ST JOHN FISHER
HARROGATE

SEND Policy

Designated Teacher: Executive SENCo
Adopted: September 2026
Review Period: Annually
Review Date: September 2027

St John Fisher SEND Policy

Mission and Vision

St John Fisher Catholic Academy exists to educate the whole person. Our mission, Educating for Life, shapes everything we do, and sits at the heart of this Special Educational Needs and Disability Policy. We care not only about what our students achieve, but about who they become. We recognise and value the unique gifts of every child in our care, and we are committed to supporting their development. Our vision is to provide an outstanding Catholic education that equips our young people with the qualifications, confidence, compassion and faith to make a valuable and positive contribution to the world beyond our gates.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- SEND Code of Practice:0 to 25 years (January 2015)
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education
- Teachers' Standards 2014

Aims

The aims of our SEND provision are:

- To identify barriers to learning and participation for pupils who have special educational needs
- To work in partnership with students, parents, staff, external agencies
- To work with the Academy Council to enable them to fulfil their governance role
- Ensure that appropriate training and support are provided for all staff in relation to their responsibilities for meeting the needs of students with SEND
- Ensure that the school provides an inclusive learning environment with a curriculum that is responsive to the learning needs of individuals
- Ensure that the school meets its statutory responsibilities for students with special educational needs and disabilities
- Ensure that wherever possible, all children are taught in their own class group, and that withdrawal is kept to a minimum

Roles and Responsibilities

The Academy Council has an important role in governance of SEND.

The Headteacher informs the Academy Council about SEND provision and practice and how the school is meeting its statutory duties for students with identified SEND needs. The named SEND governor is Mrs Gillian Clifford. The SEND Governor works alongside school leaders to monitor the

effectiveness of SEND provision, support strategic development and ensure that statutory duties are fulfilled.

The Executive SENCO, Miss Pritchard oversees the strategic and day-to-day operation of the school's SEND provision. The Executive SENCO works closely with staff, parents/carers and external agencies to support the progress of students with SEND.

All teachers are teachers of SEND. Teachers provide learning that is matched to needs and promotes student independence. Teachers liaise with key staff where appropriate to support progress of SEND students.

Teachers and inclusion support staff receive regular training through our Learning and Development Programme. Staff work closely with students to support them in overcoming a range of barriers to learning.

Admission of SEND Students

St John Fisher admits students with SEND in accordance with the School Admissions Policy and the Equality Act 2010. The school does not discriminate against applicants on the basis of special educational needs or disability and will make reasonable adjustments to ensure access to education and school life.

The SEND Team work closely with parents and primary schools to ensure that transition is well supported. We welcome early engagement from parents who are considering St John Fisher as a secondary school. Many students access additional SEND support through the SEND Masterclasses.

St John Fisher receives consultations for students with an Education Health and Care plan. We welcome open conversations with parents around provision and support.

Definition of SEND

A young person has special educational needs as defined in the SEND Code of Practice:0 to 25 years (January 2015): if they have "a learning difficulty or disability which calls for special educational provision to be made for them''. Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools maintained by the LA. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

1. has a significantly greater difficulty in learning than the majority of others of the same age, or
2. has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEND Code of Practice:0 to 25 years (January 2015)

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Identification of SEND

There are four broad categories of SEND described in the SEND Code of Practice:0 to 25 years (January 2015):

Communication and interaction e.g. Autism, Selective mutism

Cognition and Learning e.g. Specific Learning Difficulties eg. Dyslexia, dyscalculia

Sensory and/or Physical e.g. Hearing Impairment Visual Impairment

Social Emotional and Mental Health e.g. social and emotional difficulties

Although these categories are specific, we recognise that neurodivergence is part of human diversity.

Teachers monitor closely the progress of every child and through quality first teaching teachers adapt their teaching to support. When a child is not making progress, despite high quality teaching, an action plan is put in place based upon need.

An individual 'Pupil Passport' will be produced detailing the young person's needs and advice/strategies for teachers and this will be attached to the school's electronic register so that planning can be informed. The passport is co-produced with the student, their parents and the SEND Team, taking into account any information available within professional's reports.

St John Fisher follows the graduated response of 'assess, plan, do, review' cycle as outlined in the SEND Code of Practice:0 to 25 years (January 2015)

Assess: gather information, including data, examples of work, observations and feedback. Investigation into a child's needs takes place following expressions of concern

Plan: supporting strategies are discussed and agreed and action plan agreed in line with the student's Pupil Passport

Do: the plan is put in place by teacher/ inclusion support staff. This can be adaptations within whole class teaching, small group work or 1:1 work

Review: reassess and review the effectiveness of the Pupil Passport and the impact upon progress and amend accordingly.

Parents are involved in planning, reviewing and evaluating support arrangements.

Identification of SEND can come from students, parents or teachers. Assessment data, screening assessments and information gathered from primary school is also used to support the identification of SEND.

Staff can identify SEND needs, and make provision to meet those needs, however, the school does not offer diagnoses. If concerns around neurodevelopmental differences are identified, the school will work collaboratively with parents and relevant professionals to discuss appropriate support and signpost families to referral pathways where appropriate. The school is unable to provide a diagnosis for dyslexia but the team are able to help support you with a pathway to access this.

St John Fisher works with a number of external agencies including: Educational Psychologist, Speech and language therapy, CAMHS, Wellbeing in Mind Team, Medical Needs Education Service.

Layers of SEND Provision

Universal Offer

Universal provision provides high-quality teaching and inclusion of all children in high-quality lessons (quality first teaching). At this stage, intervention may be in the form of chunked instructions, visual prompts, use of assistive technology, additional resources, opportunities to revisit and overlearn key concepts. Diagnostic assessments may be used to identify strengths and areas for development. If, despite these efforts, children do not make appropriate progress, then alternative strategies may be tried. Progress will be closely monitored by teaching staff, faculty/subject leaders, parents and the inclusion team.

Targeted

Targeted interventions are not primarily SEND interventions. They may be in place when a child has additional needs such as emotional and behavioural difficulties for which they are receiving other forms of support such as mentoring and counselling. This provision may take the form of a well structured, time limited programme delivered to a small group or on a one- to -one basis. It may be built into lessons as part of guided work or take place separately through the SEND or Pastoral Teams. Liaison with parents, the child and staff ensures that support is appropriate to needs. Impact is monitored and reviewed regularly as per the graduated approach model. If progress is still limited at this stage, advice from external specialist agencies may be sought.

Targeted Plus

Children who access Targeted Plus support may require more specific targeted intervention than that of their peers. It may involve the adjustment of curriculum to involve more bespoke and personalised support.

Targeted plus provision is for those with more complex needs and identified learning difficulties. Interventions often may involve more specialist and ongoing provision The involvement of external services may be requested. They may also support with the setting of objectives and targets.

Education, Health and Care Plans

St John Fisher works with two Local Authorities, North Yorkshire County Council and Leeds Local Authority.

School or a parent can request a referral to the Local Authority in which they reside for a Statutory Assessment of needs. St John Fisher works with families to support them throughout this process.

Annual Reviews take place every year for students with an EHCP. From Year 9, the review includes Preparation for Adulthood. Transition reviews may include post 16 providers. St John Fisher engages with parents and each student with an EHCP has a keyworker who communicates regularly with parents and students.

Reasonable Adjustments

St John Fisher recognises its duties under the Equality Act 2010 and is committed to making reasonable adjustments to reduce barriers to participation and learning.

Pupil and Parent Engagement

We aim to have positive relationships with parents. We feel that parental involvement supports our students to achieve their potential. We recognise that partnership with our parents supports our students with SEND.

Examination Access Arrangements

Examination Access Arrangements are in place for students who meet the criteria. All Examination Access Arrangements follow the guidance and regulations provided by the Joint Council for Qualifications (JCQ) Guidelines. Access arrangements reflect a student's normal way of working and are awarded in accordance with JCQ regulations. Specialist Assessors are Ms A Harms and Miss A Pritchard.

Attendance, Safeguarding and SEND

St John Fisher recognises that children with SEND may be more vulnerable to abuse, neglect and exploitation. Staff receive safeguarding training which includes awareness of additional vulnerabilities associated with SEND. Safeguarding procedures apply to all students and reasonable adjustments are made where necessary to ensure students can communicate concerns effectively.

The school recognises that pupils with Special Educational Needs and Disabilities (SEND) may experience barriers to regular attendance that differ from their peers. We are committed to identifying, understanding and removing these barriers wherever possible.

SEND Information Report

St John Fisher publishes an annual SEND Information Report on its website, which details provision available for pupils with SEND in accordance with Regulation 51 and Schedule 1 of the SEND Regulations 2014.

Evaluating Impact

The success of the SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the school Quality Assurance Systems
- Ongoing analysis of key data and test results
- Individual progress data and teacher observations
- Parental and child feedback
- School self-evaluation and development plan

Complaints

We aim to work closely with parents. Key Stage Phase Leaders can discuss progress and there are opportunities to meet teachers at parent's evenings. If a parent has a concern they are able to raise this directly with the Executive SENCO in the first instance. Concerns will be managed sensitively. If the concern is not able to be resolved, this can be raised through the formal procedure listed on the school's website.