify their feeling states.

- The vocabulary of choice and consequence (Family Links) is used consistently across classes.
- Groups to develop social skills and/enhance self-esteem.
- Lunchtime and after-school clubs e.g. sports activities and games.
- Additional support for children who struggling at playtime. are
- 1:1 work with our Learning Support Mentor.
- Referrals to the Mental Health Support Teams.
- Visual timetables/symbols.
- Anti-Bullying Policy and procedures - focus on vulnerable groups.
- E-safety and cyber bullying is addressed at an age-appropriate level.
- Transition preparation.
- Support from 180 charity in a wide range of forms- assemblies, teacher training, small group work, parental support networks, 1:1, transition support.



Accessibility to Premises and Facilities

What facilities are in the school to assist children with disabilities move around the building and take part in lessons? How do I know my child will be able to access all lessons?

- The building and playground are accessible to wheelchair users.
- Disabled toilet.
- Semi-open plan building with classrooms off a central resource area.
- Awareness of sensory issues.
- Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons.
- Trips will be planned taking into account the needs of children with disabilities.
- Transition preparation.

Working with others

Who does the school work with? How does the school work with other agencies? How will I be informed?

The school works with a number of services including:

- Educational Psychology Service
- OXSIT
- Sensory Impairment Service
- Behaviour Support Service
- Early Years SEN team
- Speech and Language Service
- SENSS C&I Team
- Special Educational Needs (SEN) Team
- Parent Partnership
- Occupational Therapy
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- OCC SEN Officer
- English as an Additional Language Service
- The SENDCo liaises with class teachers, leadership team and parents to prioritise referrals to these services.
- Referrals to services may also come about following pupil review meetings.
- Staff (usually the SENDCo or class teacher) discusses the referral to a service with parents/carers.
- Parents views will be sought and they may be invited or can request to meet with the service.
- Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.

Transition – joining and moving on

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

Early Years Transition

- SENDCo and class teacher can attend transition meetings for pupils with SEND making the transition from pre-school to Nursery or Reception. Class teacher visits child in setting.
- Parents are invited to a pre-admission meeting.

Moving on at Year 6

- Key staff and representatives from the secondary school visit to speak to the Year 6 pupils transferring to their school.
- The SENDCo and the Year 6 teacher liaise over the transfer procedure
- Pupils in Year 6 are invited to a familiarisation day at their secondary school. Children are prepared for the visit and given information in advance as necessary.
- Additional visits to the secondary school may be arranged for individuals or groups as needed.
- Transition arrangements are planned at Year 6 Education, Health and Care Plan reviews. Secondary schools are invited to attend.
- SENDCo can attend Year 6 to Year 7 SEN transfer meeting.
- Use of social stories/transition books/comic strips
- A planned programme of transition, which may include mentoring to help prepare children.
- Class teacher/ SENDCo meets with key staff from new school.
- Information transferred in advance of move.

Moving Schools

If your child is moving to another school we will:

- contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.

If your child joins us from another school we will:

- Contact the school SENDCo to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns and plan any support.

Moving Classes

- A hand over meeting will take place between the present and the new teacher.

- Transition visits to new classes are planned in the second half of the summer term. Identified pupils can have a number of additional visits to the new class.
- Social stories and transition books for children who would benefit.
- Meet the teacher meetings take place early in the autumn term which give a chance for parents to find out about arrangements for such things as homework, the curriculum topics and reading expectations.

Feedback and complaints procedures

At St John Fisher Catholic Primary School, we welcome feedback from parents. If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged with the teacher and SENDCo.

In the event of a formal complaint regarding SEND provision, parents/guardians are advised to contact the Headteacher- Paul Higgins. If this does not lead to a satisfactory resolution parents can follow the school complaints policy that is available on the school website.

Policies

Links:

- [SEND policy](#)
- [Behaviour policy](#)
- [Anti-bullying policy](#)