



# 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>	November 2025
<b><i>Date of Ratification:</i></b>	8 <sup>th</sup> December 2025
<b><i>Date of Next Review:</i></b>	November 2026
<b><i>Chair of Governors:</i></b>	Mr. O. McColgan
<b><i>Policy Approving Body:</i></b>	Quality of Education Committee
<b><i>Policy Owner:</i></b>	Miss A. Paul
<b><i>Statutorily Published on Website:</i></b>	Yes

## SEND Information Report

This report is in line with the SEN Code of Practice 2014 and the Children and Families Act 2014 Section 19

### [SEN Code of Practice 2014](#)

#### 1. **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 2014:

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

#### 2. **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
- KS2 results, CAT testing, STAR Reader testing and progress data
- Pupil Premium interventions not showing impact
- Departmental interventions not showing impact
- Referrals from staff, parents, carers or other professionals
- Exam access assessments

#### 3. **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 the expected progress in relation to their prior achievement are discussed and appropriate intervention; reasonable adjustments or support are put in place to support the identified needs.

Students' SEN profiles are reviewed annually with the students, parents, and staff to ensure all information and strategies are relevant to support the needs of the student while at school.

#### **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 as part of the graduated approach
- 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.

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

*Provision for SEND pupils may include from the following:*

- Quality first teaching, with appropriate differentiation in place
- Learning Support Assistant (LSA) support in classrooms where appropriate
- Higher-Level Support Assistant (HLTA) support in classrooms where appropriate
- Personalised provision through time limited interventions
- Personalised provision through adapted resources
- Pastoral Care Leader (PCL) support
- A quiet and calm space during break and lunch times
- St Judith's room for additional learning support for identified students
- Text clearly presented and broken into chunks
- Flexible seating arrangements in class
- Environment limited distractions
- Tinted books and overlays for visual stress
- Use of Right to Choose pathway for assessment for neurodivergence
- Instructions numbered for support
- Fidget toy
- White noise (for specific medical conditions)
- Magnifying overlays
- A wide range of SEMH intervention
- Before and after school interventions to support closing the gap
- Adapting the teaching approaches according to need
- Visual prompts
- Extra thinking time
- Calm learning environment
- Preparation for changes in routines and activities
- Classroom layout considered/Flexible seating arrangements in class
- Reading text matched to reading ability using Accelerated Reader
- Key words/vocab emphasised and explicitly taught
- Instructions given in manageable chunks
- Support for short term memory
- Differentiated tasks where needed
- Smaller class groupings for options from Yr 10
- Specialist teachers for subjects
- Strategies in place to target and monitor
- Environment limited distractions
- Extra thinking time
- Calm learning environment
- Preparation for changes in routines and activities

- Pastoral staff/ Head of Year/ Form tutors/ support staff as trusted adults
- Different passes to make reasonable adjustments to support needs
- Quiet and calm area open at break and lunch

**Specialist Services available/access at 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
- Rivermead (Medical) and attendance
- Access to laptops based on assessed need
- Access arrangement testing from year 9
- Mentors

[Link to Medway Local offer](#)

[Link to Medway's core standards](#)

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

- All teachers are teachers of SEN and we use quality first teaching to stretch and challenge our students in line with their individual ability
- By providing reasonable adjustments and additional provisions as listed above
- Specialist subject teachers ensure students with SEN have their work differentiated in order for them to access the curriculum.
- Adapted equipment in the classrooms eg: adjustable tables
- Each department has their own departmental support that may be put in place in class before SEND support level is reached
- In Key Stage 4 an Alternative Curriculum is offered where appropriate
- In Key Stage 4 students will be assessed for appropriate access arrangements
- Flexible seating arrangements
- Use of tinted books, overlays and changing screen backgrounds to support students with visual stress and or dyslexia
- Low sensory classrooms

**Additional support for learning that is available to students with or without identified SEND.**

- Supervised Homework Club—3:15—4:00pm Mon, Tue, Thurs & Fri.
- Health care plans as needed

- Break and lunch supervised a quiet space.
- Interventions to meet individual needs during the school day:
  - Speech and Language
  - Phonics
  - Reading
  - Anger management
  - Anxiety Management
  - Talkabout – Social and Emotional Communication skills
  - Sensory circuits
  - Social skills
- After school support for those needing additional help in key subjects, and also additional interventions for Handwriting, typing and catch-up Maths and English boosters.
- Speech and Language Therapy Assessments, identified as appropriate
- Educational Psychologist Assessments
- Exam Access Arrangement testing
- Referrals for specific assessments with outside agencies through Medway Single Point of Access and the school nurse
- Referrals for neurodivergent assessments through Right to Choose pathway

**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 our provision is inclusive. Students have full access to the environment, resources, staff, and activities.

Form groups and some classes are taught as mixed ability groups, combining a wide range of activities from extension tasks to differentiated work and always looking to stretch and challenge all levels of abilities.

All extracurricular activities are fully inclusive.

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

Reasonable adjustments are made for PE uniform – such as wearing this in for the day

Adjusting roles, so everyone is included

**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
- Behaviour for learning Policy
- Small social groups
- Targeted support for individual pupils
- Exit passes / cool down permission if needed
- A calm and quiet space in G37 during break and lunchtime
- Movement break passes to allow for self-regulation
- Pastoral team to support emotional regulation

- Inclusion staff to support with check ins and mentoring
- Sensory Circuits during formtime for identified students
- Time specific interventions at the same time every week

**4. 4. How we support the transitions of students coming to and leaving St John Fisher with SEND**

**Support that is available for transition for primary to secondary**

- ☐ Year 7 Head of Year and SLT meet with students at their respective primary schools
- ☐ SENCO meets with feeder schools SENCOs to discuss support needs of all year 6 SEN students
- ☐ SENCO to meet year 6 students with high needs students before transition
- ☐ Additional transition tours with SEN staff
- ☐ Summer school during August for students transitioning from primary school
- ☐ Parent meetings and phone calls prior to September start with parents and carers where necessary

**Support that is available for transition for secondary to Post 16 provision**

- ☐ Individual meeting with Careers Officer to discuss future aspirations and career path
- ☐ Mid Kent College links and trips to see provision and meet staff for identified students
- ☐ Careers fair
- ☐ Exam Access Arrangement paperwork sent to Post 16 providers
- ☐ Meetings with Post 16 Inclusion teams to discuss needs and reasonable adjustments where needed

[Educational options for care leavers](#)

[Post 16 applications in Kent and Medway](#)

[Kent Choices](#)

[Medway Offer for Post 16 students with SEND](#)

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

Telephone: 01634 543123

Miss Paul

SENCO

Email: [SEND@stjohnfisher.school](mailto:SEND@stjohnfisher.school) or [a.paul@stjohnfisher.school](mailto:a.paul@stjohnfisher.school)

Mr McCaughan

Deputy Head Teacher - Designated Safeguarding Lead

Email: [g.mccaughan@stjohnfisher.school](mailto:g.mccaughan@stjohnfisher.school)

Miss Robb

Family Liaison Officer, Deputy DSL

Email [n.robb@stjohnfisher.school](mailto:n.robb@stjohnfisher.school)

Ms Chapman

Looked After Children (LAC) coordinator

[t.chapman@stjohnfisher.school](mailto:t.chapman@stjohnfisher.school)

Mrs Jarvis

SEND Governor

[G.Jarvis@stjohnfisher.school](mailto:G.Jarvis@stjohnfisher.school)

Mr McColgan

Chair of Governors & Safeguarding Governor

**5. 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.
- Whole staff training on Medway Trauma Informed Schools Programme: Relationships, Trauma and Behaviour (Emotional Coaching)
- Termly CPD for staff on strategies to support students with SEND in the classroom to access learning
- Local SEND seminars are used to keep up to date on new legislation and support available
- Miss Paul, all of the members of SLT, PCL and Heads of Years have had full DSL training.
- Miss Paul has had full PREVENT training.
- All staff have annual safeguarding training .

**A variety of CPD opportunities are available to the whole staff including:**

- Supporting students with ADHD & ASC in the classroom
- Dyslexia friendly classrooms
- De-escalating situations
- Annual Whole School Training on delivering the 2014 Code of Practice

**Staff in the SEND Team have had a variety of the following training:**

- Understanding behaviour as a communication
- Memory for learning
- Promoting mental wellbeing in your setting
- Understanding and promoting resilience
- Understanding anxiety and creating a supportive learning environment
- Understanding Executive function
- Exam invigilation
- Fresh Start phonics
- Food safety

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

Pupil Premium

Department budgeting

Local Authority additional funding

**7. 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 with the SEN Team, Pastoral Care Leads, Head of Years, and teachers.



Parents/Carers are also emailed, phoned or met with, if they raise a concern about their child.  
The SENCO is available during parents' meetings and option evenings.

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

Student voice is extremely important within the school. We try to foster a sense of independence and advocacy for all of our students.

Students review their student profiles annually with a member of SEN staff to ensure the strategies and support given are still appropriate and make adjustments where needed.

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.

Students are given a chance to express their views before PCAR meetings (annual reviews for EHCPs) and are also invited to attend the meetings.

Students with SEND prepare and deliver assemblies to their peers about any disabilities or conditions they may have, to enable the student body to gain knowledge and a better understanding.

**9. 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

**10. 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.

**11. Monitoring, Review and Evaluation**

This policy will be reviewed annually by the SLT Lead in charge of SEND and any material changes submitted for approval to the Quality of Education (QoE) Committee.

**12. 5. Links to other policies**

This policy works alongside the following school policies:

- Accessibility Policy
- Children with Health Needs Who Cannot Attend School Policy
- SEND Policy
- Acceptable Use of Technology Policy
- Attendance Policy
- Curriculum Policy
- Equality and Diversity Policy
- Examination Centre Policy

- Home Learning Policy
- Safeguarding and Child Protection Policy
- School Uniform Policy
- Work Experience Policy
- Prevent Policy