



Saint John Fisher Catholic Voluntary Academy

For I know the plans I have for you; plans to give you hope and a future.' Jeremiah 29:11

Everyone who works at Saint John Fisher will work together and always try their best to help me make the most of my God-given talents.

SEND Information Report

– in accordance with section 65(3) of the Children and Families Act 2014

St John Fisher is a fully inclusive mainstream Catholic school and we believe that every child is unique in the eyes of God and deserves an education which ensures that their full potential is achieved both personally, emotionally and academically. As a Catholic school, we have Christ at the centre of all that we do, and we treat each child as a unique individual (regardless of their gender, ethnicity, social background, religion, physical ability or educational needs). This report gives you information regarding the ways in which we ensure we support our pupils with Special Educational Needs and Disabilities (SEND), in order that they can realise their full potential. Provision may change and develop over time.

1. The kinds of special educational needs for which provision is made at the school

What kinds of SEND do children have in our school?

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014), and they receive differentiation or provisions that are additional to and different from normal quality first teaching.

Typically, children with SEND in our school have difficulties with communication and interaction; cognition and learning; social, emotional and mental health and sensory or physical difficulties, and many children have needs in more than one of these areas. 27.5% of the SEN pupils at St John Fisher have communication and interaction as their primary area of need; 52.5% of the SEN pupils at St John Fisher have cognition and learning as their primary area of need; 15% of the SEN pupils at St John Fisher have social, emotional and mental health as their primary area of need and 5% of the SEN pupils at St John Fisher have sensory and/or physical as their primary area of need.

2. Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEN

How do we identify children who may have an SEN need?

Our class teachers closely monitor the progress made by all the children and ask advice as soon as they have concerns about any pupil. The SENDCo has regular meetings with class teachers to discuss any concerns. Targeted activities are planned such as small group work or interventions to help the child. If the child does not make good progress a meeting will be arranged with parents/carers to discuss options. At this stage we may use a class support planning record to identify which interventions are having the best impact. Further meetings will be arranged so that parents and staff can together agree which additional SEND support will be put in place, which may involve advice and/or assessment from an external specialist service. (See also the school's SEND policy)

3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans

Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND. This is available on our school website or from the school office. If you would like to discuss our SEND provision or find out more, please contact the school.

3a) How the school evaluates the effectiveness of its provision for pupils

How will I know that my child is making progress?

All children are assessed on a daily basis, however each term teachers formally review children's progress and attainment; next steps are decided during Pupil Progress meetings. Teachers meet with parents termly to discuss progress and parents receive a formal written report once a year.

b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

How do you check and review the progress of my child and how will I be involved?

Those children identified as benefiting from intervention/support are monitored against the progress they are making, at half termly pupil progress meetings. In addition to this, all interventions / provisions are tracked and monitored using the school Provision Map on Edukey. We believe that parents are the first educators of their children and it is our school's job 'to assist parents in the education and religious formation of their children.' As part of this, there is at least a termly meeting with parents of SEND pupils with class teachers and / or the SENDCo. At these meetings progress and targets will be shared and reviewed. Additionally, any child who has a Statement or an EHC Plan will receive a more formal annual review meeting; parents can bring family members or friends to these review meetings, or contact Derby SEND Information Advice and Support Service (formerly Parent Partnership) for advice and support at: Derby SEND Information Advice and Support Service, The Council House, Corporation Street, Derby, DE1 2FS Tel: 01332 641414, email: SENDIASS@derby.gov.uk

c) The school's approach to teaching pupils with SEN

Our Catholic ethos and mission statement is embedded in everything that we do. Our teachers have the highest possible expectations for your child and all pupils in the class. All teaching is based on building on what your child already knows, can do and can understand and moving this on to the next stage.

d) How the school adapts the curriculum and learning environment for pupils with SEN

How do you adapt the curriculum for pupils with SEN?

Your child's teacher will put in place different teaching methods so that your child is fully involved in their learning. This may be through differentiation, small group work or through 1 to 1 teaching, or may involve adapting or using more practical resources. Your child's teacher may put in place specific strategies to enable your child to access or further develop their learning, and will carefully monitor progress. For some children, further adaptations may be needed, and this will be decided with your input through the review meetings process or at arranged SEND meetings.

How have you made the school buildings and site safe and welcoming for pupils with SEND or disabilities?

Our school site is safe and we make sure it is welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We are on a flat site, with no steps, and shallow ramps from some classrooms to outside. We have 2 disabled toilets. An Accessibility Plan is in place and available from our school website.

e) Additional support for learning that is available to pupils with SEN

Is there any extra support available to help pupils with SEND with their learning?

The school provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff, such as Teaching Assistants, our Learning Mentor and Nurture Group Leader.

f) Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum

What social, before and after school and other activities are available for pupils with SEND? How can my child and I find out about these activities?

Our school continues to develop a range of extra-curricular activities available to different groups of children including various different after school clubs, parish events and school trips. Details of these are sent home throughout the year.

g) Support that is available for improving the emotional and social development of pupils with SEN

How does your school support pupils' emotional and social development?

Our strong Catholic ethos is reflected in our School Mission Statement. This has the spiritual, moral, social and academic well-being of the children at its heart and is clearly understood and lived out by all stakeholders. PSHCE is integrated into our RE curriculum and reinforced in all aspects of the curriculum and school life, however for children with specific social, mental or emotional health difficulties we facilitate access to our Learning Mentor and/or our School Social Worker from Faith in Families, a Catholic Organisation, and our Nurture Group. We may also work with the Educational Psychology Service (EPS), Child and Adolescent Mental Health Service (CAMHS) and other agencies. We teach the Zones of Emotional Regulation in all year groups, and there is a whole school approach to using and implementing 'The Zones' into everyday school life. For more information on this see your child's class teacher or any member of staff.

4. Who is the named SEN contact?

Mrs J Gilhooly, Saint John Fisher Catholic Voluntary Academy, Alvaston Lane, Alvaston Derby, DE24 0PA. Tel: 01332 572154 Email: j.gilhooly1@stjohnfisher.derby.sch.uk

5. Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured

How are the adults in school helped to work with children with an SEND and what training have they had?

Our school strives to provide high quality teaching and learning for all children, including those with SEND, rooted in the teachings of the Catholic Church. Training needs are continually being identified and addressed. This may include whole school training on SEND issues or to support identified groups of learners in school, such as autism, dyslexia, etc. All staff delivering interventions are appropriately trained, and the SENDCo has completed the National SEN award. Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. The SENDCo has regular meetings with class teachers to discuss any concerns and advise on strategies. The SENDCo liaises with specialists from external support services who may provide advice or direct support as appropriate.

6. Information about how equipment and facilities to support children with SEN will be secured

What happens if my child needs specialist equipment or other facilities?

School may provide SEND equipment where appropriate in consultation with specialist agency advice. The Local Authority provides specialist equipment such as wheelchairs /standing frames etc when prescribed by a relevant health specialist.

7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.

How will I be involved with planning for and supporting my child's learning?

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, home school diaries, progress reviews and yearly written reports and at least a termly meeting with parents of SEND pupils. At these meetings progress and targets will be shared and reviewed.

8. The arrangements for consulting young people with SEN about, and involving them in, their education.

How is my child involved in his /her own learning and decisions made about his /her education?

All children, regardless of SEN, are involved in self-assessment, where they reflect on their own practice and identify next steps and personal targets. School regularly considers pupil views and uses this to support the children in their learning. Children who have additional needs may have additional targets which are shared, discussed and worked upon with those members of staff who are providing their additional support. In some cases, children may be supported in completing a 'Pupil Passport'.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.

Who should I contact if I have concerns about my child's learning and / or progress?

Your first step should be to talk with your child's class teacher. If you continue to have concerns you should contact the SENDCo, or speak to the Head Teacher or a member of the Leadership Team. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure, which can be found on the school website.

10. How the governing body involves other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils.

Who else provides services in school for children with SEN or disabilities?

In order to meet the individual needs of a child, the school will work with and seek advice from external agencies to support the child's academic and social progress. The range of agencies and support services school works with include, but are not limited to: Educational Psychology, Speech and Language Therapy, Occupational Therapy/Physiotherapy, Child and Adolescent Mental Health, School Nurse, advisory teachers, and community paediatricians. For more information, visit the Derby Local offer website at; <http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.

Who should I contact to find out about other support for parents and families of children with SEN or disabilities?

For more information, visit the Derby Local offer website at; <http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

The following telephone numbers may also be helpful;

Speech & Language Services Tel: 01332 267976

Derby SEND Information Advice and Support Service, Tel: 01332 641414

12. The school's arrangements for supporting pupils with SEN in transferring between phases of education.

How will you help my child make successful move into the next class or secondary school or other move or transition?

Transition arrangements are in place for all children, however, where appropriate additional transition programmes are implemented and discussed with parents to support a successful move into their next class. Our school has close links with Saint Benedict's Catholic Voluntary Academy, our Catholic Secondary school and works with them to provide additional opportunities. This aids transition for children transferring directly to this school. We do also liaise closely with other secondary schools to ensure a smooth and successful transition.

For children entering our school in Reception, we offer 2 taster mornings, 1 with parents and one that includes lunch with the parents. We also carry out home visits to all children and liaise with feeder nurseries. Where appropriate, additional transition arrangements will be made.

See also the school's admissions policy, Equality policy and Accessibility plan.

13. Information on where the LA's local offer is published.

Where can I find out about other services that might be available for our family and my child?

The Derby Local Offer website has information about the services that are available. This can be accessed at <http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

This report was Revised and updated on 20/02/2019