



St John Fisher RC Primary School

School Offer/SEN Information Report

MISSION STATEMENT

**Love Jesus, love learning,
Inspiring each other to be the best that we can be.**

At St John Fisher RC Primary School, each child is special and it is our mission to provide the highest quality of education for every child entrusted to our care. Your child's overall well-being is paramount and at the centre of all we do. All pupils in school receive quality first teaching, this means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. By adhering to the Code of Practice, the Governing Body endeavours to provide the necessary opportunities for all pupils with Special Educational Needs (SEND) to enable them as well as others to make progress appropriate to their ability, to achieve success and to fulfil their potential. Such an education should enable them all to live enriched, happy lives, have a measure of independence, enjoy positive self-esteem and derive satisfaction from their own efforts. At St John Fisher RC Primary School, we believe that supporting disabilities and difficulties in learning is part of our high quality mainstream education service.

This booklet is to inform you of the types of support available for your child at St John Fisher RC Primary School. It will help you to understand who can help and how this support can be accessed.

What are the arrangements for the admission of disabled pupils?	The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment that has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility.
What are the steps the school has taken to prevent disabled pupils from being treated less favourably than other pupils?	St John Fisher RC Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect under the Equality Act 2010. Pupils should be provided with the opportunity to experience, understand and value diversity. We ensure the inclusion of pupils with SEND in activities both inside and outside the classroom. Inclusion is about much more than the type of school that children attend – it is about the quality of their experience and how they are welcomed; supported in their learning and enabled to participate fully in the life of the school. Risk assessments are carried out and procedures put in place to ensure that all children are able to participate in the wider experiences of school such as trips. We use our best endeavours to meet the needs of all pupils including pupils with SEND. We ensure steps are taken to ensure that pupils with SEND are not treated less favourably than other pupils. This includes raising awareness of additional needs and disabilities through our PSHE curriculum. In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs and /or disabilities.
How we plan and teach pupils with SEN	When children have identified Special Educational Needs and Disability (SEND) before they start here, we work with the people who already know them and use the information already available to identify what their Special Educational Needs (SEN) will be in our school setting. If you tell us you think your child has a SEN we will discuss this with you and investigate this– we will share with you what we find and agree with you what we will do next and what you can do to help your child. If our staff think that your child has a SEN this may be because they are not making the same progress as other children; they may not be able to follow instructions or answer questions for example. We will observe them;

	we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty. (What is happening and why). All our staff are trained to make materials and 'work' accessible, so that every child is supported and challenged to be able to learn at their level. We use additional schemes/materials so that we have appropriately pitched resources for children with SEN. e.g. 'Toe by Toe' 'WASP' and IDL to develop literacy skills.
Classroom Support	All our staff are trained in a variety of approaches which means we are able to adapt to a range of SEN: specific learning difficulties; Autistic Spectrum Condition; speech, language and communication needs and behavioural, social and emotional difficulties. We use a number of approaches to teaching that support all children and their learning styles. This is evident in the teachers' planning and the delivery of lessons and may take the form of whole class, group or individual teaching. We check how well a child understands and makes progress in each lesson. This is done throughout lessons, through the school's marking system and ongoing assessments. Pupil progress meetings with teachers enable the Senior Leadership Team to check the progress of all children each term. These meetings help identify children who are not making expected progress and identify strategies/interventions to help.
Individual/Group Provision	Pupil progress meetings with teachers enable the Senior Leadership Team to check the progress of all children each term. These meetings help identify children who are not making expected progress and identify strategies/interventions to help. Support programmes are then put into place for individual child or small groups.
Involving Parents	We are a child and family centred school. We will always discuss your child's difficulties with you. When we assess SEN we will also discuss with you if your child's understanding and behaviour are the same at school and

	home; we take this into account and work with you so that we are all helping your child in the same way in order for them to make progress. Where appropriate we will write and review Education Plans with children and parents/carers. We use homework to repeat and practice activities that are new and maybe presenting a challenge to a child. For children with SEN teachers discuss progress with parents every term or more often if we believe this will help.									
Involving Children	All children with Special Educational Needs are involved in the target setting process and hold discussions with their class teacher. The child and class teacher work collaboratively to write the student passport and this information is central to the child’s education plan.									
Supporting Pupils and Families	If you want advice from professionals outside school, your local GP is a good first point of contact. There are many agencies that can provide you support, some of which are listed below: <table><tr><th>Agency</th><th>Type of support offered</th><th>Contact details</th></tr><tr><td>SENDiass</td><td>SENDiass Special Education Needs and Disability Information, Advice and Support Service. They offer advice and support to parents and carers of children and young people with special educational needs.</td><td>01706-515-717 FAMILY ACTION SENDiass, Unique Enterprise Centre, Belfield Road, Rochdale OL16 2UP www.barnardos.org.uk/rochdalesendiass</td></tr><tr><td>School Nurse Service Child Health Clinic</td><td>Offer in school support and advice for a child’s health and well-being.</td><td><u>BROOK HOUSE</u> Brook House, Middleton, M24 1AY Telephone – 0161 716 5990 Fax – 0161 716 5933 Email: pcn-tr.middletonSHT@nhs.net</td></tr></table>	Agency	Type of support offered	Contact details	SENDiass	SENDiass Special Education Needs and Disability Information, Advice and Support Service. They offer advice and support to parents and carers of children and young people with special educational needs.	01706-515-717 FAMILY ACTION SENDiass, Unique Enterprise Centre, Belfield Road, Rochdale OL16 2UP www.barnardos.org.uk/rochdalesendiass	School Nurse Service Child Health Clinic	Offer in school support and advice for a child’s health and well-being.	<u>BROOK HOUSE</u> Brook House, Middleton, M24 1AY Telephone – 0161 716 5990 Fax – 0161 716 5933 Email: pcn-tr.middletonSHT@nhs.net
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	For further information about the wide range of support agencies available to you, please refer to the Rochdale Local Authority offer. https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0
Training and Resources	All our staff are trained to make materials and 'work' accessible, so that every child is supported and challenged to be able to learn at their level. We have teachers and support staff with training related to specific learning and or medical issues. e.g. 'Dyslexia', 'Autism', 'Hearing impairments', and 'Selective Mutism.' Teachers and support staff have also received specific training in relation to the use of resources, programmes and strategies to support our children. e.g. 'Toe by Toe' We use additional schemes/materials so that we have appropriately pitched resources for children with SEN. e.g. 'Toe by Toe', 'WASP' and IDL to develop literacy skills. We use a wide range of resources to support children with Special Educational Needs these include: workstations; visual timetables; mind maps; countdown timers, coloured overlays, writing slopes, pen/pencil grips and IT equipment and programmes.
Role and Responsibilities	Your views are important and it is important that people listen to them and that you are satisfied with what happens. In school, the Special Needs Co-ordinator (SENCO) is our designated pupil advocate. They will follow up your concern and make sure something happens that you agree with. The class teacher will write an Education Plan (Passport) for children with Special Educational Needs and encourage parental involvement with this. The class teacher will differentiate and put specific programmes of support in place for your child.
Transition	For pupils who transfer into our Reception Class who have Special Educational Needs meetings are held with pre-school settings they currently attend and parents of the child. This is to ensure a smooth transition into

	school and to ensure that alongside relevant agencies school address the needs of the child from their first day in school onwards. For pupils who have Special Educational Needs who are transferring to High School we have a close liaison with local secondary schools – Cardinal Langley RC High School. The SENCO from Cardinal Langley RC High School attends Annual Reviews of Y6 pupils, or earlier if deemed necessary. We hold additional liaison meetings relating to all children on Special Needs List to support transition as required and we transfer all relevant documents to feeder High Schools.
Storing and Managing Information	All information is kept confidential. Copies of Education Plans (Passports) and educational reports from outside agencies are kept in a secure place in school with access for designated personnel.
Dealing with Complaints	Your first point of contact is always the person responsible – this may be the class teacher; the SENCO or the Headteacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Headteacher then ask for the school governor representative. If you do not feel the issues have been resolved, we will work together to ensure the best possible outcomes for your child. If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is: The Headteacher or SENCO. Special Education Needs and Disability Information, Advice and Support Service. They offer advice and support to parents and carers of children and young people with special educational needs. 01706-515-717 www.barnardos.org.uk/rochdalesendiass
Where you can you get a copy of the St John Fisher RC Primary School Special Educational Needs Policy and School Offer	A copy of the Special Educational Needs Policy and School Offer is posted on the school website or alternatively a copy can be requested from the school office.
Contact Details of the Special Educational Needs Co-ordinator	Mrs L Roden office@st-johnfisher.co.uk

	0161-643-3271
Reviewing Policy	The Special Educational Needs Policy and School Offer is reviewed on an annual basis as part of the school's approach to quality assurance ensuring that school provision is effective and address the needs of pupils.



**St John Fisher RC Primary School
School Offer – Waves of Intervention**

Area of Need	Wave 1 Universal – Whole Class Teaching	Wave 2 Targeted Group Interventions	Wave 3 Targeted 1:1/Small Group Interventions
Communication and interaction	Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, key words, visual aids and modelling Visual timetables Use of symbols Structures school and class routines Access to ICT Risk assessment undertaken to identify and remove barriers for participation in school trips and extra-curricular activities	In class support with focus on supporting speech and language Small group interventions: Wellcomm, Lego Therapy etc.	Small group or 1:1 support for language skills Social skills group Advice/support from Speech and Language Advice from Educational Psychologist/Specialist teacher Advice/support from Rochdale Additional Needs
Cognition and learning	Differentiated curriculum planning, activities, delivery and outcomes In-class TA support In-class targeted teacher support Teacher/TA modelling Increased visual aids/modelling Visual timetables Use of writing frames Access to ICT Read Write Inc Guided reading within lessons Risk assessment undertaken to identify and remove barriers for participation in school trips and extra curricular activities	Catch up programmes – English and Mathematics Progress units Booster lessons In class support from TA Guided reading within lessons Reciprocal reading	Small group or 1:1 for English and Mathematics support Toe by Toe WASP IDL Mathematic learning challenges Life skills Advice from Educational Psychologist/Specialist teacher Advice/support from Rochdale Additional Needs
Social, mental and emotional health	Whole school behaviour policy Whole school rules	Support during lunchtime	Small group or 1:1 support for social skills Individual support or mentoring

	Whole school reward and sanctions system Circle time In class assembly/worship Whole school assembly/worship Achievement assembly PHSCE focused work Social and Emotional Aspects of Learning (SEAL) Extra curricular clubs Risk assessment undertaken to identify and remove barriers for participation in school trips and extra curricular activities	In class support for supporting behaviour targets, access, safety	Individual reward system Time out Advice from Education Psychologist/Specialist teacher Advice/support from Rochdale Additional Needs Advice/Support from CAHMS CAHMS attendance with parents
Sensory and/or physical	Flexible teaching arrangements Staff aware of implications of physical impairment Physical activity – variety of equipment EYFS outdoor provision area Adventure playground 2 hours of PE per week Improved accessibility of building Risk assessment undertaken to identify and remove barriers for participation in school trips and extra curricular activities	Additional fine motor skills practices (Write from the Start) In class support for supporting access, safety Writing slopes Pencil grips Writing/reading overlays	Individual support in class for appropriate subject e.g. Science, PE Occupational therapy programme e.g. sensory circuits Use of appropriate resources e.g. radio aids Advice from Educational Psychologist/Specialist teacher Advice/support from Rochdale Additional Needs Advice/support from Speech and Language

Document history

Date	Amendments
September 2017	Reviewed
September 2018	Reviewed
September 2019	Reviewed
September 2020	Reviewed
September 2021	Reviewed
September 2022	Reviewed
April 2023	Name of SENCO changed
September 2023	Reviewed
December 2023	Name of SENCO changed
September 2024	Reviewed
September 2025	Reviewed