



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



SEND Information Report

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. Please see our school SEND policy on the school website.

Who to Contact for help and support:

At St John Fisher & St Thomas More Catholic Primary School we are committed to working together with all members of our school community to ensure we meet the needs of all our children. We welcome your views and feedback on how we are doing, so please do contact us. The best people to contact this year are:

Head teacher: Mr Dominic Hemington

SENDCo: Mrs Pamela Ashworth

SEND governor: Mrs Maureen Sweeney.

If you think your child may have SEND, please speak to their class teacher or contact our school SENDCo, Mrs Pamela Ashworth. 0161 998 3422.

Manchester City Council produces a SEND 'local offer' which provides information to children, young people and their parents/ carers to understand what support is available in the City for children & young people with SEND. The link is published separately on the school website and is also available here;

www.manchester.gov.uk/sendlocaloffer

What is SEND?

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

The 2014 Code of Practice says that: 'A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (Taken from 2014 SEN Code of Practice: 0 to 25 Years- Introduction xiii and xiv)'

If a learner is identified as having SEND, we will then provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Special educational needs can be considered as falling under 4 main areas:

- Communication and Language
- Cognition and Learning
- Social, Emotional, and Mental Health
- Sensory and Physical

A child's Special educational need or needs, can fall in to several of these categories, or can be limited to one area.

However, it is important to note that learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English, or be learning English as an additional language, or they may be worried about different things that distract them from learning. We are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile;

Our SEND profile for 2017-18 (Autumn Term) shows that we have 47 children identified as having SEND, this represents 14% of our school. 3 children have an Educational Health Care Plan.

47% of the children on the SEND register are girls, 53% boys.

The greatest primary need in our school is Cognition & Learning - 43% of our SEN register, 20 children

21% of our children's primary need is Social, Emotional & Mental Health - 10 children

A further 21% of our children's primary need is Communication & Language - 10 children

15% of our children's primary need is Sensory & Physical - 7 children

Many of these children have special needs in more than 1 of the 4 areas.

Assessing SEND at St John Fisher & St Thomas More Catholic primary school;

Ss John Fisher and Thomas More Catholic Primary School has a clear procedure for identifying, assessing, monitoring and supporting the needs of children with special educational needs which can be found in our SEN policy (available on the school website) and adopts a 'Graduated Response' for supporting children with special needs. This is explained further in our school policy also, copies can be requested from the school office.

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Ss John Fisher and Thomas More Catholic Primary School we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinators (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available, and seek external advice and support as we feel necessary.

For some learners, we may want to seek advice from specialist teams. In our school and cluster, we have access to various specialist services. We have access to services universally provided by Manchester City Council, such as Speech and Language, Occupational Therapy support and CAMHS (children and adolescent mental health service) for example. As a school, additionally, we currently buy in the services of educational psychology, support delivered by Mrs Helen Ainsworth, a dyslexic teacher, play therapy services delivered by 'Child's way play therapy' and additional SEND support from Mrs Saira Pester at 'LEAP' learning support service.

What we do to support learners with SEND at Ss John Fisher and Thomas More Catholic Primary School?;

What arrangements are made for consulting parents of children with SEND and involving them in their education?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The universal provision of 'Quality First Teaching' strategies is the effective inclusion of all pupils in high quality, everyday personalised teaching and is the first 'wave' of teaching for all of our pupils. At our school we believe that this approach is the best way to reduce, from the start, the number of children who need extra help with their learning or their behaviour. This will include adopting a range of multi-sensory approaches, brain breaks, use of visual timetable for the class, differentiation of activity and/ or outcome and use of support staff.

However, if our assessments and observations show that a child may be experiencing some difficulties with their learning which is affecting their rate of progress, we use a range of strategies that make full use of all available classroom and school resources in order to help the child. The type of support put in place is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This is referred to as 'Wave 2' provision. This may include;

- focussed monitoring of the child,
- Extra supportive adjustments could be made such as individualised timetable or visual cue support (eg now/ next cards, task boards, home/ school diary put in place).

- Writing frames/ templates could be introduced. Supportive equipment such as pencil grips, coloured overlays for books, ipads, adjustments to seating or other resources etc.
- A positive behaviour rewards system
- Or the child may participate in additional programmes and/ or planned support to enable the child to catch up.

As demonstrated in our school policy, Appendix one, the 'Graduated Response' grid (found on the school website), it may then be necessary to target the child's support further. This would be through the use of additional programmes/ focus groups offering planned support designed to increase rates of progress and 'narrow the gap.'

The class teacher will keep parents informed throughout and draw upon them for additional information and discuss their views on their child's progress. Once a child is placed on the SEND register, the class teacher, in conjunction with any other staff members working with the child will write an IEP (individual education plan) termly. This provides specific, personalised targets for the child to work towards. This will be shared with parents, who are asked to sign the document. It is then reviewed at the end of the term and next steps are agreed, the new IEP written, and then shared. In the summer term of each academic year, the child's class teacher and parents will meet to specifically discuss the progress made by the child. This is in addition to non-SEND specific parents evenings held in autumn and spring term. Our policy at St John Fisher & St Thomas More is to be as responsive to parents as possible and will always be willing to discuss progress or concerns. Arrangements to speak with our school SENDCo, Mrs Pamela Ashworth, can always be made either in person in school or by telephone.

What arrangements are made for consulting children with SEND about their learning?

At St John Fisher and St Thomas More Catholic primary school we value the voice of the child and place them at the heart of their own learning. In addition to the pastoral support we offer to our children in school to ensure our children are heard, we seek their views in the writing of their individual IEPs and share these with the children so they are clear about their goals and targets. We gain

the children's views about their likes, dislikes, ways in which they like to learn and how they feel they can best be supported when creating individual support plans and conduct 'Pupil Voice' activities with our children so that we can hear their viewpoints and how they feel about their learning.

How does school evaluate the effectiveness of the provision made for children with SEND;

The support offered, by school, for our SEND children is documented on a provision map. This is an efficient way of showing the provision that school makes which is additional to and different from that which is offered through the school's curriculum. It describes the needs of the children on our SEND register and details the interventions and actions that we have undertaken to support the child and enable them to make progress from their own, unique, start points. The impact of the provision made for our SEND children on their progress is monitored closely. Our provision map is reviewed termly by the SENDCo and this review is based on the following sources of information: analysis of termly data, including reflection on interventions in place for the child; IEP review; and termly SEND meetings between the SENDCo and the class teacher (and TA where appropriate). Our SEND information and provision map are shared with senior leadership and our acting governing body.

As well as assessing regularly whether the support is effective, the progress of SEND children is benchmarked against the progress of the class as a whole. This helps us to identify when the support in place and intervention programmes are having an impact on children's levels of attainment. Monitoring progress is an integral part of teaching and leadership within St John Fisher and St Thomas More Catholic primary school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Children, parents/carers and teaching and support staff will be directly involved in reviewing progress.

If a learner has an Education, Health and Care Plan (EHC plan), the same review process take place, but the EHC plan will also be formally reviewed annually. Here, we aim to ensure that the child is at the centre of the review and we endeavour to involve the whole team around the child.

How are staff trained to meet the needs of children with SEND?

How do school involve other bodies/ agencies in meeting young people's SEND and support their families?

Continued Professional Development is identified for all staff at Saint John Fisher and Saint Thomas More Catholic primary school, to extend their knowledge and help them better support children with Special Educational Needs. Regular meetings between all schools in the Multi Academy Trust are held to improve and extend the expertise of special educational needs co-ordinators.

Our school SENDCo has studied for the National Award for Special Needs.

We are keen to use the expertise of all available outreach services in the city and our staff have worked with outreach services from Ashgate special school, Lancasterian special school and The Grange to develop their knowledge in a range of special needs. In addition, our school educational psychologist, occupational therapist and speech and language therapist regularly work with teaching and support staff to develop subject knowledge and develop good practise. Parents and carers are always kept informed when other agencies are to be consulted or to become involved, school actively encourages participation from parents and carers with this and are happy to facilitate this process.

Both our SENDCo and our Parent Support Officer, Ms Catherine Brown can provide information regarding agencies which can offer support to families, this information can also be found on the Manchester City Councils 'local offer', this link is available on our school website.

What support is there in school to support the well-being of children with SEND?

Our Catholic ethos, pastoral support and our commitment to ensuring quality first teaching is in place, support children with their emotional and social development. We use Statements to Live By within classes to promote emotional literacy and moral development and all of our children take part in weekly circle time activities. Our strong, pastoral support team at Ss John Fisher & Thomas More endeavour to ensure all children have a voice feel valued and are listened to. We recognise that our SEND learners can be more vulnerable children and

closely monitor their social and emotional well-being. We use some resources to track this well-being in school when it is needed and are proud of our nurture group facility at school which aims to provide support for our more vulnerable learners. Our school also engages the services of a play therapist that provides support to children who have social, emotional and mental health issues. Preventative measures will be taken to ensure any child with special educational needs does not experience any form of bullying due to their differences. We have an anti-bullying policy which can be found on our school website.

How will my child access activities available for children in the school who do not have SEND?

We will ensure that all reasonable adjustments are made to ensure barriers are reduced and all children are included in the wider life of the school. This can mean adjustments to the curriculum, alterations to the accessibility of the school building, broadening access to facilities such as toilets or the lunch hall in the school or it may mean classroom adjustments such as seating arrangements or additional resources children may require in order for them to overcome barriers to learning.

All learners should have the same opportunity to access extra-curricular activities. At Saint John Fisher and Saint Thomas More Catholic Primary school in 2017-18, we are offering a range of additional clubs, activities, school trips and visits etc and are committed to making reasonable adjustments to ensure participation for all, please contact our SENDCo to discuss specific requirements. The Equality Act, 2010 legally protects people from discrimination in the workplace and in wider society. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.' The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s) he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." Section 1(1) Disability Discrimination Act 1995.

This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation. We continually engage with relevant professionals such as Occupational Therapy, Physiotherapy or specialist outreach support who will support us to ensure that children with disabilities are able to achieve as well as non-disabled children are.

We are committed to making any changes/ and, or adjustments that need to be made to the buildings in order to ensure that our pupils and students are guaranteed full access in accordance with the Equality Act, 2010. Please see our accessibility plan on our school website for more information regarding this.

Furthermore, our school recognises its duty not to discriminate against disabled pupils in our school admissions and exclusions (please see the Admissions policy and Behaviour Policy on our school website, where also information regarding exclusion arrangements are contained), we will endeavour to make all reasonable adjustments where necessary to ensure our school provides equal opportunities for all children. For example, in advance of children starting at St John Fisher & St Thomas More catholic primary, we have discussed arrangements with parents, relevant professionals and where applicable, previous educational settings which the child has attended, in order to ensure the learning environment is as accessible as possible and introduced equipment such as hand rails or made toilet arrangements more accessible. We take seriously our obligation to not treat disabled pupils less favourably and promote equal opportunities for **all** of our children ensuring access to the curriculum, and extracurricular activities. We promote a catholic ethos of care and trust where every member of our school community feels that they truly belong and develop this through our RE and PSE curriculum, assembly programme and our circle time curriculum.

We recognise that parental voice is vital when ensuring our SEND provision is as inclusive as it can be. Parents of children with SEND are encouraged to share their view with us, their opinions on our provision, what is working and what more we can do to get things right. Our SEND department operates an open

door policy and welcomes and values parental voice. We organise 'drop in' sessions where parents can express their views and this year, we aim to collect information in the form of an SEND questionnaire which will help us listen to what SEND parents think and feel about our provision and how we can improve. In addition, we also value what our children have to say and hold pupil voice sessions where children can have their say.

What arrangements do school make for supporting children between phases of education?

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Saint John Fisher and Saint Thomas More Catholic Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. At the end of each academic year, there will be a transfer of information between the current teacher and the 'receiving' teacher and in the final term, each class will have a transitional visit, where the children will be taught by their new class teacher. For those children who need further support, this will be made available via extra visits or the preparation of extra resources, such as photographs of their new teacher/ new environment, information passports etc. Parents will be encouraged to be a part of this transition also.

We operate a transitional programme for those of our SEND learners who may need extra support between our school and our feeder high school, St Paul's. Here, identified children receive extra visits and complete a range of activities at their new high school to enable them to feel secure and settled with the new environment. We also engage the expertise of our play therapist to work with identified children in the final term of primary school to help them prepare and be equipped for their next, big step. Our school SENDCo liaises closely with the high school at St Paul's throughout the school year to ensure a smooth transition occurs and also works closely with SENDCo's from other high schools some of our children move on to, again, we encourage parents to be a part of this process as much as possible.

How to have your say;

SS John Fisher & Thomas More Catholic primary is a school which aims to serve its community. We are dedicated to shaping and developing provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, we welcome the views of all parents/carers, learners, governors and staff. So please feel free to contact us with suggestions, comments or queries.

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