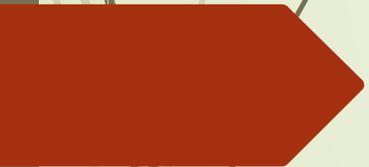


# **St John Fisher Catholic High School**

## **SEND Information Report**

**2021 –2022**

This report has been co-produced with parents





# Contents

- Who we are
- How we identify SEND
- How we help students with SEND
- How we review our SEND provision
- How we resource our SEND provision
- Support for student well-being
- Staffing and training
- Enrichment
- Preparation for transition
- Communication with parents





# Who are we?

## Our Vision

- St John Fisher School is an inclusive and welcoming Catholic community, committed to excellence, success and lifelong learning.
- Each individual is valued and supported to reach their full potential as a child of God.



Who are we?

## **Our Mission**

“I have come that they may have life and have it to the full”

St John’s Gospel Chapter 10

St John Fisher Catholic High School provides a learning environment in which:

- the pursuit of excellence by each member of the community is recognised, encouraged and developed
- each individual is cherished as unique
- spirituality and a sense of God are nurtured
- service, responsibility and care for self and others are valued by all





## Who are we?

- We are a school that values all our children and sees each one as a child of God.
- We aim to nurture all our students' talents and gifts and understand that some students with Special Educational Needs and Disabilities (SEND) may need additional support in order to reach their potential.
- We have high expectations of all children and encourage each individual to develop a sense of aspiration and a desire to grasp opportunity.





## **How do we know if your child has Special Educational Needs and / or Disabilities?**

- Information from his / her previous school, including primary school transition visits
- Information from parents.
- Information from external agencies e.g. Health, Social Care, Educational Psychology Service, Autism Outreach
- Prior attainment data, including Key Stage 2 Standard Assessment Test (SAT) scores
- Baseline assessment in year 7 or on entry to school
- Teaching Assistant monitoring and feedback
- Observation during lessons
- Feedback from subject teachers, tutors, Student Support Officers, Heads of Houses, including use of Assessment Point (AP) data to monitor progress



## **What should I do if I think my child has Special Educational Needs?**

- Contact the Special Educational Needs Co-ordinator (SENCO), Jo Sennett.
  
- Contact the Assistant Learning Support Co-ordinator, Shelley Brown.



# What do we do to help children with SEND?

- Assess the level of need
  - Plan interventions
  - Deliver intervention programmes
  - Review and feedback to students and parents
  - Consult external agencies if required
- 





## **What do we do to help children with SEND?**

- The student is at the centre of the planning process.
  - Intervention programmes are tailored to an individual child's needs and overseen by the SENCO.
  - Data is used to check progress and ensure that intervention is working.
- 



## **What do we do to help children with SEND?**

- High quality teaching in every classroom is the most important aspect of our approach.
- We use differentiation, which means we adapt our teaching to ensure that all students have work appropriate to their needs in lessons.
- Every teacher is a teacher of SEND and should ensure that differentiation is achieved through modified resources, tasks and support in lessons.
- Differentiation can also be approached through changes to a student's curriculum.





## **What do we do to help children with SEND?**

- We plan small group or 1:1 interventions.
- These include: literacy groups; numeracy groups; speech and language groups; 1:1 pre-teaching, MFL disapplication for additional language support; access to bilingual TAs; social skills groups; behaviour intervention groups; differentiated curriculum provision.
- We also run lots of other sessions including Reading Buddies; handwriting club; sensory circuits; Telling the time club; Coursework catch up; Homework club; Breakers lunch club; Careers club; Lego club; BSL; communication club





## Deaf Hub

- A Deaf Hub, run in conjunction with Peterborough Local Authority, opened in September 2016
- It has places for up to four students with a Hearing Impairment. Placement is for students with an EHC plan and is decided by the Local Authority SEND panel.
- We have a specialist Higher Level Teaching Assistant to run the hub.
- All our teachers and teaching assistants are trained to work with students with hearing impairment work closely with the Specialist Teaching Service at the Local Authority
- The Hub's work is also to act as a centre for specialist advice, offering in-reach work to professionals and parents
- Please see further information on our website.



## How do we know how effective our provision for students with SEND is?

- Annual review of the SEND policy.
- Regular review and assessment within the department, with a rigorous approach being taken to data.
- Whole school monitoring of teaching and learning, including lesson observations.
- Whole school monitoring of SEND students by subject.
- Termly academic tutoring.
- EHCP and learning pathway reviews.
- Implementation of SEND development plan, reviewed termly and revised annually.
- Parent and student feedback



## How do we check that your child is making progress?

- Departmental assessment and testing.
- The usual school assessment and reporting arrangements.
- Termly academic tutoring review, with the Link TA present.
- Annual reviews for statements and EHC plans.
- Six monthly reviews for learning pathways.
- SEND drop-ins for parents.
- Inclusion Forum in school.
- Student and parent feedback at review meetings.





## How do we make sure students with SEND get the opportunity to give feedback?

- Offer them the opportunity to participate in termly reviews.
- Ensure that all review meetings are child-friendly and students are taught how to engage effectively and express their views.
- Ensure that the 'voice' of SEND students is captured effectively.
- SEND students are also encouraged to participate widely in student voice activities and become representatives on school bodies and active members of their form groups and Houses.





## **How do we decide what resources to give to a student with SEND?**

- The governors, through the work of the finance committee, will allocate funds to meet the needs of students with SEND.
- The School should fund the first £6000 of support for a student, on top of standard place funding.
- We look at individual student need and prioritise those with highest need.
- We look at the priorities in the SEND development plan.
- We look at the overall level of need in the current students on roll.
- We prioritise targeted interventions over in-class support.
- We include students and parents in all stage of planning.



## What support do we offer for young people's overall health and well-being?

- All students are part of the vertical tutoring system.
- They are attached to a House and have a named tutor and Student Support Officer.
- SEND students also have a link TA who can support them in accessing the curriculum and dealing with life in school.
- The school's Inclusion Forum brings the work of SEND and pastoral teams together to ensure a joined up approach to support in school.
- The school also works closely with external agencies to provide pastoral support, such as the Safer Schools Officer, School Nursing Service, Integrated Child Health Services, the Early Help Team, Social Care.
- The use of Early Help Assessment is thoroughly embedded in the workings of the school.
- The school has a clear mental health strategy and places the well-being of the student at the center of our decision making.



## What support do we offer for young people's overall health and well-being?

- The school has a positive behaviour policy focusing on rewards for good behaviour and attendance.
- Students are invited to sit on House and School Councils and canvas the opinion of all students.
- Students are often asked for feedback on their learning and school experience.
- Good learning habits are promoted, including the development of resilience
- A comprehensive PSHE curriculum that includes explicit teaching to promote good social, emotional and mental health
- Bespoke group work delivered in connection with resilience and self-esteem
- A school counsellor contracted through the YMCA



## The Student Perspective

“Learning Support helps me improve in subjects I struggle with.”

Year 10 student

“My link TA is very nice, she always helps.”

Year 9 student

“The TAs are always helpful. They do their job really well.”

Year 11 student

“I like my buddy listening to me read and telling me what I have done well and how I can improve.”

Year 7 student

“I was always embarrassed that I couldn't tell the time. Now I can do it and I don't need to worry any more.”

Year 8 student

“I spent the whole of primary school doing phonics and not being able to read. Here they tried something different and I can now read.”

Year 10 student

## Which specialist staff work in the school?

If we need to we will contact other professionals. These may include people from the:

- Education Psychology Service
- Specialist Teaching Service
- Autism Advisory Teacher Service
- Child and Adolescent Mental Health Service (CAMHS)
- Integrated Child Health Services, including the School Nursing Service, Community Paediatrician, neuro-developmental team, emotional health and well-being practitioner team
- Referral and Assessment Team
- Early Help Team
- PCSO and Safer Schools Partnership
- Youth Offending Service (YOS)
- Local Authority SEND team
- We contract counselling services through the YMCA



# What training have our staff had?

- All teachers receive regular updates on SEND and the Code of Practice.
- All staff receive regular training on mental health and many are currently completing a Level 2 certificate
- All staff are engaged in a programme of training linked to Dear Awareness
- All of our TAs have achieved at least a Level 2 qualification in Supporting Teaching and Learning. Many have additional qualifications in areas such as counselling skills, autism and mental health.
- All TAs have a regular programme of training. Recent events training on Rosenshine's principles, attachment awareness and language and communication. Our HLTAs have all received the specialist HLTA qualification.
- Four TAs have a qualification in Oral Language Modification
- We have two members of staff with a Level 2 qualification in British Sign Language
- Three members of staff are accredited Intervenors for students with a Multi-Sensory Impairment (MSI)
- Two TAs are currently training in the use of Braille.



## What training have our staff had?

- SENCO has a Level 3 diploma in counselling skills and has completed training on attachment and trauma.
- SENCO completed Mental Health Champions Foundation training.
- All our staff have received specialist training in supporting students with Autism, Visual Impairments, in Deaf Awareness
- More than 20 members of staff completed a Level 2 qualification in Understanding Children's Mental Health





## **How do we ensure students with SEND are included in the school?**

- Our school complies fully with the requirements of the Disability Discrimination Act and has an Equality policy. All activities are available to all students.





## **How do we ensure students with SEND are included in school activities and trips?**

- Use of TA support on external visits and curriculum enrichment (Focus) Days.
- Link TAs to support parental knowledge of opportunities for students.
- Appropriate use of Pupil Premium monies for identified SEND students.
- Modified equipment / access as required.





## **SEND are included in school activities and trips?**

We also have clubs that are specifically aimed at SEND students, for example Breakers, Lego Club, ScalextricClub and the Hub lunchtime communication club.





## **How do we prepare students for joining us?**

- Visits to primary schools by staff.
- Information from primary schools and conversations with SENCOs / class teachers.
- Comprehensive induction programme for all students.
- Summer activities in conjunction with the Youth Dreams project.
- Meeting for all parents, including access to interpreters and translated materials.
- Supported transition programme for vulnerable students.
- Use of data and baseline assessment to identify needs.
- Co-operation with external agencies to support transition for more vulnerable students.





## How do we prepare students for leaving us?

- Conducting reviews after October half term in Year 11 to ensure clarity about post-16 ambitions.
- Supporting students to make applications to college and taking them on visits to Further Education providers.
- Providing Independent Advice and Guidance that is appropriate and takes into account their needs.
- Working closely with the LA Additional Needs advisers.
- Providing timely information to post-16 providers.
- Ensuring students have appropriate life skills through the Learning Support KS4 option.
- Support students in the 6<sup>th</sup> form to make UCAS applications, visit universities and access relevant grants and funding.
- Help parents in gathering information to support their children to make informed decisions about their future.



## **How do we involve parents in school life?**

- Participating in parent consultation evenings and completing questionnaires.
- Attending inclusion drop-ins.
- Learning Support Coffee mornings
- Attending academic tutoring meetings annually.
- Attending annual and six monthly reviews.
- Making appointments directly with members of staff.
- Using school diary and House communication systems.
- We always use interpreters and translated materials where possible, when required.
- We co-produce our policy and information report with parents.





## How do we involve parents in school life?

Recent parental feedback:

*I am very happy with how my daughter is being supported in school*

100% of parents questioned agreed that their child was happy in school

100% of parents questioned agreed that their child could usually take part in lessons and had sufficient access to extra-curricular opportunities

*This school has identified my son's needs and is helping him with his Dyslexia*





# How do we involve parents in school life?

Our focus for working with parents next year:

- Improve communication opportunities between reviews.
- Look at how we give more effective information about provision and progress within that.





## Who is the first point of contact?

- If you have a general enquiry you can contact the school reception:

01733 343646

[enquiries@stjohnfishersschool.org.uk](mailto:enquiries@stjohnfishersschool.org.uk)

- If you have an enquiry regarding a specific student you can contact the Student Support Officer for his / her House, via Reception.

- If you have a specific SEND enquiry you can contact Jo Sennett, SENCO:

[Jo.Sennett@stjohnfishersschool.org.uk](mailto:Jo.Sennett@stjohnfishersschool.org.uk)





## Key dates

- This document was reviewed in September 2021.
- It will next be reviewed in July 2022.

## Where can I find out more information about SEND in Peterborough?

Look at the Local Offer

[SEND Information Hub \(Local Offer\) | Peterborough Information Network](#)