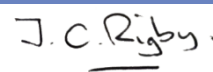
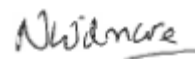


SEND Policy

Date approved: 08.05.2019
Signed by Chair of Governors: Mr Jon Rigby



Date approved: 08.10.25
Signed by Headteacher: Mrs Natasha Wilmore



Reviewed: July 2025
Next Review: July 2027



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Special Educational Needs Policy

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

John Chapter 10

At St John Fisher Catholic High School, we affirm the God-given dignity of every student and uphold the belief that each person is uniquely created in the image and likeness of God. Rooted in our Catholic ethos and guided by our school motto, we are committed to ensuring that all students—regardless of ability or need—are valued equally and supported to live life to the full.

We recognise our shared responsibility, as a community of faith and learning, to promote inclusion, justice, and compassion. All teachers are teachers of students with Special Educational Needs and Disabilities (SEND), and we are united in our resolve that no child should be disadvantaged or marginalised because of their additional needs.

In the spirit of solidarity, we strive to provide a personalised and nurturing learning experience that respects the unique gifts, strengths, and challenges of each learner. We work to ensure every student has full access to a broad, balanced, and appropriate curriculum that enables them to flourish academically, socially, and spiritually.

The school fulfils all its statutory responsibilities in line with the Children and Families Act 2014 and has due regard to the SEND Code of Practice (January 2015). This policy has been co-produced in partnership with parents, carers, and the SEND governor, reflecting our commitment to collaboration and the common good.

This policy should be read in association with the following school policies:

Accessibility Plan and Disability Access policy
Anti-bullying policy
Assessment and Intervention Policy
Behaviour for Learning Policy
Complaints Procedure
Equality and Diversity Policy
Equality Objectives Policy
Equality Objectives
Medical policy
Teaching and Learning Policy
Safeguarding and Child Protection Policy
SEND Information Report
Student Mental Health & Well-being policy

I. Identification

1.1 A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others the same age;

or

- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

1.2 The four areas of SEND identified in the Code of Practice (2015) are:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Physical and / or Sensory Impairment

Specific Learning Difficulties, such as Dyslexia or Dyspraxia, and other diagnosed conditions, such as Attention Deficit and Hyperactivity Disorder (ADHD) or Autistic Spectrum Disorder (ASD) can be placed within one of these four areas.

In addition, the school recognises that students of any ability can present with a learning difficulty or disability and that these difficulties may be for specific periods of time. A student with English as an Additional Language (EAL) may be identified as having learning difficulties, however speaking English as a second language is not an adequate reason in itself to identify a student as having SEND.

1.3 The school has the following means of establishing whether a student has SEND:

- Information from the 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: National Foundation for Educational Research (NFER) reading tests; Cognitive Ability Tests (CATs)
- 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
- Discussion at Inclusion Forum

2. Levels of SEND

2.1 SEND Support

Students identified as requiring SEND support will be placed on the School's SEND register. Parents will be informed in writing that this is the case. The Assess, Plan, Do, Review model of intervention will be put in place to support the student.

2.2 Education, Health and Care Plans

Education, Health and Care Plans are issued by the Local Authority following a period of Statutory Assessment. Some of these EHC plans may attract additional funding and all impose a statutory duty on the Local Authority and School to deliver the educational provision outlined within them.

3. Provision

3.1 Additional support for students with SEND can be provided in the following ways:

- Differentiation by resources, task, group, teacher support, questioning, expected outcomes
- One page profiles
- Learning pathways
- TA support in lessons
- Use of ICT and software packages for support, for example laptop provision or Dragon speak.
- Literacy withdrawal groups
- Numeracy withdrawal groups
- Reading Buddies
- Disapplication from MFL
- 1:1 or small group pre-teaching and over-learning
- Speech and language interventions
- Social skills groups
- Emotional literacy programme – Delivered by ELSAs
- Counselling by arrangement
- Key stage 3 and 4 Learning support
- Homework differentiation and support
- Bi-lingual teaching assistants and signers
- Alternative curriculum arrangements
- Access Arrangements for Public Examinations
- Independent Advice and Guidance to support post 16 transition, including working with Local Authority Additional Needs advisors.

This is not an exhaustive list of provisions, and additional interventions may be included depending on the needs of an individual student or the cohort as a whole. Reference should be made to the whole school Provision Map (Appendix 1) for a current overview.

3.2 The school has a Deaf Hub, which is run in conjunction with Peterborough Local Authority. The Hub has two key aims:

- i) To offer specialist placement and support within the mainstream school for students who are Deaf
- ii) To be a centre of specialist expertise and provide resources and guidance at an appropriate level to primary and secondary colleagues across Peterborough. The aim of this is to ensure that any Deaf student, regardless of setting, receives quality first teaching and an excellent standard of inclusive education. This role of centre of specialist expertise also includes being a deaf-friendly school.

4. Working with External Agencies

The school will work in partnership with external agencies to access specialist services for students and ensure that all receive appropriate levels of help. Where necessary the school will use the Early Help Assessment (EHA) as a means of working with parents and streamlining the work of different

agencies. Parents would usually be consulted before external agencies are involved. Partner agencies currently include:

- Education Psychology Service
- Sensory Support Service
- Autism Outreach Service
- Child and Adolescent Mental Health Service (CAMHS)
- Integrated Child Health Services, including the School Nursing Service, Community Paediatrician and Neuro-developmental Team
- Referral and Assessment Team
- Safer Schools Partnership
- Dhirversion
- Local Authority SAMs team
- Local Authority Special Educational Needs and Inclusion services.
- Family Voice

5. Monitoring and Review

In accordance with Chapter 6 of the Code of Practice, the assess, plan, do, review model is used in school.

5.1 All students will have a one page profile, with learning pathways then being put in place for students with a higher level of need.

5.2 Progress reviews take place termly as part of the whole school system of Academic Tutoring, which ties in with the publication of assessment data on different year groups. The student's link Teaching Assistant will attend the meeting with the student and tutor, ensuring that assessment by the Learning Support department and subsequent progress is acknowledged and taken into account when target setting. Tutors are expected to be aware of a student's Special Educational needs and to use the one page profile to inform their target setting.

5.3 Progress in specific interventions is monitored through baseline assessment at the beginning of the programme and by targeted assessment at appropriate times during the course of the intervention. Data from these will inform students' progress reviews.

5.4 If students are not making expected progress a learning pathway may be put in place, in consultation with the SENCO, child, parent, tutor and external agencies. This plan will identify clear needs and interventions and be reviewed termly, with a formal annual review. A lack of progress on this plan would lead to a consultation with an Educational Psychologist and may lead to a request for a needs assessment.

5.5 The views of parents are always welcomed. Parents are encouraged to attend SEND review meetings and Parents Evenings, where the SENCO is always available to discuss any concerns. The school also holds Inclusion drop-ins and coffee mornings for parents of students with SEND to discuss any issues that may have arisen and provide an opportunity for support and advice. The school always welcomes feedback as to how to make our systems more 'parent friendly' and has

changed the format of annual review meetings to ensure that parents have the opportunity to review paperwork and ask questions before the meeting begins, in order that they can contribute more fully to discussion. In addition the school seeks to co-produce SEND policies and reports with parents.

5.6 The views of the student are always kept at the heart of discussions. It is now a statutory requirement that the views of students over the age of 16 outweigh the views of the parents. With that in mind, the school works not only to include students in review meetings but also to educate students as to how they can participate more effectively and express their views. Students with SEND are also encouraged to play a full part in the life of the school, and supported to do so when required.

6. Staff Responsibilities

6.1 SENCO

The school SENCO is Mr Steve Olaman. He serves as the link between the Learning Support department and the Senior Leadership Team and Governing Body. In addition, he line manages the Inclusion Manager, Assistant Learning Support Coordinator and Deaf Hub Manager and oversees the operational work of the department, the implementation of the SEND policy in school, liaison with external agencies and the strategic development of approaches to SEND, including the publishing of the School's SEND information report.

Inclusion Manager

The Inclusion Manager is Mrs Jo Sennett. She is central to the day to day running of the Learning Support Team. She helps coordinate support for students in line with their EHCP through both internal and external interventions. Mrs Sennett is the school's Mental Health Lead.

6.2 Assistant Learning Support Coordinator

The Assistant Learning Support Coordinator is Mrs Shelley Brown. She supports the SENCO in overseeing the day to day work of Teaching Assistants and the delivery of SEND interventions.

Teacher of the Deaf

The Teacher of the Deaf is Mrs Lucy Lester. She is currently in training and is mentored by an experienced LA Teacher of the Deaf. Mrs Lester is the Deaf Hub Manager she oversees the daily support of our Deaf learners ensuring their access to learning.

6.3 Specialist Higher Level Teaching Assistant (HLTA)

The school has a specialist HLTA in the 'Deaf Hub', with responsibility for ensuring the operational running of the Hub and delivering bespoke interventions for our Deaf students.

6.4 Teaching Assistants

Teaching Assistants support students inside the classroom or in small groups as directed by the Assistant Learning Support Coordinator or SENCO. They monitor the progress and well-being of SEND students and report any concerns to appropriate personnel. Teaching Assistants will be the

named Link TA for a number of students: they must attend termly review meetings and liaise with subject staff as appropriate.

6.5 Subject Teachers

Subject teachers are responsible for the learning and progress of SEND students in their lessons. They have a responsibility to know who the students with SEND are and ensure that appropriate work is planned for them and accurate assessments are completed and reported. They must link effectively with Teaching Assistants deployed in their lessons to ensure that students are supported to learn independently.

6.6 Faculty Leaders and Subject Leaders

Faculty leaders and Subject leaders must have oversight of the implementation of the SEND policy in their subject area and ensure that their monitoring of data includes appropriate target setting and evaluation of SEND students' progress.

6.7 Tutors

Must conduct termly academic tutoring reviews with SEND students and the link TA and take the needs of students into account when setting personal targets. They must also monitor students in their care and report any concerns.

6.8 Student Support Officers

Should liaise with the Assistant Learning Support Co-Ordinator or SENCO over any pastoral concerns and seek advice and guidance where appropriate.

6.9 Heads of House

Heads of House have a responsibility to ensure that the SEND policy is implemented and activities within their house are suitably inclusive.

6.10 Senior Leadership Team (SLT)

SLT has overall responsibility for the curriculum and learning environment and should therefore have regard to the school SEND policy when monitoring the work of Houses and Faculties and developing the school's strategic priorities, including approaches to curriculum, teaching and learning, assessment and intervention and behaviour, sanctions and rewards.

6.11 Governors

Governors have a responsibility to ensure that the school administers its statutory duties in respect of SEND students and has regard to the Code of Practice (2015). They should oversee the allocation of budgets to ensure that appropriate resources are afforded for SEND requirements and that optimum use is made of these resources. There should be a designated SEND governor.

7. Resources

1. The governors, through the work of the finance committee, will allocate funds to meet the needs of students with SEN.
2. The School should fund the first £6000 of support for a student in addition to the place funding received for each student (AWPU).

3. The Local Authority is responsible for the allocation of additional funding from the High Needs block.
4. The Deaf Hub receives funding based on a separate Service Level Agreement.

8. Exam Access Arrangements

The inclusion Team, along with the SEND Link Governor, Senior Leadership Team and teachers have additional responsibilities in relation to externally marked examinations as detailed in JCQ's Access Arrangements and Reasonable Adjustments annual publication. St John Fisher understands its legal duty to provide reasonable adjustments to any student disadvantaged in examinations by a Special Educational Need or Disability.

Entitlement to Exam Access Arrangements (EAA) will be determined through a combination of relevant assessments administered by a qualified assessor, evidence provided by outside agency professionals (such as the Educational Psychologist), evidence collected from education (such as teacher feedback and evidence of 'normal way of working') and, where there is one in place, a students' Education, Health and Care Plan (EHCP), in accordance with JCQ guidance for each type of access arrangement available.

Where a student's needs have been met through normal way of working, including adaptive teaching and personalisation that can be provided through the school's universal offer, it may be the case that a student is entitled to exam access arrangements even though they have not been placed on the SEND Register. Where a student's additional needs do not place them at a disadvantage in an exam or other eligible assessment, it may be the case that they are not entitled to EAA despite being on the SEND Register of having an EHCP.

Requests for EAA to be provided that are made by parents or outside agency professionals, for example GPs or paediatricians, will always be taken seriously and investigated thoroughly. EAA will only ever be provided in accordance with JCQ guidance and so such requests may not always result in a student being eligible for any access arrangements to be made.

9. Continuing Professional Development

The SENCO will work with the Inclusion Manager to ensure that whole staff training on SEND is provided as required. He will also co-ordinate the training needs within the Learning Support department and participate in the whole school programme of professional development. Newly appointed staff and ECTs must have induction sessions on SEND and the SENCO should also work with Heads of Faculty and Subject Leaders to advise on training requirements and provide bespoke departmental training as required.

It is the expectation in the SEND Code of Practice that approaches to teaching SEND students and ensuring their progress are included within the School's Appraisal programme. In addition, our school is committed to providing a robust programme of appraisal to support the development of Teaching Assistants.

10. Complaints

The school has a clear complaints policy which is available to all parents on the school website and on request at reception. Any complaints regarding SEND should be referred in the first instance to the SENCO.

11. Policy review

This policy should be reviewed every two years.

Reviewed by the Governors Finance and Premises Committee: May 2019

Next Review Date: December 2026 **Staff Member Responsible:** Deputy Headteacher