

# St John Fisher Catholic Voluntary Academy's SEND Information Report



2024-2025

Shenley Road

Wigston

Leicester

LE18 3QI



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# What is in a SEND Information Report?

- the kinds of SEN that are provided for at St John Fisher
- policies for identifying children and young people with SEN and assessing their needs
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes.
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development.
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations
- arrangements for handling complaints from parents of children with SEN about the provision made at the school



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# The Leicestershire Local Offer

The Leicestershire Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families information about help and services in Leicestershire.

The Local Offer brings together in one place information about health, education and social care for:

- children and young people from birth to 25 years old who have a special educational need or disability (SEND)
- parents and carers of children with SEND
- professionals working in health, care and education
- providers of services for children and young people

You can access The Leicestershire Local Offer at [www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)



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# About us...

Mr P Saxton – SENDCo: [psaxton@aquinas-cmat.org](mailto:psaxton@aquinas-cmat.org)

Mr A Gallagher - Head teacher

Mrs M-A Barrow - Deputy Head teacher

School Office: [school.office@stjohnfisher-wigston.leics.sch.uk](mailto:school.office@stjohnfisher-wigston.leics.sch.uk)

Website: <https://www.stjohnfisher-wigston.leics.sch.uk/>

Website: <https://www.stjohnfisher-wigston.leics.sch.uk/learning/sen>

Twitter - @stjohnfishercva

Age range 4 to 11

Inspection: OFSTED Rated Good

Inspection: RE Rated Good



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# Our SEND Intent

Our philosophy encapsulates valuing each child as an individual, as well as part of a wider community. Unlocking potential and facilitating personal progress is at the forefront of all that we do. We believe that if children's barriers to learning are broken down then they will be better prepared for future life and achieve greater progress in all areas. We share the Academy Trust's mission of shaping young people's lives to the highest possible standards.



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# What parents say...

We are happy with the quality of the SEND support my son gets and how they work around his anxiety. I feel the school has really helped My son in many ways especially Mrs Johnson she is key to all success with my son. We as parents love the nurturing and family feeling the school offers.

We feel incredibly supported and really appreciate your efforts with [child's name] during these challenging times.

The school has been brilliant with his individual needs and very supportive and accommodating, willing to try lots of different approaches. Mr Saxton has been great with offering advice and support and communication between school SENDCo and my self has been brilliant, I would highly recommend John Fisher to other parents. Thank you for the support offered.

Since the SENDCO has become involved with our child we have found the communication and support to be excellent. This and the plans put in place, alongside regular reviews, has formed a useful bridge between us and the teaching staff to ensure that the methods and support given to our child meets her needs and enables her progress.



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# SEND at St John Fisher



Number of children in school - 208 (100%)

Number of SEND pupils - 22 (11%)

Number of pupils with EHCPs – 2 (1%)

Number of children with SENDIF: 1 (0.5%)

Number of Children receiving SEND & EHCP support – 24 (12.5%)

We make provision for children with a variety of needs. We support children with:

- Communication and Interaction (CI) e.g. Speech and language and autism
- Cognition & Learning (CL) e.g. Dyslexia, Dyscalculia, Learning differences
- Social, Emotional and Mental Health (SEMH) e.g. anxiety
- Sensory and/or physical (SD) e.g. visual & Hearing impairment

St John Fisher is not a Specialist Setting and is unable to meet the needs of young people who require more specialist teaching and learning environments.



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# Quality first Teaching

‘Every Teacher is a Teacher of SEN’. Provision for children with SEND is a matter for the whole school. The governing body, the school’s Head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All children in school should be getting this as a part of excellent classroom practice when needed. For your child this would mean:

- Teacher has the highest possible expectations for your child and all pupils in their class.
- Teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies are in place to support your child to learn. Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress



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# What is SEND?

SEND stands for Special Educational Needs/Disabilities

Indicators of possible SENDs are...

- **Not similar to progress of peers** starting from baseline
- **Below** previous rate of progress
- Attainment gap remains **the same or widens** between them and their peers
- They **do not make adequate progress** despite appropriate interventions and adjustments and good quality personalised teaching.
- **Below expected rate of development** (physically and mentally).
- **A significant difference in learning styles.**
- When a **SpLD** may be present.

If it is agreed by teachers, parents and the SENDCo then a child will be placed on our School SEND Register.



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# Assessing and Identifying

- Teachers use the 'Road to SEN' to help guide them identification of SEND.
- Teachers begin 'Initial Concerns' documents when they have a concern about a pupil's progress and/or work closely with parents and the SENDCo.
- Teachers assess all pupils termly using Target Tracker (Year group Progression Steps).
- The SLT, identify groups who may require additional and/or different support regularly.
- Children who have SEND are continuously tracked using the Assess, Plan, Do, Review Cycle every 10 to 12 weeks. This tracking is based on personal targets.
- The school also uses other forms of assessment such as checklists, small step trackers, assessments from other professionals and personal assessments linked to each individual.



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# Partnership - Other Professionals

- The SENDCo works closely with a variety of professionals.
- Such as, Speech and Language Therapist, Educational Psychologists and Specialist Teaching services (Hearing, Vision and Autism)
- The school will regularly communicate with health professionals including the schools nurse, GPs, occupational therapists and community paediatricians



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# Partnership – Communication

- Each class teacher has an 'open door policy' and is happy to communicate with parents on a regular basis.
- In some circumstances, SEND pupils have communication books.
- The SENDCo seeks to view of SEND parents by parent forums, virtual meetings, in person or via surveys/questionnaires.
- Teachers will meet SEND parents 3 times a year to share and discuss targets and next steps forward for pupils.
- The SENDCo freely distributes his email address to SEND parents to ensure they always have a line of communication.



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# Partnership – Pupils & Parents

## Pupil Passport

### Strengths and What People Appreciate about me...

**Pupil's Voice:** I am outgoing and eager please adults.  
**Parent/Carer Voice:** Philip is good at sharing his understanding when he doesn't have to write things down.

### Aspirations/What's important for the Future...

**Pupil's Voice:** To become a teacher.  
**Parent/Carer Voice:** To fulfil his potential and to remove literacy as a barrier to his learning.

### What I find difficult / challenging...

**Pupil's Voice:** I forget things the teacher says, I can never tell when I have made a mistake (spelling, using the wrong math symbol).  
**Parent/Carer Voice:** Writing his ideas down, remembering his ideas, remembering large amounts of information.



### Area of Difficulty / My Needs (Summary)

*CYP has difficulties with/in the following areas:*

- > Cognition & Learning - Dyslexia
- > Reading - fluency, not comprehension.
- > Spelling - vowel graphemes
- > Working Memory - verbal processing
- > Organisation - forgetful.
- > Co-ordination
- > Dyscalculia

### How best to support me (teaching strategies / resources / External Agency Advice)

*Include if the CYP has/needs any adaptations for examinations*

- > Additional time to complete reading tasks (+25%).
- > The use of ICT (Word processing) to aid in recording work.
- > The use of ICT (Microsoft Word Dictate) to aid in recording work.
- > Information to be presented in visual and verbal form - relative strength in visual processing.
- > Focus spelling strategies on 'whole word' teaching such as syllables.
- > Provide as much overlearning and pre-teaching as possible as part of quality first teaching.
- > Regular reading to and with an adult.
- > Table top resources (Vowel Grapheme chart phase 3 and high frequency words)
- > Provide modelled examples for Maths less
- > Make sure I sit next to a supportive peer.

Pupil Passport & Provision Agreed by:

Parents / Carers: \_\_\_\_\_

Teacher: \_\_\_\_\_

SENDCo: \_\_\_\_\_

- Children and families are at the centre.
- Pupil Passports seek the views of family members and pupils.
- Partnership between home and school increases pupil success.
- Information about a child's difficulty and the strategies they need is included.



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# Class Outcome Plans

Class Support Plan 1

Pupil's Name	Pupil Group	Entry / Baseline	SMART Target	Intervention / Provision	Frequency	Evidenced in...	Adults involved	Exit / Baseline Review	Comments	Plan 1 Progress (1-2-3)
Philip S	SEND	34/100 HFW	I spell at least 15 more HFW	Speed spelling intervention	4x5 minutes	Spelling book	AM / AD	45/100 HFW	All new words remembered - not secure on 'older' words. Build in recap	2
Philip S	SEND	2/10 times	I can identify the value of each digit in a 2-digit number, 3 out of 10 times	Partitioning & base ten morning starter	4x5 minutes	Maths BOOK	Teacher	8/10 times	Reversing numerals	2
Philip S	SEND	0% accuracy	I can use full stops and capital letters 25% of the time	sentence starter before each writing lesson	4x5 minutes	Writing book	Teacher	25% accuracy	Making small step progress.	3

**Assess** every 10 to 12 weeks,

**Plan** next steps in collaboration with SENDCo, teachers, parents and pupils.

**Do** and implement agreed intervention and/or support

**Review** at the end of the 8 to 10 week cycle to inform progress and impact.

**Repeat** the process again and improve/change practice, if applicable.



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# Personal Outcome Plans 1

Individual Support Plan 1

EHCP OUTCOME	Entry / Baseline	SMART Target	Intervention / Provision	Frequency	Evidenced in...	Exit / Baseline Review	Comments	Plan 1 Progress (1-2-3)
Outcome 1: To spell all high frequency words	34/100 HFW	I spell at least 15 more HFW	Speed spelling intervention	4x5 minutes	Spelling book	45/100 HFW	All new words remembered - not secure on 'older' words. Build in recap	2
Outcome 2: To achieve end of year 1 expectations in maths	2/10 times	I can identify the value of each digit in a 2-digit number, 9 out of 10 times	Partitioning & base ten morning starter	4x5 minutes	Maths BOOK	8/10 times	Reversing numerals	2
Outcome 3: To use full stops and capital letters correctly.	0% accuracy	I can use full stops and capital letters 25% of the time	sentence starter before each writing lesson	4x5 minutes	Writing book	25% accuracy	Making small step progress.	3

Just like the 'Class Outcome Plans' but individual to a child with additional funding from the Local Authority (more targets). This plans works in line with a pupils 'Timetable of Support'...



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# Timetable of Support

Timetable of Support 1

Day	TIME	TIME2	TIME3	TIME4	TIME5	TIME6	TIME7	TIME8	TIME9	COSTING
MON	8:45 - 9:00 Meet & Greet (1:1 AD)	9-9:20 Maths Interventio n (1:4 AD)	9:20 - 10 Maths Lesson (1:6 AD)	10 - 10:45 Englsh Lesson (1:2 AD)	10:45 - 11 - Break	11-12 Reading skills (1:2 AD)	12-1 Lunch	1-2 Science (1:4 HT)	2-3 RE (1:4 HT)	5 hours @ £10.20p/h
TUE										

The timetable of support reflects the 'Individual Support Plan' and how the school uses the additional funding.



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# SEND Systems Summary

Stage 0 – Quality teaching for all

Stage 1 – Pupil Passport

Stage 2 – Class Outcome Plans

Stage 3a – Personal  
Outcome Plan

Stage 3b –  
Timetable of  
Support



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# Provisions and Interventions

Provision across the school varies from:

- One to one support
- Small group support
- Pre-teaching (intervention before whole class teaching) Proactive.
- Overlearning (teaching concepts over and over again)
- Post-teaching (intervention after whole class teaching) Reactive.
- Immediate teaching/intervention (on the spot) during lessons.
- Precision Teaching (personalised teaching programmes).
- ELSA Support (Emotional Literacy Support)
- Speech and Language Therapy.

The majority of interventions and/or provisions are evidence in pupil's SEND Target Books



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# Education, Health and Care Plans

- An EHCP is a legal plan which grants the pupil and family additional funding to help support their learning in school. Usually, the funding is given to schools to use and implement in the best way to support the individual.
- In order to obtain an EHCP, a school must demonstrate support for a pupil at or around £6,000. Also, a pupil must meet certain criteria, this can be discussed with the school SENDCo in more detail.
- You can find more information about EHCPs from the school SENDCo or the Local Authority website.... [www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)
- The SENDCo is experienced in identifying pupils who may require an EHCP.



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# Education, Health and Care Plans

- Leicestershire Local Authority communicates levels of funding in the form of TA allocated hours – e.g. 25 hours. These levels of hours are based on a 2012 TA pay scale.
- As a school we endeavour to clearly communicate with parents/caregivers regarding levels of funding (see table below) and how this is used.
- We endeavour to ensure that children in receipt of an EHCP have the correct level of funding needed to match their provision and needs.

EHCP Hours	Actual TA hours including school contributions	Actual Additional funding (TA hours)
20	12	4
25	15	7
32.5	20	11



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# Pastoral and Emotional Support



At St John Fisher we recognise that there will always be children facing life challenges that detract from their ability to engage with learning. As a result, some children will require greater support to increase their emotional literacy than others. We offer a school counselling service and strategies rooted within the Zones of Regulation and Emotion Coaching.

The School Counsellor is Mrs Johnson



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# SEND & the Curriculum

- We recognise that children identified with SEND have strengths in a variety of subjects.
- It is our intent to ensure that barriers to learning are removed to ensure our SEND children succeed in the wider curriculum.
- Our curriculum is creative, imaginative and meets the needs of all pupils. Giving them transferable knowledge and skills for the next stage in their education.



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# Training and Expertise

- The SENCo has the National SENCO Award.
- We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEN.
- The SENCO attends relevant SEN courses, SENCo Network meetings (locally and within the MAT) and facilitates/signposts relevant SEN focused external training opportunities for all staff.
- Staff members responsible for the support of our SEN pupils have a developing subject knowledge provided by Class teachers, SENDCo or external agencies in the form of training and/or good practice modelling.



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# Resources and Equipment

- Dyslexia friendly resources (e.g. book marks)
- Visual Aids
- Pencil grips and specially designed pencils and pens (Stabilo easi-grips)
- Sand timers.
- ICT – Laptops, iPads.
- Fine/Gross motor skills activities (sorting and threading, etc).
- A variety of paper resources.



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# Transition

- One of the benefits of being a close, family orientated school is that children know the majority of staff. Despite this, we still endeavour to ensure class teachers meet to discuss SEND pupils and that children have an opportunity to be taught by their new class teacher.
- Also, it is the little things that help children with SEND settle into a new class. E.g. where their new peg will be and where they will sit can all be agreed before the child steps foot into their new class.
- The SENDCo will endeavour to meet with your child's secondary school SENDCo to ensure they fully understand your child's needs.
- Additional transitioning is arranged as well as normal transition days for Secondary.
- We will often facilitate transitioning by inviting your chosen secondary school to your child's Annual Review (EHCP only).



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# Complaints about SEND

- First, speak with your class teacher.
- Second, speak to the SENDCo
- Thirdly, speak to a member of the SLT (Head/Deputy-Head Teacher)
- Finally, speak with the head of the governing body.
- You can find out more in the Complaints Policy on the St John Fisher Website.



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# Governing Body

The **SEND Governor** is the Governing Body's champion for Learners with **SEND** and those with inclusion needs. He or she will support and challenge the school to ensure that no Learner is treated less favorably, denied opportunity or left behind because they have additional needs. The SEND governor for St John Fisher is Lisa Smith-Lester

The SEND governor and SENDCo work closely together and meet approximately once every term.



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# Support Services

- Specialist Teaching Services Telephone: 0116 305940
- Autism Support Service Telephone: 0116 305940
- Hearing Support Service Telephone: 0116 305940
- Learning Support Service Telephone: 0116 305940
- Vision Support Service Telephone: 0116 305940
- Psychology Service Telephone: 0116 305510
- The Parent Partnership Service Telephone: 0116 305614
- SENA - 0116 305660
- SEDIASS - 0116 305 5614
- Website details of LA local offer: [www.leics.gov.uk/local\\_offer](http://www.leics.gov.uk/local_offer)



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# Relevant Documentation

You may also be interested in...

- School SEND Policy
- Safeguarding policy
- Behaviour policy
- Accessibility Policy
- If any of the above are not accessible via our website then please do not hesitate to request a paper copy.



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