



Special Educational Needs and Disabilities Policy 2026-2027

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St John Fisher
Catholic High School

Contents

Mission Statement	4
1. Aims of the Policy.....	4
2. Legislation and Guidance	4
3. Definition of SEND	5
4. Areas of SEND.....	5
4.1 Communication and Interaction.....	5
4.2 Cognition and Learning.....	6
4.3 Social, Emotional and Mental Health (SEMH).....	6
4.4 Sensory and/or Physical Needs.....	6
5. Inclusion and Quality First Teaching.....	6
6. Identifying SEND	7
7. The Graduated Approach	7
Assess → Plan → Do → Review	7
8. SEND Support and EHCPs	8
8.1 SEND Support.....	8
8.2 Education, Health and Care Plans (EHCPs).....	8
9. SEND Provision at St John Fisher	9
9.1 Universal Classroom Provision (UCP).....	9
9.2 Targeted Provision.....	9
9.3 Specialist Provision.....	9
10. Deaf Hub Provision	9
11. Mental Health and Wellbeing.....	10
12. Working with Parents and Carers.....	10
13. Student Voice.....	11
14. Working with External Agencies	11
15. Monitoring and Review of Provision	11
16. Exam Access Arrangements.....	12
17. Transition Support.....	12
17.1 Transition into Year 7.....	12
17.2 Key Stage 3 to Key Stage 4 Transition	12
17.3 Preparation for Adulthood and Post-16 Transition.....	13
18. Staffing and Responsibilities	13
18.1 SENDCo.....	13
18.2 Inclusion Manager	13
18.3 Assistant SENDCo.....	13
18.4 Teaching Assistants.....	14

18.5 Subject Teachers	14
18.6 Tutors and Pastoral Staff	14
18.7 Senior Leadership Team	14
18.8 Governors	14
19. Staff Training and Professional Development	15
20. Accessibility and Inclusion	15
21. Safeguarding	16
22. Complaints	16
23. Policy Review	16
24. Key Contacts	16
SENDCo	16
Inclusion Team	16
School Contact Details	17
25. Final Statement	17

Mission Statement

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

John 10:10

At St John Fisher Catholic High School, we affirm the God-given dignity and worth of every individual. Guided by the teachings of Christ and rooted in Catholic Social Teaching, we are committed to building an inclusive, aspirational and nurturing learning community where every student is welcomed, respected and supported to flourish academically, socially, emotionally and spiritually.

We recognise that every child is unique and that some students may require additional support in order to achieve their full potential. We therefore strive to remove barriers to learning and participation through high-quality teaching, adaptive practice, personalised provision and strong partnerships with families and external agencies.

At St John Fisher Catholic High School:

- Inclusion is central to our ethos and mission
- Diversity is celebrated as a strength
- Every teacher is a teacher of SEND
- High aspirations are held for every learner
- Students are supported to develop independence, resilience and self-worth
- Student voice and parental partnership are valued and respected

We are committed to ensuring that all students, regardless of need or disability, can access a broad, balanced and ambitious curriculum and participate fully in all aspects of school life.

1. Aims of the Policy

This policy aims to:

- Ensure compliance with statutory SEND legislation and guidance
- Promote an inclusive culture where all students can succeed
- Identify SEND needs as early as possible
- Ensure students with SEND receive high-quality, adaptive teaching
- Outline the school's graduated approach to SEND support
- Clarify roles and responsibilities for SEND provision
- Promote collaborative working with parents, carers and external agencies
- Ensure students with SEND are prepared effectively for adulthood
- Support students to access the curriculum, enrichment and wider school life
- Promote equality of opportunity and remove barriers to participation

2. Legislation and Guidance

This policy is written in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Teachers' Standards (2012)
- Keeping Children Safe in Education (KCSIE)
- Benedicts Law (2026)
- Supporting Students with Medical Conditions statutory guidance

This policy should be read alongside:

- SEND Information Report
- Accessibility Plan
- Equality Policy
- Behaviour For Learning Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Teaching and Learning Policy
- Supporting Students With Medical Needs Policy
- Student Mental Health and Wellbeing Policy

3. Definition of SEND

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

A student has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other students of the same age.

4. Areas of SEND

In line with the SEND Code of Practice, the four broad areas of need are:

4.1 Communication and Interaction

Including:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Social communication difficulties

4.2 Cognition and Learning

Including:

- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate Learning Difficulties
- Specific Learning Difficulties

4.3 Social, Emotional and Mental Health (SEMH)

Including:

- Anxiety
- ADHD
- Attachment difficulties
- Emotional regulation difficulties
- Mental health needs

4.4 Sensory and/or Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical needs
- Sensory processing differences

The school recognises that students may present with needs across multiple categories.

English as an Additional Language (EAL) is not considered SEND, although some EAL learners may also have SEND.

5. Inclusion and Quality First Teaching

At St John Fisher Catholic High School, Quality First Teaching, Universal Classroom Provision (UCP) forms the foundation of inclusive practice.

Every teacher is responsible for the progress and attainment of all students within their classroom, including students with SEND.

Adaptive teaching strategies may include:

- Explicit instruction and modelling
- Scaffolded learning tasks
- Chunked instructions
- Retrieval practice and overlearning
- Visual supports and dual coding
- Pre-teaching and vocabulary instruction

- Flexible grouping and collaborative learning
- Assistive technology and accessibility tools
- Structured classroom routines
- Targeted questioning and checking for understanding
- Alternative methods of recording

We are committed to maintaining high aspirations and ensuring students with SEND access a broad, balanced and ambitious curriculum.

6. Identifying SEND

Students may be identified as requiring SEND support through:

- Liaison with primary schools and previous settings
- Parent and carer concerns
- Student voice
- Teacher observations and referrals
- Assessment Point (AP) data
- Baseline assessments and screening tools
- GL Reading Assessments
- Teaching Assistant observations
- Attendance and pastoral concerns
- Information from external agencies
- Medical or professional diagnoses
- Inclusion Forum discussions

Identification is an ongoing process, and the school recognises that needs may emerge or change over time.

7. The Graduated Approach

The school follows the graduated approach outlined in the SEND Code of Practice using the cycle:

Assess → Plan → Do → Review

Assess

The school gathers information from:

- Assessment data
- Teacher feedback
- Student voice
- Parent/carers views
- External professionals
- Observations and screening tools

Plan

Appropriate support and interventions are planned collaboratively between:

- SEND staff
- Subject teachers
- Tutors and pastoral staff
- Parents and carers
- Students
- External agencies where appropriate

Do

Support may include:

- Adaptive classroom practice
- Intervention programmes
- Emotional and pastoral support
- Examination access arrangements
- Assistive technology
- Additional adult support

Review

Progress and provision are reviewed regularly through:

- Academic tutoring
- SEND reviews
- Parent meetings
- EHCP annual reviews
- Intervention monitoring
- Student voice
- Assessment data

Provision is adapted where required to ensure support remains effective and responsive.

8. SEND Support and EHCPs

8.1 SEND Support

Students requiring provision additional to Quality First Teaching may be placed on the SEND Register under SEND Support.

Parents and carers will be informed when this occurs.

8.2 Education, Health and Care Plans (EHCPs)

Students with the highest level of need may have an Education, Health and Care Plan.

The school works closely with the Local Authority and external agencies to ensure provision within EHCPs is implemented effectively and reviewed annually.

9. SEND Provision at St John Fisher

Provision is personalised according to individual student need and may include:

9.1 Universal Classroom Provision (UCP)

- Quality First Teaching
- Adaptive classroom strategies
- Pastoral support
- Accessibility adjustments
- Behaviour and wellbeing support
- Literacy and numeracy support within lessons

9.2 Targeted Provision

- Literacy intervention
- Numeracy intervention
- Reading Buddies
- Speech and language intervention
- Social skills programmes
- Emotional literacy support
- Homework and coursework support
- Pre-teaching and overlearning
- MFL disapplication where appropriate

9.3 Specialist Provision

- ELSA-informed support
- Alternative curriculum pathways
- Specialist Deaf Hub support
- External agency involvement
- Personalised transition support

This is not an exhaustive list and provision is responsive to individual student needs.

10. Deaf Hub Provision

St John Fisher Catholic High School hosts a specialist Deaf Hub in partnership with Peterborough Local Authority.

The Deaf Hub:

- Supports Deaf students to access mainstream education
- Provides specialist support from qualified staff and signers
- Works closely with the Sensory Support Service
- Promotes inclusive communication practices across school
- Provides specialist expertise and outreach support
- Supports students socially, academically and emotionally

All staff receive Deaf Awareness training to support inclusive practice.

11. Mental Health and Wellbeing

The school places student wellbeing at the center of its inclusive approach.

Support available may include:

- Mentoring and key worker support
- Emotional literacy interventions
- Pastoral support systems
- SEMH interventions
- Early Help referrals
- CAMHS referrals where appropriate
- Safe spaces and supported transitions
- Resilience and self-esteem programmes

The Inclusion Forum ensures coordinated support between pastoral and SEND teams.

12. Working with Parents and Carers

We value parents and carers as key partners in their child's education.

Parents are involved through:

- Parent consultation evenings
- SEND reviews
- EHCP annual reviews
- Inclusion drop-ins
- Coffee mornings
- Academic tutoring meetings
- Telephone and email communication
- Co-production of SEND policies and provision

The school is committed to maintaining open, collaborative and supportive relationships with families.

13. Student Voice

Students are encouraged to actively participate in decisions regarding their education and support.

This includes:

- Participation in review meetings
- Target setting
- Feedback regarding provision
- Student leadership opportunities
- Self-advocacy development

We aim to ensure students feel listened to, respected and empowered.

14. Working with External Agencies

The school works collaboratively with a range of external agencies including:

- Educational Psychology Service
- Sensory Support Service
- Autism Outreach Service
- CAMHS
- Integrated Child Health Services
- School Nursing Service
- Neurodevelopmental Team
- Early Help Team
- Social Care
- Safer Schools Partnership
- Local Authority SEND Services
- Speech and Language Therapy
- Occupational Therapy
- Members of Mental Health Health Support (MHST)

Parents are consulted prior to referrals unless safeguarding concerns dictate otherwise.

15. Monitoring and Review of Provision

The effectiveness of SEND provision is monitored through:

- Assessment and progress data
- Intervention tracking
- Learning walks and lesson observations
- Student voice
- Parent feedback
- SEND reviews and EHCP reviews

- Provision mapping
- Attendance and behaviour monitoring
- Whole-school quality assurance processes

Provision is reviewed regularly to ensure it remains effective, evidence-informed and student-centred.

16. Exam Access Arrangements

The school is committed to ensuring students are not disadvantaged during examinations and assessments.

Access arrangements may include:

- Extra time
- Reader support
- Word processor use
- Rest breaks
- Modified papers
- Separate room arrangements

Arrangements are awarded in line with Joint Council for Qualifications (JCQ) guidance and must reflect a student's normal way of working.

17. Transition Support

17.1 Transition into Year 7

Support may include:

- Transition visits
- Primary liaison meetings
- Parent meetings
- Transition resources and visual supports
- Supported orientation activities
- Additional visits for vulnerable students

17.2 Key Stage 3 to Key Stage 4 Transition

Students and families are supported through:

- Options guidance
- Careers advice
- Curriculum pathway discussions
- Personalised support planning

17.3 Preparation for Adulthood and Post-16 Transition

Preparation for adulthood is embedded across SEND provision.

The school supports students to develop:

- Independence
- Communication skills
- Resilience
- Employability skills
- Community participation
- Aspirations for the future

The school works closely with colleges, sixth forms, training providers and external agencies to support successful transitions beyond school.

18. Staffing and Responsibilities

18.1 SENDCo

The SENDCo is Mr Neal Wilmore.

The SENDCo:

- Oversees strategic and operational SEND provision
- Leads the implementation of the SEND policy
- Coordinates provision and interventions
- Liaises with external agencies
- Supports staff training and development
- Oversees the SEND register and EHCP provision
- Works closely with families and students
- Reports to senior leaders and governors

18.2 Inclusion Manager

The Inclusion Manager supports the day-to-day coordination of SEND provision, interventions and student wellbeing.

18.3 Assistant SENDCo

The Assistant SENDCo supports operational delivery, intervention coordination and Teaching Assistant deployment.

18.4 Teaching Assistants

Teaching Assistants:

- Support learning within classrooms
- Deliver interventions
- Monitor student wellbeing and progress
- Contribute to reviews and communication with staff
- Promote student independence

18.5 Subject Teachers

Subject teachers are responsible for:

- The progress and attainment of students with SEND
- Universal Classroom Provision (see section 9)
- Adaptive teaching within lessons
- Effective deployment of support staff
- Using SEND information to inform planning
- Maintaining high expectations for all learners

18.6 Tutors and Pastoral Staff

Tutors, Heads of House and Student Support Officers contribute to:

- Tutor mentoring
- Pastoral monitoring
- Attendance and wellbeing support
- Communication with families
- Inclusion and safeguarding support

18.7 Senior Leadership Team

The Senior Leadership Team ensures:

- Strategic oversight of SEND provision
- Appropriate staffing and resourcing
- Inclusive curriculum and behaviour systems
- Whole-school accountability for inclusion

18.8 Governors

Governors ensure:

- Statutory SEND duties are fulfilled
- Appropriate challenge and support are provided
- Funding and resources are used effectively

- SEND provision remains a strategic priority

19. Staff Training and Professional Development

All staff receive regular professional development relating to:

- Adaptive teaching
- Autism awareness
- ADHD strategies
- Dyslexia-friendly classrooms
- Deaf Awareness
- Mental health and wellbeing
- Trauma-informed practice
- Safeguarding
- Communication and interaction needs
- Medical needs and accessibility

New staff and Early Career Teachers receive SEND induction training.

Teaching Assistants receive targeted training linked to interventions and specialist provision.

20. Accessibility and Inclusion

The school is committed to ensuring all students can participate fully in school life.

Reasonable adjustments may include:

- Accessible classroom environments
- Assistive technology
- Adapted resources
- Flexible seating arrangements
- Examination access arrangements
- Teaching Assistant support on trips and visits
- Sensory and regulation support

Students with SEND are encouraged to access:

- Extracurricular clubs
- Educational visits
- Student leadership opportunities
- Enrichment activities
- Wider school experiences

21. Safeguarding

The school recognises that students with SEND may experience additional safeguarding vulnerabilities.

All staff receive safeguarding training and understand the importance of:

- Effective communication
- Monitoring attendance and wellbeing
- Recognising safeguarding indicators
- Multi-agency working
- Supporting vulnerable students appropriately

Safeguarding procedures follow current statutory guidance including Keeping Children Safe in Education.

22. Complaints

The school aims to resolve concerns collaboratively and at the earliest possible stage.

Any concerns regarding SEND provision should initially be directed to the SENDCo.

Formal complaints should follow the school's Complaints Policy available on the school website.

23. Policy Review

This policy will be reviewed annually.

The review process will include:

- Student voice
- Parent feedback
- Governor involvement
- Staff consultation
- Review of current legislation and guidance

24. Key Contacts

SENDCo

Mr Neal Wilmore

Inclusion Team

Mrs Jo Sennett – Inclusion Manager

Mrs Shelley Brown – Assistant SENDCo

School Contact Details

St John Fisher Catholic High School
Park Lane
Peterborough
PE1 5JN

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Website: <https://stjohnfisherschool.org.uk/>

25. Final Statement

At St John Fisher Catholic High School, we are proud to be an inclusive Catholic community where every child is known, valued and supported.

Through strong relationships, ambitious teaching, personalised provision and collaborative partnership working, we strive to ensure all students can flourish and 'live life to the full.'