

The John Fisher School

Special Educational Needs and Disabilities (SEND)

Information Report

September 2026

1. Introduction

At The John Fisher School, we want every student to feel valued, included and able to achieve their potential.

We recognise that students learn in different ways. Some students will need additional support for part of their school journey, while others will need longer-term provision. Our role is to identify barriers to learning as early as possible and work with students, parents, carers, teachers and external professionals to make sure the right provision is in place at the right time.

High-quality teaching is the starting point for every student, including those with special educational needs and disabilities (SEND). Most students' needs can be met through effective classroom practice and appropriate adaptations to teaching. Where additional provision is needed, we work together to identify what will help, put it into place and review whether it is making a difference.

Our aim is not simply to provide additional support. We want every student to become an increasingly confident, independent learner who understands their own strengths, recognises when they need help and is able to take an active role in their education.

This report explains how we identify, assess and support students with SEND at The John Fisher School. It also explains how we work with families and other professionals to help every student achieve the best possible outcomes.

The report should be read alongside the school's SEND Policy, Accessibility Plan, Equality Information and Objectives, Behaviour Policy and Admissions Policy.

2. Leadership and responsibilities

SENDCo

The SENDCo leads the strategic development of SEND across the school and also fulfils the role of Head of Learning Support.

The SENDCo works with the Headteacher, Senior Leadership Team, governors, curriculum leaders, teachers, support staff, parents, carers and external professionals to ensure that

students receive the provision they need and that SEND remains central to the school's commitment to inclusion and high-quality teaching.

The SENDCo is responsible for:

- leading the strategic development of SEND across the school;
- identifying, assessing and reviewing students' needs;
- coordinating provision for students receiving SEND Support and those with an Education, Health and Care Plan (EHCP);
- supporting teachers to remove barriers to learning through effective adaptive teaching;
- ensuring that Learner Access Profiles and Learning Plans provide staff with clear, practical guidance;
- coordinating Annual Reviews and meeting the school's statutory responsibilities for SEND;
- liaising with external professionals and ensuring that their advice is reflected in classroom practice;
- monitoring the impact of provision and using evidence to inform future developments;
- supporting successful transition into, through and beyond The John Fisher School.

The SENDCo is supported by the Deputy SENDCo, SEND Administrator and Learning Support team.

Headteacher and Senior Leadership Team

The Headteacher has overall responsibility for SEND within the school.

The Senior Leadership Team works closely with the SENDCo to ensure that inclusion is part of the school's wider improvement strategy. Decisions about teaching and learning, curriculum development, behaviour, attendance, safeguarding and student wellbeing all take account of the needs of students with SEND.

Governors

The governing body has strategic oversight of SEND provision and ensures that the school meets its statutory responsibilities.

The school's SEND Link Governor is Mr T Richmond.

The SEND Link Governor meets regularly with the SENDCo to review provision, discuss strategic priorities and provide appropriate support and challenge.

Teachers

Every teacher is responsible for the progress of every student they teach, including students with SEND.

Teachers are responsible for:

- providing high-quality adaptive teaching;
- using the information and strategies contained within Learner Access Profiles and Learning Plans;
- identifying concerns as early as possible;
- contributing to the Assess, Plan, Do, Review process;
- working with the SENDCo, pastoral staff, parents, carers and external professionals when additional provision is needed.

The SENDCo and Learning Support team work alongside teachers to help improve access to learning and remove barriers wherever possible. They do not replace high-quality classroom teaching.

3. Our SEND offer

The John Fisher School is an inclusive mainstream secondary school. We welcome students with a wide range of special educational needs and disabilities and aim to provide the provision they need to participate fully in school life.

The SEND Code of Practice groups SEND into four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These categories help schools to understand the type of provision a student may require. They do not define the student.

Many young people have strengths and needs across more than one area. Some students also have medical needs or disabilities that affect their education. We therefore plan provision around the individual rather than around a diagnosis or label.

Some students require only small adjustments within everyday classroom teaching. Others benefit from targeted intervention, specialist advice or provision identified within an Education, Health and Care Plan (EHCP).

Whatever the level of need, our aim remains the same: to help students become increasingly confident, independent and successful learners.

4. Identifying SEND and assessing need

Some students arrive at The John Fisher School with an identified special educational need or disability. Others may be identified after joining us.

Information is gathered from a range of sources. This may include:

- primary schools
- parents and carers
- the student
- previous schools
- Educational Psychologists and other external professionals
- local authorities
- medical professionals
- assessments completed before or after admission

Teachers also play an important role in identifying students who may need additional provision. They see students every day and are often the first to notice changes in progress, confidence, behaviour or engagement.

A student may be considered for SEND Support if they are experiencing significantly greater difficulty in learning than other students of the same age, or if they need additional or different educational provision to access learning successfully.

Slow progress on its own does not automatically mean that a student has SEND.

Similarly, a diagnosis does not automatically mean that a student requires SEND Support.

Every decision is based on a range of evidence and takes account of the student's strengths, areas of need, classroom experience, assessment information and the views of both the student and their parents or carers.

Where concerns are identified, we will discuss them with parents and carers at the earliest opportunity and agree the most appropriate next steps.

5. Working with students and families

Parents and carers know their children better than anyone else and play an important part in helping us understand each student's strengths, needs and aspirations.

Students also have an important voice. Wherever possible, they are encouraged to contribute to decisions about their education, the provision they receive and the outcomes they are working towards.

We aim to build positive relationships with families through open communication, honesty and regular review.

Communication may include:

- telephone calls
- emails
- parents'/carers' evenings
- review meetings

- Annual Reviews for students with EHCPs
- meetings involving external professionals where appropriate

Where a student is identified as needing SEND Support, we will discuss our concerns with parents or carers and agree the most appropriate next steps.

Learner Access Profiles and Learning Plans are developed using the evidence available to the school. This may include teacher assessments, assessment data, reports from external professionals, information from previous schools and the views of students and, where appropriate, their parents or carers.

Learning Plans are reviewed regularly and updated as students' needs change.

6. The graduated approach

When a student needs additional educational provision, we follow the graduated approach described in the SEND Code of Practice.

This is a four-stage cycle known as Assess, Plan, Do, Review.

Assess

We gather information to understand the student's strengths, needs and any barriers to learning. This information may come from teachers, parents and carers, the student, assessment data and external professionals.

Plan

We agree what provision will be put in place, who will be responsible for delivering it and what outcomes we hope to achieve.

Do

Teachers remain responsible for the student's learning. The SENDCo, Learning Support team and other professionals work alongside teachers to deliver any agreed additional provision.

Review

We consider whether the provision has made a difference. If it has, we decide how best to build on that success. If it has not, we review the evidence and decide what should happen next.

This cycle continues for as long as additional provision is required.

Provision is not continued simply because it has always been there. Every intervention should have a clear purpose and should make a positive difference to the student's education. Decisions are based on evidence and the student's changing needs.

7. High-quality teaching and adaptive teaching

High-quality, adaptive teaching is the most important part of our SEND provision.

Teachers know their subjects and know their students. They are responsible for planning lessons that enable all students to participate, make progress and experience success.

The term adaptive teaching is used throughout education. It means making appropriate adjustments to the way lessons are planned and delivered so that all students can access learning successfully. These adjustments will vary depending on the lesson and the needs of the students being taught.

Examples may include:

- presenting information in different ways
- breaking learning into smaller steps
- giving students additional processing time
- checking understanding regularly
- providing visual prompts or practical examples
- adapting the level of support without reducing expectations
- using technology where it improves access to learning

Adaptive teaching is not about producing different lessons for different students. It is about making thoughtful adjustments that enable all students to succeed whilst maintaining high expectations.

Where specialist advice has been provided by external professionals, teachers will incorporate appropriate recommendations into their classroom practice wherever possible.

8. Learner Access Profiles and Learning Plans

The John Fisher School uses Learner Access Profiles (LAPs) and Learning Plans to help ensure that provision is consistent across the school.

Although they work together, they serve different purposes.

Learner Access Profiles (LAPs)

A Learner Access Profile provides teachers with a concise summary of the information they need to support a student effectively in the classroom.

A LAP will normally include:

- the student's strengths
- the main barriers to learning
- practical classroom strategies that are known to help

- important information that staff need to be aware of

The purpose of a LAP is to provide teachers with clear, practical guidance that can be used immediately in everyday lessons.

LAPs are reviewed regularly and updated whenever there is a significant change in a student's needs.

Learning Plans

Some students will also have a Learning Plan.

Learning Plans identify the student's priority areas for development, the outcomes being worked towards and the educational provision that will help the student make progress.

Plans are developed using the evidence available to the school. This may include assessment information, teacher feedback, reports from external professionals, information from previous schools and, where appropriate, the views of students and their parents or carers.

Where therapists or other specialists are involved, their recommendations should be read alongside the Learning Plan and reflected in everyday classroom practice wherever appropriate.

Learning Plans are reviewed regularly to make sure they continue to reflect the student's needs, remain focused on agreed outcomes and make a positive difference to the student's education.

9. Education, Health and Care Plans (EHCPs)

Some students have an Education, Health and Care Plan (EHCP).

An EHCP is a legal document issued by the Local Authority. It describes a student's needs, the outcomes they are working towards and the educational provision that must be made available.

The school has a legal duty to deliver the educational provision identified within Section F of an EHCP.

The SENDCo coordinates this provision and works with teachers, Learning Support staff and external professionals to ensure that it is delivered consistently and reviewed regularly.

Every EHCP is reviewed at least once each year through an Annual Review meeting.

Annual Reviews provide an opportunity to:

- celebrate progress and achievements
- review the effectiveness of current provision
- consider whether outcomes remain appropriate
- identify any changes that may be required

- plan for the next stage of the student's education.

Students are encouraged to contribute to their Annual Review wherever possible, and parents and carers play an important part throughout the process.

10. Additional provision

The level of additional provision will vary depending on each student's individual needs.

Provision may include:

- advice to teachers about effective classroom strategies
- targeted intervention
- in-class support
- small group work
- specialist resources or equipment
- examination access arrangements, where appropriate
- support from external professionals

Not every student will require all of these forms of provision. Decisions are based on individual need and are reviewed regularly.

The aim of additional provision is not to create dependence. It should help students develop the knowledge, skills and confidence they need to become increasingly independent learners who are able to participate successfully in school life.

11. Working with external professionals

Some students benefit from advice or involvement from professionals outside school.

The SENDCo coordinates this work and maintains close links with a range of education, health and care services, including:

- Educational Psychology
- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Hearing and Vision Support Services;
- Child and Adolescent Mental Health Services (CAMHS)
- school nursing services
- social care services
- local authority SEND teams
- careers advisers
- other health and education professionals where appropriate

Advice provided by external professionals helps us to develop a better understanding of a student's needs and identify the most effective approaches to supporting them.

Where appropriate, recommendations are incorporated into Learner Access Profiles, Learning Plans and everyday classroom practice so that students receive consistent provision throughout the school day.

12. Transitions and preparing for adulthood

Successful transition is important at every stage of a student's education.

The school works closely with feeder primary schools to gather information before students join The John Fisher School. Where appropriate, additional transition visits, meetings or personalised arrangements may be put in place to help students become familiar with the school and reduce any anxiety about the move to secondary education.

As students move through the school, we continue to review their needs and plan ahead for future transitions.

This may include:

- moving between year groups or key stages
- choosing Key Stage 4 courses
- preparing for examinations
- careers education and guidance
- applications to sixth form, college or other post-16 destinations
- developing independence and self-advocacy skills

Preparing for adulthood begins well before students leave school. We want every young person to leave The John Fisher School with the knowledge, skills and confidence they need for the next stage of their education, employment or training.

For students with EHCPs, preparation for adulthood forms an important part of the Annual Review process. Students are encouraged to contribute to discussions about their aspirations, future education, employment, independent living and participation within their community.

13. Evaluating the impact of SEND provision

Providing additional provision is only part of our role. It is equally important that we know whether it is making a positive difference.

The SENDCo monitors the effectiveness of SEND provision throughout the year. This includes reviewing both individual students and SEND provision across the school as a whole.

Evidence may include:

- students' progress and attainment
- attendance and punctuality
- behaviour and engagement
- students' views
- feedback from parents and carers
- teachers' observations
- Learning Plan reviews
- Annual Reviews for students with EHCPs
- reports from external professionals

We do not assume that provision is effective simply because it has been in place for a long time. Every intervention should have a clear purpose, be proportionate to need and demonstrate a positive impact on the student's education.

The SENDCo reviews this information regularly with the Senior Leadership Team and governors so that SEND provision continues to develop and improve.

14. Access to the curriculum and school life

We want every student to take a full and active part in school life.

Students with SEND are encouraged to participate in lessons, educational visits, enrichment activities, clubs, leadership opportunities and the wider life of the school alongside their peers.

Where appropriate, reasonable adjustments will be made to help students access learning and participate fully in school life. These adjustments will always depend on individual need and may include changes to teaching approaches, resources, equipment, the learning environment or levels of adult support.

Our aim is to provide these adjustments in ways that promote independence and inclusion wherever possible.

No student is excluded from school activities because they have SEND or a disability unless there are exceptional circumstances where participation would place the student or others at significant risk. Where this happens, we will work with students, parents and carers to identify appropriate alternatives wherever possible.

15. Emotional wellbeing

Learning and wellbeing go hand in hand.

Students who feel safe, understood and supported are more likely to engage positively with learning and achieve their potential.

Teachers, pastoral staff and the Learning Support team work together to identify students who may need additional support with their emotional wellbeing.

This may include:

- regular pastoral support
- mentoring, where appropriate
- support from the Learning Support team
- referral to external services where specialist support is required
- regular communication with parents and carers

Students are encouraged to speak to a trusted adult if they are worried about anything that is affecting their learning or wellbeing.

The school takes all concerns about bullying seriously. Any incidents involving bullying, including bullying related to disability or special educational needs, will be investigated promptly and dealt with in accordance with the school's Behaviour Policy and Anti-Bullying Policy.

16. Accessibility

The John Fisher School is committed to ensuring that students with disabilities are able to access education alongside their peers.

The school will make reasonable adjustments where these are needed to reduce barriers to learning and participation.

Adjustments will always depend on individual need but may include:

- specialist equipment
- assistive technology
- adapted resources
- reasonable adjustments to the learning environment
- examination access arrangements, where appropriate
- advice from specialist professionals

Further information is available in the school's Accessibility Plan.

17. Complaints

We hope that any concerns can be resolved quickly through discussion with the SENDCo or another appropriate member of staff.

Parents and carers who have concerns about SEND provision should contact the SENDCo in the first instance.

If concerns cannot be resolved informally, they should be raised through the school's Complaints Policy.

Parents and carers also have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability) if they believe that the school has discriminated against their child because of a disability.

Information about the school's complaints procedure is available on the school website.

18. Further information and contact details

If you would like further information about SEND provision at The John Fisher School, or if you would like to discuss your child's needs, please contact:

Julia Paul
SENDCo / Head of Learning Support

Telephone: +44 (0) 208 660 4555

Email: j.paul@johnfisherschool.org / SEND@johnfisherschool.org

Information about the Local Authority's SEND Local Offer can be found on the relevant Local Authority's website.

Further information is also available in the school's:

- SEND Policy
- Accessibility Plan
- Equality Information and Objectives
- Behaviour Policy
- Complaints Policy
- Admissions Policy

Review arrangements

This report will be reviewed annually by the SENDCo / Head of Learning Support, or sooner if there are significant changes to legislation, statutory guidance or the school's SEND provision.

The report will be approved by the governing body.