

"This page is part of the Local offer for Bexley. Under the Children and Families Bill which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area".

<b>SCHOOL NAME:</b>	St. John Fisher Catholic Primary School		
<b>TYPE OF SCHOOL:</b>	Mainstream	Primary	
<b>ACCESSIBILITY:</b>	Fully wheelchair accessible	YES	
	Auditory/Visual enhancements	NONE	
	Other adaptations	NONE	
<b>CORE OFFER:</b>	Are you currently able to deliver your core offer consistently across all areas of your school? Yes We offer Quality First teaching for all pupils. Teachers are skilled in differentiating lessons to meet the needs of pupils. Pupils are carefully tracked and additional support put in place for a variety of needs such as Speech and Language, Autism Spectrum Disorder, Social & Emotional Difficulties and Dyslexia.		
<b>POLICIES:</b>	Are the schools policies available on its website for:	SEN	YES
		SAFEGUARDING	YES
		INCLUSION	YES
		BEHAVIOUR	YES
		DISABILITY EQUALITY SCHEME	YES
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	YES	
<b>RANGE OF PROVISION:</b>	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:		
	Areas of Strength Tailored support for pupils within the Autistic spectrum. Strong Interventions across the school to support learning.		
	Specialist Facilities/ Equipment to support SEND Small rooms available for individual and group support.		
	Input from Therapists/ Advisory Teachers/ other specialist support services We work closely with a wide variety of agencies to deliver tailored support including: <ul style="list-style-type: none"> <li>• Speech &amp; Language Therapists</li> <li>• Speech &amp; Language Support Assistants (SALSA)</li> <li>• Autism advisory service</li> <li>• Educational Psychologists</li> <li>• Educational Welfare Service</li> <li>• Behavioural Support</li> <li>• Pediatricians</li> <li>• Children &amp; Adolescent Mental Health Service</li> <li>• Play Therapy – Draw and Talk -</li> </ul>		
	Breakfast and After School Club support NO		
<b>INCLUSION:</b>	How do you promote inclusion within school? Including day and residential trips? All pupils access the mainstream classroom. Teaching assistants support pupils with statements and Education, Health and Care Plans within the classroom, whilst encouraging independence. Intervention groups run throughout the school. All pupils are included in school trips.		

	<p>What proportion of children currently at the school has an SEND?</p> <p>10% - 22 CHILDREN FROM RECEPTION TO YEAR 6</p> <table border="1"> <tr> <td>RECEPTION</td> <td>3 CHILDREN 10%</td> </tr> <tr> <td>YEAR 1</td> <td>3 CHILDREN 10%</td> </tr> <tr> <td>YEAR 2</td> <td>3 CHILDREN 10%</td> </tr> <tr> <td>YEAR 3</td> <td>2 CHILDREN 7%</td> </tr> <tr> <td>YEAR 4</td> <td>4 CHILDREN 13%</td> </tr> <tr> <td>YEAR 5</td> <td>6 CHILDREN 19%</td> </tr> <tr> <td>YEAR 6</td> <td></td> </tr> </table> <p>(JUNE 2018)</p>	RECEPTION	3 CHILDREN 10%	YEAR 1	3 CHILDREN 10%	YEAR 2	3 CHILDREN 10%	YEAR 3	2 CHILDREN 7%	YEAR 4	4 CHILDREN 13%	YEAR 5	6 CHILDREN 19%	YEAR 6	
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<b>PARENTAL SUPPORT INVOLVEMENT/ LIAISON:</b>	<p>How do you involve/ support the parents of children/YP with an SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <p>Parents evening are held termly.</p> <p>Individual Education Plans are in place for pupils with a Statement/Education Health and Care plan. These are shared with parents and reviewed each term to monitor progress.</p> <p>Pupil progress meetings.</p> <p>EIT Meetings</p> <p>Speech and Language Reviews</p> <p>Parents contacted as soon as needs arise – individual meetings set to meet needs</p>														
	<p>Regular contact is maintained between teachers, teaching assistants and parents of pupils with SEND. Parents have daily contact with class teachers and are encouraged to speak to the Head Teacher or Inclusion Manager regarding any concerns they may have.</p> <p>How will the school prepare children with a SEND to join their next setting/ school/ college/ stage of education or life?</p> <p>Visits are made to early years settings (nurseries, preschools) prior to children starting in Reception. Additional visits to the nursery/preschool and for the child to visit St John Fisher can be arranged during the summer term to help the September transition.</p> <p>Pupil visits to their new school are encouraged and supported with a transition project within school during the summer term in year 6.</p>														
<b>OTHER INFORMATION:</b>	<p>What else do you think parents would like to know about your school?</p> <p>Alongside tailored support for individual pupils, we currently run the following interventions:</p> <ul style="list-style-type: none"> <li>• Jump Ahead</li> <li>• Blast</li> <li>• Chatterbox</li> <li>• Speech &amp; Language Therapist</li> <li>• Social skills groups</li> <li>• Small group support for Reading, Writing, SPaG and Maths</li> <li>• Class Mentors</li> <li>• Counselling</li> <li>• Play Therapy</li> <li>• Draw and Talk</li> </ul>														
<b>COMPLETED BY: (Name and Position)</b>	Lynsey Baulch (SENCo) Sarah Griffin Headteacher														
<b>DATE COMPLETED:</b>	JUNE 2018														
<b>UPDATE:</b>	JUNE 2019														