



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 2023

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 '22. Will update Feb '22 following school SEND process as stated on school website.

At present, SEND pupils make up 14% of the whole school population, 54 children on the SEND register

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

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

54 pupils are on the SEND register - 14% of the school population

46 of these pupils are at 'SEND support'

8 pupils have an EHCP - 2 % of school population 19% of the SEND register

(* this was at 15 pupils in July 2022, 5 moved to high school, 1 moved to specialist provision, 1 moved schools within area 2021 -15 pupils 2020 – 11 pupils)

2 further EHCP applications are in process (KS2 pupils - 1 boy, 1 girl)

1 parental EHCP application is in process (KS2 pupil, boy)

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

1 child in nursery (7 at 'monitor' status all to review Spring 2) 7 children in Reception, 2 of these have an EHCP (3 more at 'monitor' status, all to review Spring 2)

16 children are on the SEND register in KS1 - 18% of cohort

30 children are on the SEND register in KS2 - 17% of cohort

There are 19 girls on the SEND register - 35% of the register

There are 35 boys on the SEND register - 65% of the register

Of the 8 EHCP pupils, 6 are boys 2 are girls

Of the 54 children on the SEND register, 31 pupils, 57%, 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
14	2	18	2	16	3	6	1
9 boys 5 girls		10 boys 8 girls		13 boys 3 girls		3 boys 3 girls	

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

(SEND data, Jan 23 for Autumn term 22-23)

	Reading	Writing	Maths
Pupils with SEND (2023)	KS1 - 31% on track/ARE KS2 - 30% on track/ ARE	KS1 - 13% on track/ ARE KS2 - 13% on track/ARE	KS1 - 25% on track/ARE KS2 - 37% on track/ARE
SEND - national using IDS 22	KS1 - 30% at ARE KS2 - 37% at ARE	KS1 - 20% at ARE KS2 - 26% at ARE	KS1 - 33% at ARE KS2 - 34% at ARE
	KS1 1 SEND pupil exceeding KS2 3 SEND pupils exceeding		KS1 1 SEND pupil exceeding KS2 1 SEND pupil exceeding

4. ATTAINMENT OF PUPILS WITH SEND IN EYFS

EYFS data 2022-2023

GLD (Good level of Development) –

0% of SEND register in Reception on track to reach GLD Autumn Term 23 (7 pupils)

5. ATTAINMENT OF PUPILS WITH SEND – STATUTORY KS1 PHONICS

2022 2023 – Statutory Phonics Screening Test:

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

25% of Y1 SEND pupils are **currently on track** to pass phonics screening test this Summer (2 out of 8 pupils)

63% of Y1 SEND pupils passed the screening check in Summer 2022

(For comparison, nationally, 44% Of SEND pupils passed the phonics screen, 67% of pupils non SEND passed)

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:

19 SEND children from Y1 and above access daily Read, Write Inc (RWI) lessons – 35% of the SEND register

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



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5 SEND children receive daily 'Fresh Start' reading/ phonics intervention

14 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 16 SEND pupils, 35% of SEND register, from Y1 – Y6 who are working well below Age Related Expectation (ARE) (6% of all pupils from Y1-Y6) These pupils access a lower year group test.

Progress is tracked each term through the raw score attained.

Nurture Group:

SEMH intervention

8 children currently access this intervention 1 EYFS pupil, 3 Y1, 3 Y2, 1 Y3 (1 KS2 child is transitioning back to class with 1 nurture visit per week, 1 further EHCP pupil in KS2 accesses some sessions for SEMH)

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, Inclusion lead sessions, 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

1 SEND pupil accesses weekly support via NHS SaLT, DLD programme

Weekly Speech Bubbles intervention

7. EXCLUSIONS: PERMANENT OR FIXED

No permanent or fixed term exclusions

8. SEND ABSENCE INFORMATION

Absence figures 2021 - 2022

SEND SUPPORT ATTENDANCE	92.8%	National 91%	WHOLE SCHOOL ATTENDANCE	94.0%	National 92.8%
EHCP ATTENDANCE	93.1%	National 88.5%			

*data from FFT attendance 360 report, 2022



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9. STAFF DEVELOPMENT

Staff Training for SEND 2022-2023

- Safety intervention & de-escalation techniques training (previously PIVOTAL MAPA)
- Ongoing support in de-escalation & trauma informed strategies from inclusion & behaviour lead, AB.
- Trauma informed schools diploma – SENDCo & nursery teacher (From Sept 22)
- Ace's training for staff – Autumn 2022
- Lego therapy training (SaLT)
- NASEN – MMU SENDCo award Jordan James
- Drawing & Talking intervention training – SENDCo and TA, Safeguarding lead
- Medical training for pupils. Diabetes, epilepsy.
- ADHD training, trust wide training. SENDCo shared information to staff who didn't attend
- 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
- Educational Psychology support and advice to staff
- SEND processes training, SENDCo delivered
- Safeguarding training for all staff

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