



St. John Fisher

CATHOLIC COMPREHENSIVE SCHOOL

SEN 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.'

Date: September 2020 (Update March 2021)

Date of Review: September 2021

Owner: Mr. Halligan

St John Fisher Catholic School

SEND Information Report

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 SEN 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 pupils with SEND.](#)

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

- Information passed on from previous schools
- KS2 results, CATs & LUCID testing, baseline testing and progress data
- Pupil Premium interventions not showing impact
- Departmental interventions not showing impact
- Referrals from parents, carers or other professionals

3a. [How St John Fisher Catholic School evaluates the effectiveness of its provision for pupils with Special Educational Needs.](#)

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 is reassessed and re-structured.

3b. [St John Fisher Catholic School's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs.](#)

- The Inclusion Steering Group (ISG) meetings identify concerns about progress, attendance and attitude to learning.
- All SEN students will have their provision and support monitored during the course of the year and adjusted where necessary.

3c. 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
- Learning Support Assistant support in classrooms where appropriate
- Reduced class sizes where appropriate
- Personalised provision through time limited interventions
- Personalised provision through adapted resources and interventions

Specialist Services available/access at school:

- Social Services and NELFT/CAMHs referrals
- Educational Psychologist
- Sensory Impairment team of specialist teachers
- Medway School Support Group
- Rivermead (Medical)
- Bradfields Outreach (MLD)
- Marlborough Outreach Service - Autism Outreach
- Social Use of Language Group
- Additional Language and Literacy Support
- Access to laptops/i-pads
- Mentors
- Access arrangement testing in Year 9/10 & 11
- Use of social inclusion zone

3d. [How St John Fisher Catholic School adapts the curriculum and learning environment for pupils with Special Educational Needs.](#)

- . 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 SEN support level is reached
- . In Key Stage 4 an Alternative Curriculum is offered where appropriate
- . Towards the end of year 9 students will be assessed for appropriate access arrangements

3e. [Additional support for learning that is available to students with Special Educational Needs.](#)

See Point 3.

3f. [How St John Fisher Catholic School enables students with Special Educational Needs to engage in the activities of the school \(including Physical Activities\) together with the children who do not have Special Educational Needs.](#)

Students with SEND are regarded as full members of the community and 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 Teaching Assistant support is available where appropriate.

3g. [Support that is available for improving the emotional, mental and social development of students with Special Educational Needs.](#)

Students are well supported by:

- . Anti-Bullying policy that is supported by all staff
- . Small social groups – including SULP
- . Targeted support for individual pupils
- . Exit passes / cool down permission if needed

4. [Name and contact details of SEND Department and SEND Governor.](#)

Telephone: 01634 543123

Mr. S. Halligan
Assistant Head Teacher – Strategic SENCO
Email: s.halligan@stjohnfisher.school

Mrs. A. Walker
Assistant SENCO
Email: a.walker@stjohnfisher.school

Miss. T. Chapman
Assistant Head Teacher - Designated Safeguarding Lead
Email: t.chapman@stjohnfisher.school

Mr. A. Jennings
Looked After Children Co-ordinator
Email: a.jennings@stjohnfisher.school

Mr. Ian Chapell
SEND Governor

Mr. Clive Mailing
Chair of Governors & Child Protection Governor

5. [Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.](#)

Mr Halligan has undertaken the National Qualification for SENCOs at Canterbury Christchurch University.

A variety of CPD opportunities are available to staff including:

Awareness in Autism

Supporting students with ASD

Working with people with Learning Difficulties (LSA Staff)

Understanding Behaviour that Challenges (LSA Staff)

Annual Whole school training on delivering the 2014 Code of Practice.

- . Specialist expertise engaged from external services including CAMHS, EAL support and EP support
- . Local SEND seminars are used to keep up to date on new legislation and support available

Miss Chapman, Mrs Lennon, Mr McCaughan, Mr Dayo, Mrs Simpson & Mr Jennings have had full DSL training.

Miss Chapman has had full PREVENT training.

All staff have annual safeguarding training.

6. [Information about how equipment and facilities to support children and young people with Special Educational Needs will be secured.](#)

- . Pupil Premium
- . Department budgeting
- . Local Authority additional funding

7. [The arrangements for consulting parents or carers of children with Special Educational Needs 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 concern is raised.

8. [The arrangements for consulting young people with special educational needs about, and involving them in, their education.](#)

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.

9. [Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with Special Educational Needs 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 Special Educational Needs 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.