

St John Fisher RC Primary School

SEN Information Report Policy 2022



St John Fisher Mission Statement

The school, in partnership with parents, carers and with the parish of St John Fisher, offers to each one of its children a Catholic education centred on Christ, which enables them to grow in God's love, learning to be the best they can be in accordance with Christian values.

LOVE LEARN ACHIEVE

Approved by:	Mrs. K. Blom	Date: September 2022
Last reviewed on:	September 2022	
Next review due by:	September 2023	



MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

The Local Offer from schools, settings and colleges

St John Fisher R.C. Primary

September 2022

Head teacher: Janine Kenna

Inclusion Manager / SENCO: Claire Higgins

Safeguarding Lead: Janine Kenna

SEN Governor: Therese Lord

1. How does St John Fisher School know if a child/young person needs extra help?

At St. John Fisher School children are identified as having SEN through a variety of ways including the following:-

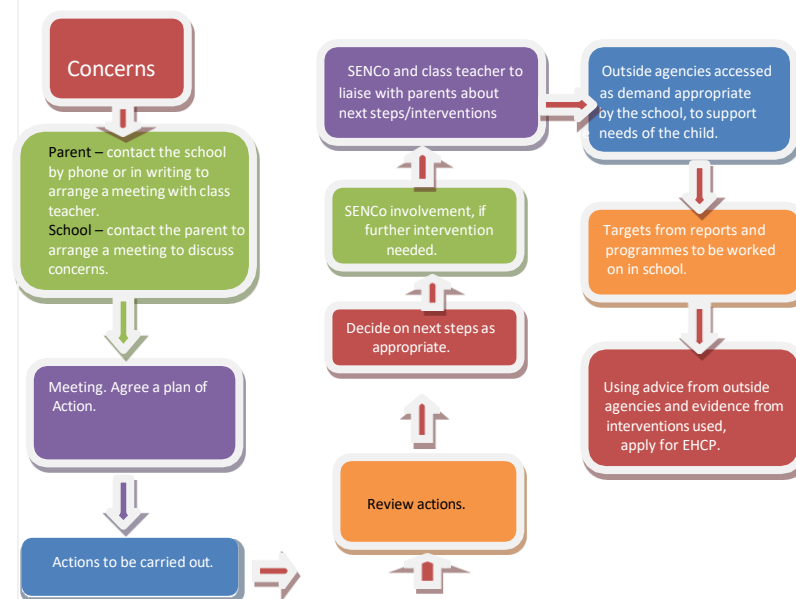
- Liaison with previous early year’s providers or previous schools.
- Liaison with Early Years inclusion services i.e. Merton Inclusion Team, NHS Speech and Language.
- Concerns raised by parents
- Careful observations and tracking of progress throughout each Key Stage
- Child performing below age expected levels
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. Speech and Language therapy/ Occupational therapy etc.
- Health diagnosis through paediatrician

2. What should I do if I think my child/young person may have SEN?

Talk to us – firstly contact your child’s class teacher or SENCO. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

- If a child is considered to have SEN, additional provision will be made for that child based on their individual needs; an appropriate intervention programme will be put into place to support that child.
- The impact of this intervention will be carefully monitored. If the child does not make measurable progress additional outside agency support will be used by the school.
- When there are more specific and challenging needs and outside agency input suggests we will discuss and work closely with parents to apply for an Educational Health Care Plan.

If granted, funding is awarded to provide additional support in school, and or appropriate provision is sought.



<p>3. How will I know how St. John Fisher School supports my child/young person?</p>	<ul style="list-style-type: none"> • Our Inclusion Manager oversees all support and progress of any child requiring additional support across the school. • The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. • There may be a Teaching, Learning Assistant (TLA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts. • If the pupil is on the SEND register, the class teacher will meet with parents on a termly basis to discuss your child's needs, support and progress. • For further information the SENCO is available to discuss support in more detail. <p>The Inclusion Manager has completed the National Award for Special Educational Needs Coordinators (NASENCO). All teachers and TLAs receive in house training to develop their ability to support children with SEN. The school also accesses training from the LBL team, EP service, SPLT service and MAOS.</p> <p>There is a SEN Governor who works closely with the Inclusion Manager and the SLT. She holds regular meetings with the Inclusion Manager. When possible, she spends time in school observing TLAs delivering intervention programmes. She is kept updated through written reports, governor committee meetings and 1:1 meetings with the Inclusion Manager.</p> <p>Children who are identified as having SEN have all got SEN Support Plans (SSPs). Wave 1 interventions look at the specific needs of the cohort and quality first teaching strategies that can be used to support all pupils including the SEN pupils in that year group. Wave 2 focuses on more specific evidence based interventions. Wave 3 interventions incorporate targets and support set by outside agencies.</p>
<p>4. How will the curriculum be matched to my child/young person's needs?</p>	<ul style="list-style-type: none"> • Class teachers will ensure all work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. • Class teachers, teaching learning assistants and the Inclusion Manager with the support of outside agencies will plan and deliver intervention programmes. • Specialist equipment is generally accessed within the classroom setting under the supervision of the Inclusion Manager/class teachers/teaching learning assistants and monitored by outside professionals where needed.

	<ul style="list-style-type: none"> • The class teacher is responsible for all the planning of any additional support required. They plan this support in conjunction with their teaching learning assistant. All intervention programmes that are delivered are reviewed and monitored by the SENCO.
<p>5. How will I know how well my child/young person is doing?</p>	<p>We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher and/or Inclusion Manager and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.</p> <ul style="list-style-type: none"> • We believe that your child’s education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. • For children who have more complex needs we may provide a home/school link book which your child will bring home regularly so that comments from parents and the staff can be shared and responded to when needed. • If your child is on the SEN register they will have an SEN Support Plan (SSP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the SEN Support Plan. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. • If your child has complex SEND they may have an EHCP which means that in addition to termly SEN Support Plan meetings an annual review meeting will take place to discuss your child’s progress and a report will be written for the Local Education Authority providing funding.
<p>6. How will the school know how well my child/young person is doing?</p>	<ul style="list-style-type: none"> • The progress of all pupils is continually monitored by class teachers and this is fed back to the senior leadership team. This allows the school to quickly identify if a child is not making expected progress in a particular area of learning or socially and emotionally. Screening assessments and/or additional support is then put into place. • Parents are informed in the first instance if the school are putting additional support in place for a child. • Parents are also invited to meet with the class teacher (in the first instance) if they have concerns regarding their child’s progress, the class teacher will then liaise with the Inclusion Manager as appropriate. • Parents evening are held once during the autumn term and then again in the spring term. During the summer term a comprehensive annual report is sent home to every parent. Parents with children who have SEN are invited to a meeting to discuss their child’s SEN support plan in the autumn, spring and summer term.

	<ul style="list-style-type: none"> ● In addition to this, parents are offered opportunities to discuss any concerns they have with the class via an appointment. ● SEN support plans are reviewed and new targets set every October, February and June. During this process comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
<p>7. How will you help me support my child/young person's learning?</p>	<ul style="list-style-type: none"> ● If needed children have home/school liaison books to ensure that regular contact is maintained between home and school. ● The school provides a range of training opportunities for parents to help them support their children's learning. These events are held regularly throughout the year. They cover all aspects of the curriculum from Early Years issues to Key Stage 2 support. ● The school has a very active PTFA. Representatives from the school meet with members of staff regularly to discuss issues linked to providing additional support and plan events to raise money for the school.
<p>8. What support will there be for my child/young person's overall wellbeing? How will my child/young person's personal or medical needs be met?</p>	<ul style="list-style-type: none"> ● The school has two designated ELSA's (Emotional Literacy support Assistants). They support children who have emotional, social or behavioural difficulties. They meet with children on a 1 to 1 basis or in small groups for specific intervention programmes. They review the children's progress with the parents at the end of the programme. This support is linked to school's Educational Psychology service. ● The school has a Jigsaw 4 U worker in school for 1 day a week. She supports children who have emotional, social or behavioural difficulties. She liaises with school staff who identify children that would benefit from this support. She liaises with the parents both in school and at their home if required. She meets with children on a 1 to 1 basis or in small groups for specific intervention programmes linked to issues such as self-esteem, anxiety, marital breakdowns, and bereavement. She reviews the children's progress with the parents at the end of the programme. ● The school has designated trained first aiders with a range of staff teaching/support/admin. The school nurse works with the parent to create individual care plans for children with specific health needs (for the first plan). The school Medical officer will then support parents to review them annually. All staff working with that child including midday supervisors have training in dealing with their individual health needs.
<p>9. How will my child/young person be able to contribute their views on how things are going?</p>	<ul style="list-style-type: none"> ● Children who have an SEN Support Plan complete a questionnaire for each review meeting with adult support. ● Children attend the review meetings where staff feel it is appropriate.

<p>10. What specialist services and expertise are available at or accessed by the school?</p>	<p>The school buys in the following services to support them in identifying and supporting children with SEN.</p> <ul style="list-style-type: none"> ● Educational Psychology Service ● Language Learning and Behaviour team ● Virtual Behaviour Service ● Jigsaw 4 U <p>They can also access support from</p> <ul style="list-style-type: none"> ● SPLT NHS service ● OT NHS service ● School nurse NHS service ● Hearing Impairment service ● Visual Impairment service ● CAMHS NHS service ● MAOS
<p>11. What training have the staff supporting children and young people with SEN had or are having?</p>	<ul style="list-style-type: none"> ● The SENCO has accessed regular training opportunities provided by the borough in all areas of SEN. ● She has also attended additional training on more specialist areas funded by the school. ● She attends all SENCO forums. ● She has considerable experience of liaising effectively with outside agencies to support the needs of children with more complex needs. ● All staff (teaching and non- teaching staff) are regularly trained in Safeguarding and Child Protection. ● All staff have had training on ensuring that all classes are dyslexia friendly, training linking to emotional needs, mental health awareness and Autism. ● The LBL team have provided targeted training to TLA's to deliver a range of specific Speech and Language, Reading, Writing and Mathematics interventions. ● All staff have received training on using a range of specific computer programmes to support effective inclusion in lessons. ● We have 2 HLTA on the staff. ● We have 3 ELKAN trained staff to deliver Speech and Language programmes. ● We have 2 ELKAN trained staff to deliver support for children on the Autistic Spectrum. ● We have two members of staff trained as ELSA's who receive regular support from the Educational Psychologist. ● We have 10 members of SLT and teaching staff CPI trained (De-escalation Behaviour Training) ● The Inclusion Manager offers regular training sessions to all staff in delivering interventions or using support resources. ● New staff will follow an induction programme with support from their class teacher, and TLAs working within the year group. ● Training needs are assessed on a termly basis.

<p>12. How will my child/young person be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> ● All children are included in all parts of the school curriculum and all children are included on school trips. We will provide the necessary support to ensure that this is successful. ● A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
<p>13. How accessible is the school environment?</p>	<ul style="list-style-type: none"> ● The school site is not completely wheelchair accessible. There are some areas in the original building which do not meet the requirements of wheelchairs. ● It has 2 disabled toilets. ● The school is all on one level with ramps at specified fire exits. ● Where possible the school use staff who speak a range of languages are used to support families where English is not the first language. ● The school would consult with the hearing / visually impaired service to get advice on improving the auditory or visual environment. ● The school would apply to the borough for funding of more expensive items for children with EHCPs.
<p>14. How will the school prepare and support my child/young person when joining St. John Fisher School, transferring to a new school or planning for the next stage of their education, employment or training?</p>	<ul style="list-style-type: none"> ● We encourage all new children to visit the school prior to starting when they will meet their class teacher and be shown around the school. ● For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school, Inclusion Manager and or class teacher would attend the current school. If needed we can provide transition booklets. ● We offer transition booklets for children moving classes/year groups within the school. Following changes and or big events (E.g. enforced school closure) we used social stories for all pupils to prepare them for returning to school. ● When children are preparing to leave us for a new school, typically to go to Secondary education or to specialist education, we liaise closely with the new schools, offer virtual visits, school staff attend with the pupil (if allowed), plus the Inclusion Manager will meet with the new school staff to provide a detailed handover. ● They visit the school and meet with staff to discuss any additional support the children may require when settling into their new school. ● We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
<p>15. How are the school's resources allocated and matched to child/young</p>	<ul style="list-style-type: none"> ● The Head teacher supported by the SLT and the governors oversees the SEN budget. ● All additional funding provided is used to support the needs of children with SEN.

<p>person's special educational needs?</p>	<ul style="list-style-type: none"> ● In the event of the funding not being adequate the school can apply to the Local Authority for an increase in funding for children with a EHCP.
<p>16. How is the decision made about what type and how much support my child/young person will receive? How will I be involved?</p>	<ul style="list-style-type: none"> ● The level and type of support required is based on the individual needs of children. ● The decision will be made by the class teacher supported by the Inclusion Manager and the SLT. ● Parents are kept fully informed of all interventions at the SEN Support Plan meetings. ● Parents are required to contribute their views at each meeting so that they form an intrinsic part of the plan. ● Children are also required to contribute their views and encouraged to share them at the meeting. ● The Inclusion Manager supported by the SLT reviews the impact of all support provided on a termly basis.
<p>17. How will I be involved in discussions about and planning for my child/young person's education?</p>	<ul style="list-style-type: none"> ● There will be termly opportunities to discuss your child's SEN Support Plan. Parents are required to complete a questionnaire prior to the meeting outlining any concerns and aspirations they may have. ● During the SEN Support Plan meeting parents views are central to the discussion about their child.
<p>18. How can I be involved in the school more generally?</p>	<ul style="list-style-type: none"> ● The school has a very successful PTFA. They organise a variety of events to raise money throughout the school year. ● The school has a team of parent volunteers who provide additional support in classes/ school library/ and on school trips. ● All parents volunteering require a DBS check.
<p>19. Who can I contact for further information?</p>	<ul style="list-style-type: none"> ● For current parents, your first point of contact would be the class teacher, using the Year group emails. ● The Headteacher - Janine Kenna (head@st-johnfisher.merton.sch.uk) ● The Deputy Headteacher – Claire Ellerker (school@st-johnfisher.merton.sch.uk) ● If the issue is SEN related the Inclusion Manager – Claire Higgins (inclusion@st-johnfisher.merton.sch.uk)

	<ul style="list-style-type: none">● For prospective parents, the school office staff can arrange appointments. school@st-johnfisher.merton.sch.uk● The school has regular school tours throughout the term giving parents the opportunity to visit classrooms during the working day – please check the website for dates.
20. What should I do if I am considering whether this is the right school for my child/young person?	<ul style="list-style-type: none">● The school is a Catholic school, all parents are required to complete a supplementary form to be signed by their parish priest.● The school has a clear admissions policy in line with borough policy.● The Merton Information, Advice Support and Service Officer for families in relation to SEND is Fran Turko (fran.turko@merton.gov.uk 0208 543 8854)