



St. John Fisher

CATHOLIC COMPREHENSIVE SCHOOL

SEN POLICY

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.'

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<i>Policy Owner:</i>	Miss A Paul
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Special Educational Needs (SEN) Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) chapter 6 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE February 2013)
- [The Children and Families Act \(2014\) – Part 3](#); Children and Young People in England with Special Educational Needs or Disabilities
- [SEND Code of Practice 0 – 25 \(January 2015\)](#)
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding and CP Policy
- Teachers Standards 2012
- Accessibility Plan
- Behaviour for Learning Policy
- Admissions Policy
- Anti-Bullying Policy
- Careers Policy
- Complaints Policy
- Equality and Diversity Policy
- Uniform Policy

At St John Fisher we aim to offer excellence and choice to all our students. We aim to achieve this through making reasonable adjustments to ensure they have equality with their peers. We have high expectations of all our students and want them to feel that they are a valued part of our community.

We believe that every teacher is a teacher of every child or young person, including those with special educational needs and/or disabilities. We are committed to ensuring that all pupils, including those with SEN, have access to a broad, balanced, and inclusive education.

This policy states the current practice and establishes an agreed framework within which further developments may be planned. Such developments will relate to school, local authority and national initiatives, including the SEND Code of Practice.

The Board of Governors at St John Fisher Catholic School seek to respond to the educational needs of each individual student throughout their time at the school. Special Educational Needs (SEN) applies to those students who have a significantly greater difficulty in learning than the majority of students of the same age. This need or difficulty may result from factors such as learning difficulties, emotional and/or behavioural difficulties, physical or sensory need medical or health problems.

1. Aims and Objectives

The school's aims for all students, including those with SEND are:

- To identify and assess the needs of pupils with SEN as early as possible.
- To provide high-quality, differentiated teaching and support to meet individual needs.
- To work in partnership with parents/carers, pupils, and external agencies to ensure the best outcomes for pupils with SEN.
- To promote inclusion and equality of opportunity for all pupils.

- To regularly review and monitor the progress of pupils with SEN.

2. Definition of SEN

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. This includes:

- **Communication and interaction needs** (e.g., speech, language, and communication difficulties, autism).
- **Cognition and learning needs** (e.g., dyslexia, dyscalculia, moderate learning difficulties).
- **Social, emotional, and mental health needs** (e.g., anxiety, ADHD, behavioural difficulties).
- **Sensory and/or physical needs** (e.g., visual or hearing impairments, physical disabilities).

3. Roles and responsibilities

The Role of the SENCO

The SENCO plays a crucial role in the SEN provision of the school. This involves working in collaboration with the Headteacher and Board of Governors to determine the strategic development of the SEN policy. Other responsibilities include:

- Coordinating the provision for students with SEN
- Liaising and giving advice to fellow teachers and Learning Support Staff
- Managing learning support assistants and Higher- Level Teaching Assistants
- Overseeing records of students with SEN
- Liaising with parents and carer's of students with SEN
- Liaising with external agencies, Local Authority support services, health, NELFT, social services and voluntary bodies
- Informing parents of the fact that SEN provision has been made for their child
- Organising the screening and further appropriate testing for access arrangements for GCSEs and other external exams

The Role of the Board of Governors

The Governing Body has an important responsibility with regards to students with SEN. This includes:

- Ensuring that the provision for SEN students is made and this is of a high standard
- Ensuring that a responsible person is appointed to inform all those who are involved with teaching and supporting a student with a EHC Plan
- Ensuring that SEN students are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities regarding SEN students

- Being fully involved in developing and subsequently reviewing the SEN policy

The Role of the Subject Teacher

“ALL TEACHERS ARE TEACHERS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS.”

The Code of Practice clearly acknowledges the importance allocated to the teacher with regards to SEN. Quality First Teaching is an essential element of addressing and supporting students with SEN in their classes. The teacher's responsibilities include:

- Being aware of the school's procedures for the identification, assessment and subsequent provision for SEN students
- Collaborating with the Curriculum Leader, SENCO and HOY to decide what action is required to assist the SEN student to progress
- Working with the Curriculum Leader, SENCO, and HOY to collect all available information on the SEN student
- Working with SEN students on a daily basis
- Developing constructive relationships with parents

The Role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, including the SEN provision
- Keeping the Board of Governors well informed about SEN within the school
- Working closely with the SENCO
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

The Special Educational Needs Department includes the SENCO, SEN Admin and a team of HLTAs and LSAs who work with Heads of Year and curriculum staff to help support students learning in lessons.

The school has a member of the Senior Leadership Team (SLT) who is in charge of Behaviour for Learning and the Senior Deputy Headteacher, who is the Designated Lead for safeguarding.

Each year group has allocated a Head of Year (HOY) who has the responsibility for the pastoral care and academic progress of the students in their year group.

Each year group is also designated a Pastoral Care Lead (PCL) who support the students with day to day pastoral care, distribution of medications and first aid.

We have a Family Liaison Lead (FLO) and an assistant FLO who support both students and families to access support from outside agencies and work with Medway social care teams.

A specific member of staff has the responsibility of supporting students who are Looked After Children (LAC).

The year teams work with students and their parents and carer's to ensure that their pastoral and SEN needs are met.

The name of the SENCO and their contact details are outlined on the SEN Information Report and on the school website.

The FLO, PCL, and Attendance Officer's contact details can be found on the school's website.

4. Identification and Assessment

The SEND Code of Practice says a child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them ('Special educational needs and disability code of practice: 0 to 25 years).

To support early identification, we use a range of assessment tools, observations, and teacher feedback to identify pupils who may have SEN.

Graduated Approach: We follow the **Assess, Plan, Do, Review** cycle to ensure that pupils' needs are met effectively.

- **Assess:** Identify the pupil's needs through observations, assessments, and discussions with parents/carers.
- **Plan:** Create a tailored SEN Support Plan with clear, measurable outcomes.
- **Do:** Implement the plan with appropriate teaching strategies and interventions.
- **Review:** Regularly review progress and adjust the plan as needed.

At St John Fisher Catholic School, students, who have been identified as having SEN are fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of the school.

All staff are responsible for identifying students with SEN and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is seen as the process by which students with SEN can be identified. Whether or not a student is making progress is seen as a crucial factor in considering the need for SEN provision.

Early identification of students with SEN is considered a priority. To aid identification, the school will use appropriate screening and assessment tools. To further assist with the identification of SEN, the school will ascertain student progress through reference to:

- Evidence arrived at by means of teacher observation/assessment.
- Referring to their performance in assessments judged against grade descriptions
- Standardised screening /assessment tools e.g.: Key Stage 2 test results, and group reading and spelling tests.
- On entry to the school, each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or, if students are transferred, between secondary schools. When students with identified SEN start at school, the year teams and the SENCO will:
 - Use information from the primary school to shape the student's curriculum and

- pastoral provision in the first few months at secondary school
- Identify/focus on the student's skills and note areas that require early support
 - Make sure that ongoing observations/assessments give teachers regular feedback on achievements/experiences
 - Involve students in planning/agreeing their targets
 - Involve parents in a joint learning approach for home/school

The main methods of provision provided for by the school will be full time education in classes, with additional help and support being provided by subject teachers (and in some circumstances Learning Support Assistants) through a differentiated curriculum.

Students with medical conditions and health needs may be included on the SEN list in order to monitor their progress and access additional help when needed such as Access Arrangements for external exams.

5. Provision and Support

- **Quality First Teaching:** All teachers are expected to deliver high-quality, inclusive teaching that meets the needs of all pupils.
- **Interventions:** Targeted interventions are provided for pupils who require additional support (e.g., literacy support, social skills groups).
- **External Agencies:** We work closely with external professionals, such as educational psychologists, speech and language therapists, and occupational therapists, to provide specialist support.

Students will also be entered onto the SEND register if, following transition from another school (either primary or an in-year admission), we have been advised that a student has SEND.

In determining if a student should be entered on to the SEND register the SENCO will consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

The purpose of the identification of a SEN is to establish what action the school needs to take to best support the student. The school identifies the needs of students, by considering the needs of the whole student, which include not just the special educational needs of the student.

All teachers are responsible and accountable for the progress and development of all of the students in their class. Quality first teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

In addition to the four areas we will also consider what is not SEND but may impact on progress and attainment, including:

- Disability (the CoP outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of a Pupil Premium Grant

- Being a Looked After Child or previously Looked After Child (LAC)

Our Accessibility Plan outlines how we will improve access to the curriculum, the physical environment, and communication for pupils with disabilities. This plan is reviewed every three years."

Behavioural difficulties do not necessarily mean that a student has SEN and will not automatically lead to them being registered as such. However, students who present with challenging behaviour may have unidentified SEN and the school will endeavour to identify these in appropriate ways.

The school allocates SEN funding to provide additional resources, staff training, and interventions. We ensure that resources are used effectively to meet the needs of pupils with SEN.

6. Monitoring Student Progress

In circumstances where teachers decide that the student's learning is unsatisfactory, the HOY and Curriculum Leader are the first to be consulted. The Curriculum Leader and teacher, firstly, will initiate a review of the approaches adopted. In circumstances where additional support to that of normal class provision is required, the normal course of action is to provide support through SEN Provision.

The process by which the school will identify and manage students with SEN status, is a graduated approach as outlined below:

- Assess
- Plan
- Do
- Review

The Principles of Assess, Plan, Do and Review have been identified as an underlying principle of the SEND Code of Practice 2014 and will continue to be an essential component in the way St John Fisher Catholic School identifies how students with SEN are responding to the interventions, support and strategies used to assist them in school.

Whether or not adequate progress has been made is the crucial determining factor of the need to provide additional support through SEN Support.

Adequate progress is defined as that which:

- Narrows the attainment gap between the student and their peers
- Prevents the attainment gap increasing
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves the student's previous progress rate
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Shows improvements in the student's behaviour

Parents and students will be communicated with as part of the process. The School also recognises that parents have a right to request a Statutory Assessment.

It is our intention to inform parents in writing of any changes to the SEN stage which their child has been identified. They will be invited to discuss the issues with the SENCO if they wish.

Criteria for exiting the SEN register

- If students with SEN status no longer require additional support to make the progress that the school expects of them, they will be reviewed to determine whether they can come off the SEN register.
- Students with an Education, Health and Care Plan (EHCP) will remain on the SEN register for as long as they have their ECHP
- The decision to remove a student from the SEN register will be made by the School after consideration of improvements in academic performance.

Managing Students Needs on the SEN Register

Students are taught in mainstream classes, which may be mixed ability or streamed.

We have a strong focus on Quality First Teaching which will meet the needs of all students, including those with SEND. Staff use a variety of methodologies and teaching styles to accommodate the different needs of students in their classroom.

If it is considered appropriate, there may be some withdrawal from lessons to support those students who have SEND or through sessions delivered outside of the curriculum time.

Identified students may be supported in the classroom by Teaching Assistants.

When a student has been identified as SEN:

- The SENCO will distribute information and guidance in the form of a Student Support Profile to parents/carers and all staff who are involved with the student. This document identifies areas of need and the barriers to learning which the student is experiencing. It will also identify appropriate support strategies.
- Where additional information is needed, the student may be assessed using a range of standardised testing, with the agreement of the student and their parents/carers.
- A Learning Support Plan may also be devised and shared with staff, including targets, interventions and times for review.
- Targets are shared with students and parents from their learning support plan.
- Any changes to the student's status on the SEN register will be made in consultation with parents/carers.

The school uses a variety of interventions and support strategies, which are decided according to the needs of the individual student.

Interventions may include:

- In-lesson support from a Learning Support Assistant (LSA) or Higher-Level Teaching Assistant (HLTA)

- Withdrawal from the classroom for small group or one to one support or attendance at an out of classroom intervention
- Additional equipment (including equipment from specialist outside agencies)
- Invitation to attend targeted support after school
- Support from specialist services

Provision of additional support is monitored by the SENCO and may be used as part of an EHCP application.

Adjustments for some students may involve access arrangements for internal and external examinations. It is the responsibility of the SENCO and the Examinations Officer to ensure that the documentation required is completed and submitted to the relevant bodies in order to gain these adjustments.

English as an Additional Language (EAL)

The identification and assessment of the Special Educational Needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from Special Educational Needs.

7. Record Keeping

The school will record the steps taken to meet students' individual needs, the SENCO maintaining the records and ensuring access when required. In addition to the usual school records, the SEN student's profile may include:

- Parent voice
- Pupil voice on how they learn best and perceptions of difficulties
- School information on progress and behaviour
- Information from health/social services/other agencies, e.g.: CAMHS
- A provision map to show what interventions are in place.

8. Transition Arrangements

We ensure smooth transitions for pupils with SEN at key stages, including:

Transition from Primary to secondary school

The SENCO arranges meetings with each primary school SENCO to ensure a detailed account of the support that has been given at primary school, support needed for secondary school and any additional information, which will impact on the success of the student entering secondary school, that is needed.

Moving between year groups

Assemblies with Heads of Years (HOY) prior to moving into the next year group. Meetings about specific students needs with the SENCo and previous HOY.

Transition to post-16 education or training

Each student in Year 11 meets with the Careers officer to discuss future education, apprenticeships or other means of Post-16 training.

Students with EHCP's are prioritised to ensure this meeting has occurred before their final PCAR meeting.

9. Training and Professional Development

- All staff receive regular training on SEN-related topics, such as differentiation, behaviour management, and specific learning difficulties.
- The SENCO attends relevant training and shares best practices with staff.
- More information is detailed in the SEN Information Report, which is updated annually.

10. Education Health and Care Plans and Requests for Statutory Assessment

The school will make a request for a statutory assessment to the LA when, despite an individualised programme over a period of time, the student remains a significant cause for concern in line with guidance and procedure set out by Medway Local Authority.

Requests for statutory assessments may also be made by the parent or by referral by an outside agency. In order to carry out the Statutory Assessment the school will have the following information available:

- The action followed with respects to SEN Support K
- Outcomes from SSG discussion and actions
- Literacy/numeracy attainments
- Other relevant assessments from specialist i.e. Speech and Language Therapist/educational psychologists
- The views of both parents/ cares and student
- Social services/educational welfare service reports
- Costed Provision Map
- Any other involvement by professionals (CAMHS, MIND, Counsellor, GP, NELFT etc)

An Education, Health and Care Plan (EHCP) has replaced the Statement of SEN. It will normally be provided in situations where, after a statutory assessment, the LA considers that the child/young person's needs are such that additional provision is required above that which the school is able to offer. The decision to grant and EHCP is made solely by the Local Authority.

The school recognises that a request for Statutory Assessment does not inevitably lead to an EHCP. The EHCP will include details of learning objectives set for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Established through parental/student discussion
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified.

Education, Health and Care Plans (EHCPs)

For a few pupils, the help given by the school through its individualised support programme, may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to apply for an EHCP. Where a request for an EHCP is made to the Local Authority, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the Local Authority detailing:

- The school's action through its individualised support programme using the Graduated Approach
- Records of regular reviews and their outcomes
- The pupil's health, including the pupil's medical history where relevant
- National Curriculum attainment
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist
- Views of the parents and of the pupil
- Involvement of other professionals
- Any involvement by the Social Services

When the Local Authority receives a request for an EHCP, it must decide whether to carry out such an assessment, working co-operatively with the parents/carers, the school and, as appropriate, other agencies, as to whether an EHCP is necessary. If it is, then a EHCP is drawn up which indicates the degree of learning difficulty and the nature of the provision necessary to meet the child's Special Educational Needs. This could include:

- In-class support from a LSA/HLTA
- Specific programmes, both individual and group
- Educational aids, e.g. portable word processor, reader pen
- Adaptations, e.g. enlarged papers, sloping desks, coloured paper

All children with EHCPs will have short-term targets set for them that have been established after consultation with parents and the child and will include targets identified in the EHCP of educational need. These targets will be implemented in the normal classroom setting.

The school recognises that a request for Statutory Assessment does not inevitably lead to an EHCP.

Annual Review of EHCPs

All EHCPs will be reviewed annually with the parents, the pupil and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved.

The SENCO will invite:

- The student's parent/carer
- The student
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Headteacher/SENCO considers appropriate

The annual review held in year 9 will be particularly significant in preparing for the pupil's transition to employment, the further education sector, work-based training, higher education and adult life. From Year 9 onwards, a Transition Plan for post-16 provision is also reviewed annually and requires input from the Young Persons Service (YPS). The aim of the annual review in year 9 and subsequent years is to review the young person's EHCP and draw up and review the Transition Plan.

11. Storing and Managing Information

The school recognises the importance of appropriately managing and storing documentation associated with SEN. All confidential information regarding SEN will be kept in locked filing cabinets.

All information on students who have left the school is archived appropriately.

12. Reviewing the Policy

The SEN policy will be reviewed on a bi-annual basis given the climate of reform and extent of changes at a National Level.

13. Dealing with Complaints

If parents and carers have complaints about the SEN provision within the school, they can address these directly with the SENCO or Senior Deputy Headteacher. The school is committed to resolving complaints and grievances when they infrequently come up and resolution are sought at all times.

The SENCO and Senior Deputy Headteachers contact details can be found on the school website. This policy reflects our commitment to providing an inclusive education for all pupils, including those with SEN. We will continue to review and improve our practices to ensure the best outcomes for every child.