



SEND Information Report

This report provides information on the current provision for pupils with special educational needs and disabilities at Ss John Fisher & Thomas More Catholic Primary School.

1. SCHOOL PROFILE

SEND register is updated on SIMS each term, last update December '23

SEND pupils make up 18% of the whole school population

67 children on the SEND register Jan 23. This is a rise of 13 pupils from Jan 23 and from 14% to 18% whole school percentage

(2023 – 14% 2022 – 14% 2021 – 14% 2020 - 15% 2019 – 13%
2018 – 13.5% 2017 – 19.7%)

In addition, we operate a monitor section of SEND register, where staff have raised concerns/ referred a pupil to SEND – graduated response approach.

67 pupils are on the SEND register (18% of the school population)

57 pupils are at SEND support

- 1 pupil has emergency funding in place
- 1 pupil has inclusion funding in place

10 pupils have an EHCP (3% of school population & 15% of the SEND register)

4 further EHCP applications are in process (Y1 pupil, 2 x Y2 pupils, Y6 Pupil)

The SENDCo is preparing 2 further EHCP applications for submission this half term (R pupil, Y1 pupil)

12 children are on the SEND register in EYFS (11% of EYFS including 2 Yr old provision)

18 children are on the SEND register in KS1 (21% of cohort)

37 children are on the SEND register in KS2 (22% of cohort)

There are 24 girls on the SEND register with 5 having an EHCP (36% of the register)

There are 43 boys on the SEND register with 5 having an EHCP (64% of the register)

67% of pupils on the SEND register qualify for pupil premium funding.



COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
19 13 boys 6 girls	4	16 8 boys 8 girls	1	18 14 boys 4 girls	3	14 19 boys 5 girls	2

2. IDENTIFYING PUPILS WITH SEND

At St John Fisher & St Thomas More we adopt a graduated response to identifying and supporting our SEND pupils. We follow a clear procedure for identifying, assessing, monitoring and supporting the needs of children which can be found in our SEN policy (available on the school website).

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. Staff will adopt a range of Quality First Teaching strategies in order to support the child, differentiate work and they will monitor progress carefully.

If a child appears to need further support, 'targeted' quality first teaching will be put in place & this may involve focus groups, interventions or adaptations to the learning environment. Progress will be closely monitored & parents will be informed. A referral to school SENDCo may be made.

If a child is not responding to this additional support, a referral to SENDCo will be made and a discussion about progress and the support offered will take place with the child's teacher, SENDCo and parents. At this stage, a child will be added to the school's SEND register and a plan of support will be organised. This will include termly IEP's written and reviewed. Where specialist support is needed, SENDCo will arrange for this as soon as is possible.

At St John Fisher & St Thomas More, we work collaboratively with specialist support agencies such as Educational Psychology, Speech and Language services, Occupational Therapy, physiotherapy, Outreach services of all local specialist schools, behaviour support agencies and play therapy to support the needs of our children. We work closely with them to tailor support, make adaptations & in identification and assessment of special needs. Referrals will be made to specialist support in a timely fashion with consent from parents and carers.

When specialist support services are involved with a child, it may be necessary to gain further support for a child through an EHCP. The school SENDCo will work with agencies and parents to apply for an EHCP as soon as is viable following guidelines for application set by Manchester authority and will keep parents informed throughout the process. Statutory reviews of these EHCP's take place annually and are an opportunity to assess progress & view provision.



The school has an accessibility plan which covers the following areas:

- Increasing the extent to which pupils with disabilities can participate in your curriculum
- Improving your school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services you provide or offer
- Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities

Details of the school's accessibility plan can be found here: <https://fishermoreprimary.net/wp-content/uploads/2023/09/Equality-Policy.SSJFTM.pdf>

3. ATTAINMENT OF PUPILS WITH SEND KS1 & KS2 IN 2022/23

	% at EXP+ in Reading	% at EXP+ in Writing	% at EXP+ in Maths
Pupils with SEND	KS1 –29% (nat 32%)	KS1 - 0% (nat 22%)	KS1 – 14% (nat 37%)
	KS2 –33% (nat 45%)	KS2 – 44% (nat 34%)	KS2 – 56% (nat 42%)

4. ATTAINMENT OF PUPILS WITH SEND IN EYFS IN 2022/23

EYFS data 2023-24

% of 'SEND support' pupils who achieved GLD (Good level of Development) – 0% (nat 24%)

% of 'EHCP' pupils who achieved GLD (Good level of Development) – 50% (nat 3.8%)

5. ATTAINMENT OF PUPILS WITH SEND – STATUTORY KS1 PHONICS

2022 2023 – Statutory Phonics Screening Check:

Y1 PUPILS will take the statutory phonics screening check in Summer term

45% of Y1 SEND pupils passed the screening check in Summer 2023 (5 SEND pupils to will re-test in '24. 1 pupil has left the school).

(For comparison, nationally, 42% Of SEND pupils passed the phonics screening check, 79% of pupils non SEND passed)

60% of Y2 SEND pupils passed the screening re-check in Summer 2023

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Mr D. Hemington, Headteacher.

We are His body, living and learning as one.



6. CURRENT PROGRESS/ ASSESSMENT INFORMATION - SEND 21-22

Accelerated reader –

SEND pupils access accelerated reader which tracks reading progress, through school (from Y1 upwards)

Read Write Inc, Literacy/ Phonics:

All SEND pupils access read, write inc sessions in Reception and Y1.

From Y2 onwards, 15 SEND pupils still access the programme (100% of pupils accessing RWI Y2 and beyond)

8 KS2 children access Fresh Start literacy sessions, daily.

17 SEND children (Y1 & above) receive additional 1:1 phonics coaching support.

8 SEND pupils receive the Fresh start intervention.

PIRA / PUMA tests: Most SEND pupils access the PIRA & PUMA tests for the respective year group each term. There are 20 SEND pupils, 30% of whole SEND register who are working well below Age Related Expectation. These pupils access a lower year group test.

Progress is tracked each term through the raw score attained.

Nurture Group:

SEMH intervention

7 children currently access this intervention daily. 3 pupils are transitioning out of nurture group.

Boxall profile assessment on entry & exit (average 2 – 4 terms)

Other SEMH:

Drawing & Talking intervention, Forest school intervention, Social Communication group, KS2 Friendship group, Sand therapy, Speech Bubbles (Communication group), Staff champion, Mentor sessions, Forest school intervention, additional weekly nurture group session all in place and accessed by SEND pupils.

SaLT:

Weekly private Speech and Language provision in school, Speech Leap for SaLT needs, accessed by SEND pupils

2 SEND pupils access weekly support via NHS SaLT, DLD programme

Weekly Speech Bubbles intervention

7. EXCLUSIONS: PERMANENT OR FIXED

23-24

1 SEND pupil has received fixed term exclusions this academic year (Sept 23-Jan 24)

2 SEND pupils received fixed term exclusions 22-23



8. SEND ABSENCE INFORMATION

Absence figures 2022-2023

SEND ATTENDANCE	95.0%		NATIONAL ATTENDANCE (SEND)	91.9%	
PA SEND	1.9%	7 pupils	PA WHOLE SCHOOL	13%	



Absence figures 2023 2024 to date

SEND ATTENDANCE	94.5%		WHOLE SCHOOL ATTENDANCE	95.0%	
PA SEND	3%		PA WHOLE SCHOOL	16%	

9. STAFF DEVELOPMENT

Staff Training for SEND 2023-2024

- Safety intervention & de-escalation techniques training – CPI SENDCo to refresh training Jan 24.
- Bespoke CPI training for new staff in Nov/ Dec 23
- CPI refresher training for full staff, INSET Spring term 24. (safety intervention and de-escalation strategies)
- Trauma informed Supervision x 3 per year for key staff involved in pastoral support.
- EP assistant offering supervision sessions for TAs working with SEND/ vulnerable pupils
- Medical training for pupils. Diabetes, sensory processing disorder. Sickle Cell training to be organised.
- MSSS training for hearing impairments for EYFS staff Autumn 1
- OT training to all EYFS staff on sensory processing disorder
- SENDCo attends termly LA SEND briefing
- Half termly SEND network meetings with academy trust schools
- Speech Leap, private Speech and Language support, throughout Autumn term, 1:1 sessions with staff, working with children, working with groups
- Speech Leap sessions with parents focusing on play and interaction with children, also sharing recorded sessions for use at home.
- Rodney House Outreach support for nursery pupils & 1 reception pupil
- Educational Psychology support and advice to staff
- SEND processes training, SENDCo delivered Autumn Term
- DLD (developmental language disorder) SaLT training to x 2 TA's supporting Speech and Lang needs
- 2 x Elklan trained support staff to attend check in sessions with trust SaLT
- Trust SaLT, DA, training to nursery staff re language development
- Safeguarding training for all staff