



# 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 REPORT JANUARY 2022

## SEND Report to LGB

This report provides information for the Local Governing Body 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 '21. Will update Jan '22 following school SEND process as stated on school website.

**At present, SEND pupils make up 14% of the whole school population, 53 children on the SEND register**

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

We now operate a monitor section of SEND register, where staff have raised concerns/ referred a pupil to SEND – graduated response approach

12 pupils have an EHCP – 3% of school population (2021 -15 pupils      2020 – 11 pupils)

1 Reception child has an EHCP application in progress with authority

1 nursery child has EHCP application in progress with authority

1 Y1 child accesses reception provision & is waiting for a specialist school place

1 Nursery child is in receipt of inclusion funding (EHCP application to be made Spring 22)

8\* children are on the SEND register in EYFS - 7% of EYFS cohort

6%\* of nursery cohort      11% \*reception cohort

\*there are a number of children at 'monitor' status for SEND (13 children across EYFS)

11 children are on the SEND register in KS1 - 13% of cohort

34 children are on the SEND register in KS2 - 19% of cohort

There are 21 girls on the SEND register - 39% of the register

There are 32 boys on the SEND register - 61% of the register

Of the 53 children on the SEND register, 29 pupils, (53%) are eligible for Pupil Premium funding.



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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
15	5	15	2	16	1	7	4

## 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.

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## 3. ATTAINMENT OF PUPILS WITH SEND KS1 & KS2

	Reading	Writing	Maths
Pupils with SEND (2022)	KS1 –67% on track/ARE KS2 – 29% on track/ ARE	KS1 - 34% on track/ ARE KS2 – 21% on track/ARE	KS1 – 67% on track/ARE KS2 – 35% on track/ARE
SEND – national (2019)	KS1 - 33% at ARE KS2 -41% at ARE	KS1 – 25% at ARE KS2 – 39% at ARE	KS1 – 36% at ARE KS2 – 46% at ARE
	KS1 1 SEND pupil exceeding KS2 3 SEND pupils exceeding		KS1 1 SEND pupil exceeding

## 4. ATTAINMENT OF PUPILS WITH SEND IN EYFS

### EYFS data 2021-2022

GLD (Good level of Development) –

0% of SEND register in Reception on track to reach GLD Autumn Term 21 (6 pupils)

## 5. ATTAINMENT OF PUPILS WITH SEND – STATUTORY KS1 PHONICS

### 2021 2022 – Statutory Phonics Screening Test:

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

60% of Y1 SEND pupils are currently on track to pass phonics screening test this Summer (3 out of 5 pupils)

Y1 Phonics screen was delayed in 2021 by the pandemic. Screening took place Autumn term 21 (pupils now in Y2)

60% of Y2 SEND pupils passed (3 out of 5 pupils)



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

### Accelerated reader –

27 children from SEND register from Y1 onwards (60%) accessing accelerated reader.

0 SEND KS1 children are accessing accelerated reader Autumn term 21.

79% SEND KS2 children are accessing accelerated reader, 61% making progress with reading age in Autumn term

### Read Write Inc, Literacy/ Phonics:

24 SEND children access daily Read, Write Inc (RWI) lessons – 45% of the SEND register

7 KS2 children access daily Read, Write Inc (RWI) lessons

9 SEND children (Y1 & above) receive 1:1 phonics coaching support

**PIRA / PUMA tests:** Most SEND pupils access the PIRA & PUMA tests for the respective year group each term. There are 18 SEND pupils, 34% of SEND register, who are working well below Age Related Expectation (ARE).

Progress is tracked each term through the raw score attained.

### **Nurture Group:**

SEMH intervention, this group is now running again, post pandemic.

10 children currently access this intervention 1 EYFS pupil, 5 KS1 pupils, 4 KS2 pupils

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

## 7. EXCLUSIONS: PERMANENT OR FIXED

**No permanent or fixed term exclusions**

## 8. SEND ABSENCE INFORMATION

### Absence figures 2021 2022

SEND ATTENDANCE	92.5%		WHOLE SCHOOL ATTENDANCE	95.6%	
PA SEND	16.7%	8 pupils	PA WHOLE SCHOOL	15.1%	48 pupils



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## 9. STAFF DEVELOPMENT

### Staff Training for SEND 2021-2022 Autumn Term

- Safety intervention & de-escalation techniques training (previously PIVOTAL MAPA) CPI x 3 twilight sessions Autumn term 2021 (physical safety intervention training postponed until 2022 due to pandemic)
- Ongoing support in de-escalation techniques from inclusion & behaviour lead, AB.
- Ace's training – Feb 2022
- Lego therapy training (SaLT)
- Behind the Behaviour Healthy schools training – Anxiety in children & young people (SENDCo)
- Behind the Behaviour Healthy schools training – Autism in school (x 2 TA's)
- Drawing & Talking intervention training – SENDCo and TA
- Medical training for pupils. Diabetes, epilepsy.
- SENDCo 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
- Rodney House Outreach support for nursery pupils

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