



# St. John Fisher

CATHOLIC COMPREHENSIVE SCHOOL

## SEND INFORMATION REPORT

### The Mission Statement:

**'St. John Fisher Catholic Comprehensive School inspires students, spiritually and educationally, forming them through Faith so they can achieve their aspirations and contribute to their community.'**

<b><i>Date of Review:</i></b>	October 2024
<b><i>Date of Ratification:</i></b>	
<b><i>Date of Next Review:</i></b>	November 2025
<b><i>Chair of Governors:</i></b>	Mr. O. McColgan
<b><i>Policy Approving Body:</i></b>	Quality of Education
<b><i>Policy Owner:</i></b>	Miss A Paul
<b><i>Statutorily Published on Website:</i></b>	Yes

**St John Fisher Catholic School**

**SEND Information Report**

**Kinds of Special Educational Needs that are provided for at St John Fisher Catholic School.**

The SEND Department provides support for students across 4 areas of need, as laid out in the SEND Code of Practice 2015:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or Physical needs

**Information about the school's Policies for identification and assessment of students with SEND.**

Pupils are identified as having SEND, and their needs assessed, through:

- Information passed on from previous schools during transition meetings with the SENCO, SLT for Year 7 and Head of Year for year 7.
- KS2 results, baseline testing, CAT testing and progress data
- Pupil Premium interventions not showing impact
- Departmental interventions not showing impact
- Referrals from parents, carers or other professionals

**How St John Fisher Catholic School evaluates the effectiveness of its provision for students with SEND.**

St John Fisher Catholic School evaluates the effectiveness of SEND provision through the assess, plan, do, review cycle. Support for students who are not making expected progress are reviewed during raising standards meetings with SLT and departmental meetings. Interventions through SEND department or specific faculties are identified and put in place to support the identified needs.

Students SEN profiles are reviewed with the students, parents and staff to ensure all information and strategies are relevant to support the student, while at school. Student profiles are led by student voice, parents are then able to comment and then a finalised profile is shared with staff using Schoolvue.

**St John Fisher Catholic School's arrangements for assessing and reviewing the progress of students with SEND.**

- SEND students will have their provision and support monitored during the course of the year and adjusted where necessary. This will be communicated with students, parents and staff through Schoolvue, emails, in person conversations and phone calls home.
- Professionals will review needs and reassess where identified.
- Students are asked for their views and opinions to create individual student profiles to address their specific needs annually and any other time during the year if presenting needs change.

### **St John Fisher Catholic School's approach to teaching pupils with SEND.**

Provision for SEND pupils includes:

- Quality first teaching, with appropriate differentiation in place
- Adaptations and reasonable adjustments for specific needs
- Learning Support Assistant (LSA) support in classrooms where appropriate
- Higher-Level Support Assistant (HLTA) support in classrooms where appropriate
- Personalised provision through time limited intervention
- Personalised provision through adapted resources
- Pastoral Care Leader (PCL) support
- St Teresa Room for additional learning support for high needs students
- St Judith's Room for a quiet and calm space during unstructured times
- St Judith's room for additional learning support for Year 11 students

### **Specialist Services available and support that can be accessed through school:**

- Social Services and NELFT/CAMHs referrals
- School Counsellor
- Educational Psychologist
- Speech and Language Therapist
- Sensory Impairment Team of specialist teachers
- Medway School Support Group
- Medway Inclusion Team
- ADHD and ASD referral for assessment through Right to Choose pathway
- Rivermead and Triple R (Medical and attendance)
- Fortis Trust Outreach
- Access to laptops for identified students
- Access arrangement testing in Year 9,10 & 11 for identified students
- Mentors and trusted adults
- NELFT Emotional Wellbeing team
- School nurse
- Oasis - YAMS is Youth and Adolescents mentoring service for students who have witnessed/ experience domestic abuse
- Family Solutions (Early Help)
- Family Liaison Officer – FLO
- Police Community Service

### **How St John Fisher Catholic School adapts the curriculum and learning environment for students with SEND.**

- By providing additional provisions as listed above, subject teachers ensure students with additional needs have their work differentiated in order for them to access the curriculum.
- Each department has their own departmental support that may be put in place in class before SEND support level is reached
- In years 9,10 and 11 students will be assessed for appropriate access arrangements
- Adaptations/ reasonable adjustments for specific needs
- Use a range of pairings and groups in the classroom
- Each classroom layout is considered, with seating plans created in each classroom, according to information on support profiles.

- Reading texts are matched to reading ability, using Star reading assessments and the Accelerated Reader programme. Books in the library are banded according to level of reading ability.
- Key words and vocabulary are emphasised and explained
- Instructions given in smaller manageable chunks
- Support for short term memory by having information and instructions written on the board
- Text clearly presented to be read from all points in the classroom
- Additional time to complete tasks for identified students according to student profiles
- Differentiated tasks where needed
- Adjusted pace and order of activities – to allow for students who process information at a different pace
- Strategies in place to target and monitor progress in line with prior achievement
- Assess, plan, do, review plans for students with identified needs
- Environment limited distractions – calm walls, blinds and minimal furniture
- Changing the teaching approaches according to need
- Visual prompts
- Extra thinking time
- Calm learning environment
- Preparation for changes in routines and activities

**Additional support for learning that is available to students with SEND.**

- Quality first teaching, with appropriate differentiation in place, with appropriate scaffolds as needed
- Adaptations and reasonable adjustments for specific needs
- Learning Support Assistant (LSA) support in classrooms where identified
- Higher-Level Support Assistant (HLTA) support in classrooms where identified
- Personalised provision through time limited intervention
- Personalised provision through adapted resources
- Pastoral Care Leader (PCL) support
- St Teresa Room for additional learning support for high needs students
- St Judith’s Room for a quiet and calm space during unstructured times
- St Judith’s room for students who are having difficulty accessing their full mainstream education in KS4 (SEND and additional needs)

**How St John Fisher Catholic School enables students with SEND to engage in the activities of the school (including Physical Activities) together with the children who do not have SEND.**

Students with SEND are regarded as full members of the community and all provision is inclusive. Students have full access to the environment, resources, staff and activities.

Tutor groups and some classes are taught as mixed ability groups, combining a wide range of activities from extension tasks to differentiated work.

All extra-curricular activities are fully inclusive.

Targeted Learning Support Assistant (LSA) support is available where identified.

**Support that is available for improving the emotional, mental and social development of students with SEND**

Students are well supported by:

- Anti-Bullying policy that is supported by all staff
- Small social groups
- Targeted support for individual pupils
- Fidget toys and passes for identified students
- A calm and quiet space in the St Judith's room for unstructured times
- Movement break passes to allow for self-regulation for identified students – on student profiles
- Daily sensory circuits intervention
- Anger and Anxiety Gremlin time specific Interventions
- ELSA (Emotional Literacy Support)
- Bereavement counselling

**Support for Transition (Primary to Secondary and Post 16) for students with SEND**

- 1:1 meetings with Primary SENCO's about students on SEND register and monitoring lists with St John Fisher SENDCo
- Summer school during August to familiarise themselves with staff and environment
- Additional transition visits where identified
- 1:1 career meetings with Careers Officer, prioritising students with EHCP's, so they can use information for PCAR meetings by February for Post 16 placements
- Facilitating meetings with local colleges to present information and allow a safe space for questioning
- Support from SENDCo in choosing best educational provision for individual needs for Post 16.

**Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.**

Miss Paul has completed the National Qualification for SEN Coordination at Canterbury Christchurch University.

A variety of CPD opportunities are available to staff including:

- Annual Whole school training on delivering the 2014 Code of Practice
- Termly CPD for staff on strategies to support students with SEND in the classroom to access learning
- Information in the weekly bulletin with strategies to support students with SEND
- Local SEND seminars are used to keep up to date on new legislation and support available
- Teaching and Learning Triads
- Annual CPD about neurodivergence
- Medway offer of training for specific areas
- Annual SEN conference
- Whole School SEND (Nansen) online CPD units for support staff
- Access Arrangements Courses
- Trauma Informed Approach training

***Designated Safeguarding Lead for the school:*** Mr. McCaughan

***Deputy Designated Safeguarding Leads who have all had full safeguarding training:***

Miss Paul, Mrs J Simpson, Mrs D Lennon, Mr A Sogbetun, Mrs V Walker, Mrs L Bennett, Mr C Nicholas, Mr S Bowers, Mr S Oni, Mrs E Tabiri, Miss L Clarke, Mr A Jennings, Ms T Chapman, Mr O Akif, Mrs K Ali, Mr I Jordan, Miss N Robb

Miss Paul has had full PREVENT training.

All staff have annual safeguarding training in September and all new members of staff have safeguarding training as part of their induction process.

**Information about how equipment and facilities for students with SEND will be secured.**

- Pupil Premium
- Department budgeting
- Local Authority additional funding

**The arrangements for consulting parents or carers of students with SEND about, and involving such parents in, the education of their child.**

Parents/Carers are given the opportunity to discuss plans at Parent's Evening or at any point during the academic year if a concern is raised.

**The arrangements for consulting young people with SEND about, and involving them in, their education.**

Students review their student profiles annually with a member of staff to ensure the strategies and support given is appropriate.

Students are seen with Parents/Carers at Parent's Evening or if any concern is raised. Students are encouraged to voice any concern or ideas they may have with teachers, SEND staff or a trusted adult in the school.

**Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.**

Parents and carers have access to all school policies including the complaints procedure via the school website

**How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.**

The Governors' Welfare Committee meets three times a year and rigorously monitors all aspects of SEND support. Governors attend specific training and make regular school visits.

**Name and contact details of SEND Department and SEND Governors.**

Telephone: 01634 543123

Miss. A. Paul  
SENCO  
Email: [a.paul@stjohnfisher.school](mailto:a.paul@stjohnfisher.school)

Miss M Bir  
SEND Administrator  
Email: [m.bir@stjohnfisher.school](mailto:m.bir@stjohnfisher.school)

Mr. G. McCaughan  
Deputy Head Teacher - Designated Safeguarding Lead  
Email: [g.mccaughan@stjohnfisher.school](mailto:g.mccaughan@stjohnfisher.school)

Mrs. J. Simpson  
Family Liaison Officer and Deputy DSL  
Email [j.simpson@stjohnfisher.school](mailto:j.simpson@stjohnfisher.school)

Ms. T. Chapman  
Looked After Children Co-ordinator  
Email: [t.chapman@stjohnfisher.school](mailto:t.chapman@stjohnfisher.school)

Gillian Jarvis  
SEND Governor

Mr. Owen McColgan  
Chair of Governors & safeguarding Governor

**This policy needs to be read in conjunction with additional school policies:**

- Accessibility Policy
- Admissions Policy
- SEND Policy
- Safeguarding and CP Policy
- Behaviour for Learning Policy
- Attendance Policy
- Exclusions Policy
- Equality and Diversity Policy
- Uniform Policy
- Anti-Bullying Policy
- Careers Policy
- Feedback and Assessment Policy
- PSHRE Policy
- Provider Access Policy
- Setting Policy

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