

St John Fisher Catholic Primary School

When You Love To Learn
You Learn To Love



SEN Report

SEN Report St John Fisher Catholic Primary School

1. How accessible is the school environment?

St John Fisher School is fully wheelchair accessible our building has one level; this makes it easily accessible for disabled children and adults. There are double doors strategically placed around the building to allow wheel chair access. There is a disabled toilet in the School. As a school we are happy to discuss individual access requirements. We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

2. How are children identified as having Special Educational Needs (SEN)?

All children's progress is monitored half-termly using data and continuously by all staff within the school. Concerns are discussed between senior leaders, subject co-ordinators, SENCo and class teachers. Half-termly targets are set for all pupils, strategies and modifications put in place, and pupils' progress towards these targets is reviewed. If a pupil does not make the required progress, parents are invited to discuss their child's progress and advice is sought through the EIT team meetings. This may result in a referral to an educational psychologist, advisory teachers, speech therapist, occupational therapist, etc. If a parent raises concerns about their child's progress, these concerns are taken seriously and steps taken to support the pupil.

3. How are parents and carers supported if they think that their child has SEN?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENCO is available to meet with you to discuss your child's progress or any concerns / worries you may have. Simply book an appointment through the school office. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. Personal progress targets sheets /IEPs/ will be reviewed termly. Homework will be adjusted as needed to your child's individual requirements. If you have concerns about your child's progress, you should speak to your child's class teachers initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCO). If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to plan any additional support your child may need. The school will discuss with you any referrals to outside professionals to support your child. The SENCO will be present at the meeting as well as the Class Teacher.

4. How are parents/carers kept informed about the support the school have put in place?

All class teachers review children's progress each half-term, and set new targets. If children receive specific interventions outside of the classroom, these are discussed with parents before they begin. Pupils' progress is discussed at parents' evenings.

5. How is the curriculum differentiated and matched to children's needs?

When a child has been identified with special educational needs, the relevant equipment or adaptations will be put in place. All pupils have a differentiated curriculum, not just pupils with SEN.

The classroom teacher and teaching assistant will work more closely with pupils with SEN and give more time and support. The curriculum is differentiated according to where the pupil is at that point in time, with small steps and achievable goals set. Work scaffolds, word-banks, concrete apparatus, adapted pens, rulers, scissors, writing slopes coloured overlays are all used to help the pupil access the curriculum and make progress. Some pupils will need more specialist differentiation. Speech and language programmes/therapist, therapeutic interventions, Phonics, Maths, Reading Recovery, Jump Ahead, Blast, Chatterbox, Writing interventions are all delivered by specially trained staff.

6. How is progress measured?

Targets are set half-termly and reviewed at the end of each half-term. Pupils are also assessed half-termly using the steps of the new curriculum. Quantitative data allows pupils' progress to be measured against the progress made by their peers. Staff working with pupils observe and constantly measure progress qualitatively in order to achieve maximum progress. Skills are regularly revisited to ensure that they are embedded whilst moving onto next steps.

7. How are parents/carers kept informed about their child's progress?

The school measures children's progress in learning against National expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Nursery/Reception through to Year 6, using a variety of different methods including Development Matters and National Curriculum levels. Children who are not making expected progress are picked up through Progress meetings with the class teacher and Senior Leadership Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

8. How are parents/carers helped to support their child's learning?

Parents are respected as the first educators of their children. The following are used to support contact between parents and school and also to support parents in their efforts to help their children - Homework set each week which reflects the work carried out that week in school - Reading Record Books are sent home daily - Parent workshops for how to support your child in reading, writing and maths, E safety, educational websites, etc.

9. How are wellbeing, personal and medical needs supported in school?

Should concerns be raised by either school staff or parents regarding the emotional wellbeing of pupils, parents meet with school staff and pupils are given support or therapeutic interventions may take place. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. For pupils who require additional input Social Skills groups are run by experienced Teaching Assistants following a specific programme. Where a deeper level of input is required the school's Emotional Support TA may be available to work with your child one a 1:1 basis once a week. If your child still needs extra support, with your permission the SENCo will access further support through a CAF (Common Assessment Framework) process. Lunchtime and playtime Squad Mentors are available for pupils to share concerns or issues.

Children with medical needs - If a child has a medical need this is recorded in the medical alert handbook which is available in the school office. This is shared with all staff. All staff members are fully trained in first aid and receive regular updates, each year 4 members of staff complete an enhanced Paediatric First Aid Training Course. With parental consultation and permission, medicines are administered to any children who need them.

10. How do children contribute to the everyday life of the school? How are their views gathered?

Pupils are encouraged to follow the schools motto "When you learn to love you love to learn". Pupils are encouraged to develop independence in all areas and to articulate their opinions effectively.

11. What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Inclusion Team
- Paediatric Physiotherapy
- Speech & Language Therapy
- School Nurse
- Social Care
- Occupational Therapy
- Pediatricians
- Learning Support Service
- Behaviour Support Service
- Play Therapy
- Autism Outreach Team
- Educational Welfare Officer
- CAF teams

An Educational Psychologist is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is discussed at Progress Meetings with the Senior Leadership Team and class teachers. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

12. What training do staff receive?

All staff receive training related to different aspects of SEND and how to differentiate the curriculum according to different needs. Training is received in school and delivered by a range of professionals and staff in the school. The SENCo has received training and advice to support pupils with specific learning difficulties, autistic spectrum disorder, reading recovery, and speech and language difficulties. Teaching assistants have also been trained to deliver Wave 3, Jump Ahead, Chatterbox, Blast, Reading, Writing and Maths interventions.

13. How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?

Activities and school trips are a very important part of every child's learning experience at St John Fisher Catholic Primary School. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a child has a Learning Support assistant he/she will accompany them on the trip

14. How are children supported when changing schools or transferring to other education, employment or training?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school: The SENCo will visit pre-schools with the Foundation Stage Leader when appropriate as well as other school staff who may be working with your child. Your child will be able to visit our school and stay for a taster session, if this is appropriate. If your child is moving to another school we will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.

15. How are resources matched to children's needs?

We allocate resources according to the identified needs of the children concerned. We have specialist teachers and a team of teaching assistants who are funded from the school budget and who deliver programmes designed to meet groups of children's needs. A range of equipment is purchased to help support pupils' needs as and when it is required.

16. How do the school decide how much support is provided?

The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate. School staff will also consult outside agencies to decide what support should be given. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. Sometimes, support will be put into place to support one child in order for the rest of the class to be able to work effectively. Pupil's progress will be reviewed half-termly and decisions made to reduce or increase support given to individual pupils. All staff are aware of the dangers of children becoming too dependent on support and will encourage pupils to work independently or with less intensive support wherever possible.

17. How are parents and carers involved in discussions and planning?

Parents are invited to parents' evenings on a termly basis to review the progress of their children. If parents have agreed to an assessment by an educational psychologist, parents will be invited to give their views and to discuss the findings of the assessments.

18. How can parents and carers get involved in the school more generally?

We have an open door policy with regard to parent and carer involvement in school. In addition to meetings with school staff, parents and carers are encouraged to take part in the school more generally by attending Class Assemblies, Year Masses and Whole School Masses, Parent Workshops.

19. Who can parents/carers contact for further information?

The first point of contact is the child's class teacher. If a pupil is new to the school, parents and carers may wish to discuss their child's needs and could contact the SENCo through the school office. Our Head Teacher will be happy to discuss the progress of any pupil and can be contacted via the school office. To make an appointment, please contact the school office on 0208 310 7311.

20. How are parents and carers supported to decide whether this is the right school for their child?

Parents with pupils entering the school with SEND are encouraged to arrange a meeting with the school SENCo to discuss the child's needs and to share information about the child. Following this, and with permission from parents, the SENCo will arrange to visit the child in their familiar setting and will speak to other professionals who have knowledge of the child. Another meeting will then be arranged to discuss the suitability of the setting for the child. Parents will be signposted to professionals and other settings to help them decide whether their child is in the most suitable setting to meet their needs.