



St John Fisher Catholic Nursery & Primary School

Special Educational Needs and Disability Information Report

At St John Fisher we work hard to provide a caring, stimulating and inclusive environment to ensure that every child reaches his or her full potential. Many children will have additional needs at some point during their time in school that may be related to health, emotion, behaviour or learning. We aim to identify and address these needs through our school's inclusive practice.

Not all children will need extra support with their learning but the progress of all children at St John Fisher is monitored closely to ensure support is provided where necessary. Support can be given for a variety of reasons.

We recognise that you know your child best and you may feel that they need additional help or support for some or all of their time at our school, therefore good communication between home and school is vital. If you have concerns please do not hesitate to get in touch with school. This page is to inform you of the types of support available to your child at St John Fisher. It will help you understand who can help and how this support can be accessed.

School SENDCO information

At St John Fisher Catholic Primary School our SEND team include; Miss McCarthy, Mrs Lewis and Mrs Fillingham.

Our SEND team can be contact via the school office by telephone;

0151 477 8590

Or face to face by arranging a meeting via the school office in person.

The Local Authority Local Offer is available at

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

Staff expertise and qualifications

Miss McCarthy

- BA (Hons) in Disability and Education Studies
- Postgraduate Certificate in Education specialised in SEND
- National Award for SENDCO
- Beginners Level Makaton Sign Language Qualification
- Up to date training in areas of ASC, ADHD and Dyslexia

Mrs Fillingham

- MOCN Level 2 in Mentoring
- National Qualification in Mentoring
- National Programme Specialist Leaders in Behaviour and Attendance
- DESTY Mentor
- ELKLAN training
- ELSA trained

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All staff have completed training in areas including ASD, ADHD, Asthma management, attachment, positive behaviour strategies, mental health and wellbeing, restorative practice.

Support for children's wellbeing

The school offers a variety of pastoral support for pupils who are encountering emotional difficulties. These include:-

- Members of staff such as Learning Mentor, SENDCO, and class teachers are readily available for pupils who wish to discuss issues or concerns.
- If a child has a medical need then a detailed Care Plan is compiled with support from the designated school nurse and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive Epipen training delivered by the school nurse.
- Where necessary and in agreement with parents/carers, prescribed medicines are administered in school, but only where an assigned Medicine Consent Form is in place to ensure the safety of both child and staff member.
- All staff have basic First Aid and Defibrillator Training.
- Four members of staff have Paediatric First Aid Training. Two members of staff are First Aid in the Workplace Trained, which includes the administration of medication.

Information about policies for identification and assessment of pupils with SEN

How does the setting know if my child needs extra help?

We know if pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.

How can I let the setting know that I am concerned about any area of my child's development?

- Your child's class teacher is the initial point of contact for responding to parental concerns.
- If after speaking with your child's class teacher you still have concerns, you can contact the Inclusion Team: Miss Leadbetter, Mrs Forrest or Mrs Fillingham.
- You may also wish to speak with the SEND Governor Mr G Ennis, Mrs V Williams.

Information about provision for children with SEND (with or without an Education Health and Care Plan)

The admission arrangements for pupils with or without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those

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with special educational needs – all families follow the normal school admissions procedures

Equipment and facilities to support SEND pupils.

Our school building is on one level and fully accessible to all. However, as a school we are happy to discuss individual access requirements that may be required to support your child. Facilities we have at present include:-

- Ramps into school to make the building accessible to all.
- 1 toilet adapted for disabled users.
- Wide doors in some parts of the building.
- Breakfast and After School provision is accessible to all children including those with SEND.
- All extra-curricular activities are accessible for children with SEND.

What specialist service and expertise are available at or accessed by the setting to support my child?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:-

- ASC Specialist Teacher
- Educational Psychologist
- CAMHS (Children and Adolescent Mental Health Service)
- School Attendance Service
- Sensory Service to support children with hearing and visual impairments.
- Speech and Language Service
- School Nurse
- School Health
- Family First
- Social Services
- Occupation Therapy
- Physiotherapy

Arrangements to support a transfer or transition to another education setting.

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If necessary, Social Stories will be prepared to help make the transition easier for your child.

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When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All PPPs will be shared with the new teacher.
- Transition days in school with new classes and teachers.

When moving to secondary school:

- Visits are arranged for pupils to visit their new school.
- Secondary school staff often visit pupils prior to them joining their new school.
- Miss McCarthy liaises with the SENDCOs from the secondary schools to pass on information regarding SEND pupils.
- Where a pupil might have more specialised needs, a separate meeting may be arranged with Miss McCarthy, the secondary school SENDCO, the parent/carers and where appropriate the pupil.
- Miss McCarthy is always willing to meet parents/carers prior to their child joining the school.

Support in school

How will teaching at St John Fisher meet my child's needs?

We use a graduated approach to meeting an individual child's needs.

- For the majority of children, quality first classroom teaching will fulfil their learning needs. Some children may require the curriculum to be slightly adapted or differentiated for the individual to access the curriculum in order to make progress. They will not be on the SEND register.
- Some children may require small group intervention from a member of the support team to bridge a learning gap or to develop strategies to overcome a particular need. They may also access some support from a TA in lessons. Teachers will differentiate the curriculum on a regular basis as a usual way of working. These students will be identified on the register as SEN Support and receive a Personal Provision Plan (PPP).
- For a few students with more complex needs they may require more intensive and long term support in order to thrive at school. These students will have an Educational, Health and Care Plan (EHCP) which will set out clearly what provision the student needs to achieve at school. These students are also monitored by the local educational authority SEND team (Knowsley Borough Council).
- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include general support by the teacher or teaching assistant in class.

How will I find out about my child's progress?

- Your child's progress is continually monitored by his/her class teacher and their progress is reviewed formally every term.

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- Parents/carers of children receiving SEN Support will be invited to a review meeting three times per year, which will be led by the class teacher, where the previous PPP targets will be discussed and new targets set.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

Support for parents

- The class teacher may suggest ways of how you can support your child.
- Miss McCarthy and Mrs Fillingham may meet with you to discuss how to support your child with strategies to use if there are difficulties.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home as well as in school.

Arrangements for involving and consulting parents/carers

All parents of pupils with SEND are encouraged to contribute to their child's education. This may be through:-

- Discussions with the class teacher.
- During parents evenings.
- During discussions with Miss McCarthy or Mrs Fillingham
- During review meetings.

In addition to the above, we encourage all parents to take part in the school community. This includes:

- Class assemblies
- School Performances
- Links with St John Fisher Catholic Church
- Volunteer Reading (but not in your child's class)
- PTFA/Guiding Lights (fund raising activities)
- Parent training and workshops in connection with Knowsley Family Support.
- Weekly newsletter.

Provision for contact for further information.

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with Miss McCarthy.

Table of definitions

ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
IEP	Individual Education Plan

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INCO	Inclusion Co-ordinator – organises and monitors provision for children with additional needs, which includes SEN, English as additional language and child protection.
LM	Learning Mentor- supports children with social/emotional/behavioural needs.
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress.
SSEN	Statement of Special Educational Need
SA	School Action
SALT	Speech and Language Therapy/Therapist
SAP/SA+	School Action Plus
SEN	Special Educational Needs
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs.
SENDSCO	Special Educational Needs and Disabilities Co-ordinator- organises and monitors provision for children with special educational needs.