

St John Fisher RC Primary School

SEN Information Report 2025



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 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	



MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

The Local Offer from schools, settings and colleges

St John Fisher R.C. Primary

Head teacher: Janine Kenna

Inclusion Manager / SENCO: Claire Higgins

Safeguarding Lead: Janine Kenna

SEN Governor: Louisa Asgill

<p>1. How does St John Fisher School know if a child/young person needs extra help?</p>	<p>This SEND Information report is a short summary of the support and provision for children with Special Educational Needs and Disabilities at St John Fisher. For more detailed information please also see the SEND policy and School Accessibility Plan, which can also be found on the school website.</p> <p>At St. John Fisher School children we know children may need extra support when:-</p> <ul style="list-style-type: none"> • Concerns about any area of a pupil's learning and development are raised by staff and/or parents. • Termly review meetings show that pupils are not making the recommended progress. <p>Inclusive ethos We are an inclusive school and have experience and expertise of supporting pupils with a range of needs, including: speech, language and communication difficulties; hearing impairments; physical disabilities; sensory needs; a wide range of social, emotional and mental health needs, including developmental trauma and attachment; cognition and learning needs; autistic spectrum conditions and attention and concentration difficulties. Staff understand where children should be in their learning and have ongoing training in respect of effective ways of meeting the needs of all children.</p>
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<p>2. What should I do if I think my child/young person may have SEN?</p>	<p>If parents have any concerns about their child's progress or well-being, they should discuss this with their class teacher in the first instance. Appropriate support can be planned, with advice from the Inclusion Manager.</p> <p>School provision includes:</p> <ul style="list-style-type: none"> • High quality teaching adapted to the needs of pupils. • Small group interventions to support pupils who need to 'catch up'. • Small group or individual interventions for pupils who need additional or differentiated support to access the curriculum. • Advice and support provided by outside agencies such as Educational Psychology, Speech and Language, Occupational Therapy or Behaviour Support. <p>Not all children receiving additional support will have special educational needs. Their progress and provision will be reviewed regularly and discussed with parents and if they are not making progress without ongoing interventions in place, they may be put on the SEND Register and a SEN Support Plan will be written. Please see the SEND policy for further details of the definition of SEND.</p> <p>Educational Health Care Plans:</p> <p>If a pupil has significant and complex needs that require a higher level of support from both the school and outside agencies, above the level able to be provided at SEN support, it may be appropriate to request an assessment for an Education Health Care Plan (EHCP) from the Local Authority. The school and parents will work together to make this request; parents can also make their own request to the Local Authority. If successful, an EHCP will be written outlining provision, outcomes and funding needs.</p>
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<p>3. How will I know how St. John Fisher School supports my child/young person?</p>	<p>SEN Support Plans</p> <p>If your child is identified as having special educational needs, a SEN Support Plan will be put in place. Parents will be asked to be involved in considering their needs, setting appropriate targets and support. This will be informed by assessments, observations and information from both school and home. The SEN Support Plan will be reviewed at least three times a year. Parents are invited to a longer (15-20 minute) parent consultation meeting each term in order to discuss their child's support plan.</p> <p>Support in school</p> <p>Appropriate support will be planned by considering practice which has been found to be generally effective (nationally, locally or within the school) or that has been successful for that child. If additional in-class support is provided, the aim of this provision will be to:</p> <ul style="list-style-type: none"> • Increase access, participation and success in the curriculum. <p>Increase your child's social and academic independence.</p> <p>Our Inclusion Manager/SENCO oversees all support and progress of any child requiring additional support across the school.</p> <ul style="list-style-type: none"> • 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 one or more Teaching, Learning Assistants (TLAs) 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 via the SEN Support Plan. • If the pupil is on the SEND register, the class teacher will meet with parents on a termly basis to discuss the child's needs, support and progress. • For further information the Inclusion Manager/SENCO is available to discuss support in more detail. <p>Advice and monitoring</p> <p>Parents will be advised when the school seeks advice from any outside agency or specialist and any report or recommendations will be shared with them. All levels of provision are regularly reviewed by tracking pupil's progress or classroom observations. Any staff training needs identified in the monitoring and evaluation process are addressed through the whole school training programme or group/individual training. Governors are kept informed about the number of pupils on the SEND Register each term and updated about levels of provision after the termly pupil progress meetings.</p>
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<p>4. How will the curriculum be matched to my child/young person's needs?</p>	<p>Whole class teaching</p> <p>Whole class teaching is always adapted to meet the needs of all pupils and this is achieved through:</p> <ul style="list-style-type: none"> • Planning – tasks are adapted to enable pupils to understand or participate in lessons, teachers use the Local Authority Ordinarily Available Guidance for support and strategies. • Delivery – teachers use a range of inclusive strategies. • Support – teachers will plan how pupils are grouped and the need for any additional support, as appropriate. • Marking – the school uses a marking system that informs, supports and involves pupils in evaluating and developing their learning. • Resources – equipment and prompts will be provided for particular lessons to enable pupils to participate and access the curriculum.
<p>5. How will I know how well my child/young person is doing?</p>	<p>Progress and monitoring</p> <p>Teachers regularly monitor the progress of pupils, both formatively (ongoing assessment throughout each lesson/series of lessons) and summatively (at the end of each unit of work/term).</p> <p>All pupils' progress and attainment is also monitored through pupil progress meetings held each term with the class teacher, Headteacher, Deputy Headteacher and Inclusion Manager. The progress of individual interventions and groups are also monitored during these meetings. 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 is putting additional support in place for a child.</p> <p>SEN support plans are reviewed and new targets set every October, February and May. During this process comments are made against each target to show what progress the child has made. If a child has not met a target, the reasons for this will be discussed and the target may be adapted into smaller steps, or a different approach may be tried to ensure the child makes progress.</p> <p>Pupils' social and emotional needs are monitored through:</p> <ul style="list-style-type: none"> • Observations by all staff members, including playground staff • Termly pupil progress meetings • Review of the impact of provision <p>Support is provided through Social and Emotional skills groups, our Emotional Literacy Support Assistants (ELSAs) and our Art Therapist. We also have access to support from our NHS mental Health Support Team - The Education Wellbeing service.</p>

<p>6. How will the school know how well my child/young person is doing?</p>	<p>Communication with parents</p> <p>Parents can ask to meet their child’s class teacher at any time, but details of pupils’ progress and attainment are always shared at parent meetings which are held three times a year, while written reports are sent out at the end of the academic year. Where appropriate, a home/school link book, or other agreed system, such as feedback through a reward/target chart, can be used to facilitate a dialogue between school and parents.</p> <p>SEN Support Plans and EHC Plans</p> <p>If a pupil has a SEN Support Plan (SSP), it will be reviewed with parents at least three times a year. These pupils will have longer parent meetings to review progress, attainment and targets. Those pupils with EHC Plans have an annual review to discuss targets and provision. This is a much longer, in depth meeting and will therefore replace that term’s SSP meeting.</p>
<p>7. How will you help me support my child/young person’s learning?</p>	<p>St John Fisher works with all parents to help them support their children’s learning. Any actions or ideas to help pupils at home, either from school or specialist services, will be shared with parents at meetings. SEN Support Plans have a section to record any agreed actions.</p> <p>St John Fisher also offers parents:</p> <ul style="list-style-type: none"> • Parent workshops about phonics, literacy and numeracy • Parent workshops with the NHS Education Wellbeing team on emotional wellbeing, behaviour and parenting • Self-referral for guided support from the NHS Education Wellbeing team linked to anxiety or behaviour support for children • Information about SEND workshops organised by outside agencies • Information about courses for parents

<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>	<p>Wellbeing support</p> <p>The well-being of all pupils is a priority at St John Fisher. Class teachers and support staff monitor the needs of all pupils and the school will consider how best to meet their needs.</p> <ul style="list-style-type: none"> • All school staff are trained in a number of supportive strategies e.g. Emotion Coaching and Zones of Regulation. • We have a very clear Relationships and Behaviour policy which all staff live out on a daily basis. • Pupils are taught through a range of collective worships, PSHE and Religion lessons and whole school events (such as Sports and Wellbeing Fortnight) about mental health and using supportive strategies to maintain good mental health or share their worries and concerns. • Pupils have access to social and emotional skills groups, ELSA sessions and Therapeutic Play sessions with our Expressive Arts Therapist (where appropriate). • The school has an Advanced Mental Health Lead, who have completed the National Education Leaders in Mental Health course. • The school has two designated ELSAs (Emotional Literacy Support Assistants). They support children who have emotional, social or mental health difficulties that have been identified as specifically benefitting from an ELSA intervention. They usually meet with children on a 1 to 1 basis, for one session per week, for an 8-week intervention. They review the children's progress with parents verbally at the end of the programme, if this has not already been shared via the SSP process. All ELSAs attend supervision sessions with Merton's Educational Psychology Service. • The school works with the NHS Mental Health in Schools Team to offer a range of parental and staff training workshops. They also offer workshops for children in schools on specific themes, such as the 'Ninja worry workshops' on the transition to secondary school. • Support can be sought from agencies such as the Educational Welfare Officer and the Merton SEND Support and Inclusion Service • All incidents of inappropriate or bullying behaviour are dealt with as a team, logged on the school system and parents informed. • Pupils' views are sought using an annual questionnaire. <p>Medical/personal support: This may include:</p> <ul style="list-style-type: none"> • Support from designated trained first aiders, with a range of different teaching/support/admin staff trained across the school • Additional adult support for personal care or medical needs (as appropriate) • Medical Care plans, are prepared with the support of the family and appropriate medical advice, for example
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	<p>the school nurse. Where appropriate, staff are trained to support the pupils with medical needs that they work with.</p>
<p>9. How will my child/young person be able to contribute their views on how things are going?</p>	<p>All pupils at St John Fisher are encouraged to let staff know how they feel about their learning. For those pupils with SEND, this can be done as follows:</p> <ul style="list-style-type: none"> • Pupils' views are sought during reviews of SEN Support Plans, where appropriate • Pupils' views about their learning are sought and recorded on a 'one-page profile' which details what they feel their strengths are, their areas to work on and the best ways to support them • Pupils' views are sought during annual reviews of EHC Plans • Adults can help pupils record their views • Children attend some or all of their review meetings where staff/parents feel it is appropriate

<p>10. What specialist services and expertise are available at or accessed by the school?</p>	<p>St John Fisher is able to access the support and advice of a wide range of professionals within the London Borough of Merton, where appropriate (waiting lists apply).</p> <p>This can be for pupil assessments, advice or training for staff, or working directly with pupils or families. The school buys in the following services to support them in identifying and supporting children with additional needs:</p> <ul style="list-style-type: none"> • Educational Psychology (EP) Service • Merton SEND Support and Inclusion Service • Educational Welfare Service/Officer (EWO) • Early Years Inclusion Team (EYI) • Family Wellbeing Service and Early Help Hub (through the Children and Families Hub/social care) <p>They can also access support (specific referral criteria apply) from:</p> <ul style="list-style-type: none"> • NHS Speech and Language Therapy Service (SALT) • NHS Occupational Therapy Service (OT) • NHS School Nursing Service <p>Sensory Support Service (Hearing/Visual/Multisensory Impairment)</p> <ul style="list-style-type: none"> • NHS Child and Adolescent Mental Health Service (CAMHS) • Merton Autistic Outreach Service (MAOS) • NHS Education Wellbeing Service (part of South West London and St George's NHS Mental Health Trust) • Social Care (through the Children and Families Hub)
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11. What training have the staff supporting children and young people with SEN had or are having?

Staff training

All staff at St John Fisher are given the opportunity to attend professional development training. This can be arranged as a whole school training session or individually and is organised by the Deputy Head and Inclusion Manager and reviewed on a termly basis.

There is regular whole school training for Child Protection and Safeguarding and the whole school has also been trained in emotion coaching and zones of regulation.

We are a school who are keen to share expertise amongst staff and feel observing others working with pupils is just as beneficial as formal training. We have very good in-school and local school links with our cluster of schools, where we can offer or seek this type of paired colleague to colleague training.

We can also arrange training for staff who may work with children with specific conditions or who would benefit from more focused support. This may include: Autism; ADHD; speech and language programmes; literacy and numeracy programmes; EAL (English as an additional language) support; behaviour support.

The following staff have been trained in the programmes below:

- Anne Groombridge and Emma Flynn are trained as Emotional Literacy Support Assistants (ELSAs)
- 14 members of staff from SLT, teaching and support staff are trained in CPI Safety Intervention (accredited training in de-escalating and managing challenging behaviour)
- Claire Higgins is trained as Advanced Mental Health Lead
- ELKAN (Accredited Speech and language programme) – Shirley Leon, Monika Modzewleska

Attention Bucket - Lisa Sloan

Mental Health First Aider course - Claire Higgins, Anne Groombridge

- In addition, a number of TLAs have trained in Lego Therapy (social skills), ASC workstations, ASC awareness and Sensory Processing Disorders.

Our SENCO/Inclusion Manager, Claire Higgins, has undertaken the National Award for SENCOs and has considerable experience of liaising effectively with a large range of outside agencies to support the needs of children with more complex needs.

In addition, she has also accessed:

- Regular training opportunities provided by the borough in all areas of SEND
- Additional training on specialist areas, such as neurodevelopmental difficulties, Autism/ADHD, attachment and trauma, speech and language difficulties and supporting pupils learning English as an Additional Language

	<p>(EAL)</p> <ul style="list-style-type: none"> • She attends all SENCO forums and represents the Catholic Cluster within the Local Authority (LA) SENCO Working Party. She also worked with the Local Authority within a funded project as a SEND advisor. <p>Claire Higgins and Margot Aldred, oversee support for all children with medical conditions and have attended training on supporting children with a range of medical needs. For pupils who have medical conditions, we always seek medical advice and arrange training for all staff supporting and working with that child, as appropriate. This has included: diabetic care, hearing impairment, allergies/ epi pens, epilepsy, asthma and emergency evacuations. The school regularly seeks advice or makes referrals to the School Nurse. Named First Aiders are fully trained. All relevant staff receive virtual training videos on asthma, anaphylaxis and epilepsy on a yearly basis.</p>
<p>12. How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>St John Fisher offers a wide range of trips - both day and residential - and considers the needs of all pupils when planning them.</p> <ul style="list-style-type: none"> • Parents' views would be sought if there were any concerns about meeting any pupils' needs on a trip and a full individual Risk Assessment would be completed with parents. • Individual Risk Assessments are completed with the Inclusion Manager, Headteacher, parents and other relevant professionals. • Trips are planned to include all pupils and may have to be adjusted to make sure pupils' needs are accommodated. • Pupils may be supported by an additional adult and occasionally, their parents may be invited to attend. • General Risk Assessments are completed by the class teacher and approved by the Trips Coordinator - Claire Higgins.

<p>13. How accessible is the school environment?</p>	<p>The school site is not completely wheelchair accessible. There are some areas in the original building which do not meet the requirements of wheelchairs.</p> <p>It has 2 disabled toilets.</p> <p>The school is all on one level with ramps at specified fire exits.</p> <p>Where possible the school use of staff who speak a range of languages are used to support families where English is not the first language.</p> <p>The school would consult with the hearing / visually impaired service to get advice on improving the auditory or visual environment.</p> <p>The school would apply to the borough for funding of more expensive items for children with EHCPs.</p>
<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>	<p>It is very important that pupils are made welcome when they join Pelham and that they are also prepared when they leave to move on to the next stage of their education. Pelham supports its pupils in a range of ways:</p> <p>Nursery and Reception Staff classes have a planned transition to help them get used to the routines of school. School staff will speak with any setting where the pupil currently attend and may organise to visit the pupil in the setting if appropriate.</p> <ul style="list-style-type: none"> • All pupils who start at a different time of year meet the Head Teacher or Deputy Head and/or the Inclusion Manager and have an induction plan to help them settle into the school. 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. • Staff from the new secondary school may visit St John Fisher and meet with staff to discuss any additional support the children may require when settling into their new school. • Children with SEND, where this has been identified prior to their start, are offered additional support with transition and the class teacher and Inclusion Manager liaise with any relevant professionals and any previous setting prior to their start at Pelham. Where possible, the SENCO/Inclusion Manager may also visit them in their current school/setting. We also encourage further visits to assist with acclimatisation to the new surroundings and if appropriate, we will provide transition booklets. • At the end of every academic year each class is introduced to their new teacher during an afternoon session spent together. • Each teacher completes a thorough handover at the end of the year, with further consultation early in September sharing all key information with the new class teacher. • Individual children may have their own transition plan/activities/booklets staff and pupils (where appropriate) will complete a one page profile. • When children are preparing to leave us for a new school, typically to go to Secondary education or to specialist education, we liaise with the new schools and support with any visits offered, for example, school staff may attend the new school with the pupil (if invited). The Inclusion Manager will meet with the new school staff to provide a detailed handover.

	<ul style="list-style-type: none"> • There is a full transition programme in Year 6 to help pupils prepare for the move to secondary school. • Children with SEND are offered additional support with transition to Secondary, for example through a attending a transition group, where they discuss key skills, such travelling to school, organising their time, using a timetable and making new friends. <p>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> <p>Pupils in Year 6 with an EHC Plan have additional meetings to help them manage the move to their new school.</p>
15. How are the school's resources allocated and matched to child/young	<p>School resources</p> <p>School resources are allocated according to pupils' needs. All pupils' needs are assessed, either during the termly pupil progress meetings or by the class teacher and/or Inclusion Manager. Resources are then allocated accordingly and may include universal, targeted and specialist support.</p> <ul style="list-style-type: none"> • Universal provision is the high quality teaching and assessment available to all pupils. • Targeted provision is the assessment and support chosen or designed to meet a particular area (catch up/booster) or special educational need. • Specialist provision is a level of provision that requires specialist input for an individual pupil. <p>The assessment and support is chosen or designed to meet a pupil's identified special educational need. This can include a range of resources, including: additional adult support; small group work; purchase and use of specific equipment or specialist advice.</p> <p>Monitoring of resources</p> <p>The Senior Leadership and Management Teams and Governors monitor and evaluate the impact of any provision and use of resources. If the school budget is not sufficient to meet the needs of a pupil, we would consider requesting a statutory assessment to provide additional funds to support that child.</p>

<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>	<p>Pupils' needs and progress is assessed and monitored each term and any decision to provide additional support, equipment or seek specialist advice is shared with parents. The impact of any additional support is reviewed each term via the SSP or EHCP process (assess, plan, do review) or the termly pupil progress meetings, to decide whether it needs to continue or be changed.</p> <p>Parents are encouraged to contribute their views at every parent consultation meeting, so that they form an intrinsic part of the plan. Children also contribute their views each term through their one-page profile. The Inclusion Manager supported by the SLT reviews the impact of all support provided on a termly basis and shares with the linked governor.</p>
<p>17. How will I be involved in discussions about and planning for my child/young person's education?</p>	<p>Parents are involved at all stages of discussions about additional provision for their children. This will happen either at the termly parent meetings or when the parent or school wish to discuss a pupil's needs. Parents of children with SEN Support Plans are involved with reviewing their targets on a termly basis, during the SEN Support Plan meeting. Parent's views are central to the discussion about their child.</p>
<p>18. How can I be involved in the school more generally?</p>	<p>St John Fisher is a friendly and inclusive school and benefits from having a very active PTFA. They organise and run a wide range of activities and welcome help from all parents. Parents can also volunteer to help with the following school activities:</p> <ul style="list-style-type: none"> • 1:1 reading with pupils • Helping to support on sports events • Help in class lessons with cooking or sewing or other activities, as requested • Attending school trips • Sharing their knowledge or expertise during days such as 'Careers Day', or 'Sports and Wellbeing Fortnight'

19. Who can I contact for further information?	<p>For current parents, your first point of contact would be the class teacher, using the Year group emails.</p> <p>The Headteacher - Janine Kenna (head@st-johnfisher.merton.sch.uk)</p> <p>The Deputy Headteacher – Claire Ellerker (deputy@st-johnfisher.merton.sch.uk)</p> <p>If the issue is SEN related the Inclusion Manager – Claire Higgins (inclusion@st-johnfisher.merton.sch.uk)</p>
20. What should I do if I am considering whether this is the right school for my child/young person?	<p>Parents who are considering sending their child to St John Fisher are very welcome to look around the school during one of its tours for prospective parents. Our school is a Catholic school for families of all faiths and none.</p> <p>For those parents who have children with SEND, they can also arrange to meet the Head Teacher and/or Inclusion Manager to discuss their needs and how they might best be met at St John Fisher. Please also see the school website for our welcome video about our school: https://st-johnfisher.merton.sch.uk/</p> <p>All admissions, with the exception of children with an EHC plan, are dealt with by Merton School Admissions: https://www.merton.gov.uk/education-and-learning/schools/admissions</p> <p>The school has a clear admissions policy in line with borough policy.</p> <p>The Merton Information, Advice Support and Service (MIASS) Officer for families in relation to SEND is Fran Turko (miass@merton.gov.uk 0208 543 8854)</p>