



## **The John Fisher School**

# **Special Educational Needs and Disability Policy (SEND)**

**Responsible:** Governors' SLAW Committee

**Next Review Date:** October 2021

Nurturing young Catholic gentlemen  
Aspiring for Academic, Cultural & Sporting Excellence

The school's policy towards pupils with Special Educational Needs and Disability is governed by the values contained in our School Mission Statement and the Diocesan Mission Statement.

### **Diocesan Mission Statement on Special Educational Needs and Disabilities**

Catholic Education in the Diocese of Southwark recognises the uniqueness of every individual and the contribution that each individual brings to our School Communities.

Catholic children should have access to a curriculum that meets their needs and fulfils statutory requirements.

We acknowledge that some of our children have Special Educational Needs and Disabilities that require extra support and resources. This should not affect their entitlement to education in a Catholic school.

### **Aims of this Special Educational Needs and Disability Policy**

The aims of our Special Educational Needs and Disability Policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that students with SEND engage in the activities of the school alongside students who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- To use our best endeavours to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum and to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental and emotional health,
  4. Sensory/physical.
- To request, monitor and respond to parent/carers' and students' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet their medical needs.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **What are Special Educational Needs (SEN) or Disability?**

At The John Fisher School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or***

*training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England*

*Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

## **The kinds of Special Educational Needs and Disabilities for which provision is made at the School**

Students with SEND have different needs, but the general presumption is that all students with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the required provision to meet the special educational needs of students at this school.

For students with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the student, or
- the attendance of the student there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a student’s EHCP, the Local Authority will send the Governing Body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

## **How does The John Fisher School know if students need extra help?**

We know when students need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the student’s previous school, regarding a student’s level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates a lack of expected levels of progress.
- Observation of the student indicates that they have additional needs in one or more of the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- A student asks for help.

## **What should a Parent/Carer do if they think their Son may have Special Educational Needs or Disability?**

If parents/carers have concerns relating to their son’s learning, then please initially discuss these with your son’s Form Tutor. This then may result in a referral to the school SENCO. Parents may also contact the SENCO directly if they feel this is more appropriate.

## **How will the school support a student with SEND?**

All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to help to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

- classroom observation by the Senior Leadership Team including SENCO
- ongoing assessment of progress made by pupils with SEND
- work sampling and scrutiny of planning to ensure effective matching of work to students' needs
- teacher meetings with the SENCO to provide advice and guidance on meeting the needs of students with SEND
- student and parent/carer feedback on the quality and effectiveness of interventions provided

All students have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the student.

Action relating to SEND support will follow an Assess, Plan, Do and Review (APDR) model:

1. **Assess:** Data on the student held by the school will be collated by the SENCO in order to make an accurate assessment of the student's needs. Parents will always be invited to contribute to this early discussion to support the identification of action to improve outcomes

2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teachers with advice from the SENCO.

3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes that take into account parents' aspirations for their son. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will be undertaken after permission has been obtained from parents/carers and may include referral to:

1. Behaviour Support Service
2. Speech and Language Therapy
3. Autism Outreach Team
4. Hearing Impairment team
5. Visual Impairment team

6. Autism Support
7. Educational Psychology Service
8. Educational Welfare Officers
9. Physical and Disability Support Service
10. Social Services
11. School Nurse
12. Child & Adolescent Mental Health Service

For a very small percentage of students whose needs are significant and complex, and for whom the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

### **How will the curriculum be matched to each student's needs?**

Teachers plan using students' achievement levels, differentiating tasks to ensure progress for every student in the classroom.

When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the subject teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENCO and/or external specialists.

In addition if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help.

### **How will Parents know how their Son is doing?**

Attainment towards the identified outcomes will be shared with parents/carers through the school reporting system and Parents' Evenings. Individual meetings will also be arranged as needed.

### **Annual Review of an Education, Health and Care Plan (EHCP)**

All EHCPs will be reviewed at least annually with the parents, the pupil, the Local Authority and the school to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the plan.

The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The careers service are requested to interview the students in transition years (Years 11 and 13) and are invited to the annual reviews.

### **Learning Plans**

Learning Plans are written for students with an EHCP and/ or current external specialist input. All SEND students have a Pupil Passport.

Strategies employed to enable the student to progress are recorded within a Learning Plan. The Learning Plan should include information about:-

- the short-term targets set for or by the student
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when the Learning Plan is reviewed).

Parents may also find EduLink, EduKey and Show My Homework useful tools to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their son's progress with the SENCO at any time when they feel concerned or have information they feel they would like to share that could impact on their son's success.

### **How will parents/carers be helped to support their son's learning?**

- Please look at the school website for further information.
- The subject teachers or SENCO may also suggest additional ways of supporting your son's learning.
- The school organises a number of parent/carer meetings during the year. These are advertised in the school newsletter and on the school website and aim to provide useful opportunities for parents/carers to learn more about how to support their son's learning.
- If you have ideas on support that you would like to have access to in order to further support your son's learning, please contact the SENCO who will locate information and guidance for you in this area.

### **What support will there be for students' overall well-being?**

The school offers a wide variety of pastoral support for students. This includes:

- Student and parent/carer voice mechanisms are available.
- Small group evidence-led interventions to support students' well-being are delivered to targeted students and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- Targeted groups are available to help students develop their social interaction skills.
- The school supports students' well-being and mental health through targeted intervention.

### **What training do staff supporting students with SEND undertake?**

In the last two years the Learning Support team have received a range of training, such as:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

### **How will my son be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all students to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no student with SEND is excluded from any school provided activity.

### **How accessible is the school environment?**

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have been placed.
- Two toilets have been adapted to ensure accessibility for students/visitors with a disability.
- A medical room is available.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

### **How will the school prepare/support my Son when joining or transferring to a new school?**

A number of strategies are in place to enable effective students' transition. These include:

#### **On entry:**

- A planned introduction programme is delivered in the summer term to support transfer for students starting school in September.
  - All feeder primary schools are sent a questionnaire for them to complete and return to the SENCO detailing the needs of the boys transferring to The John Fisher School.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their son to settle into the school routine.
- The SENCO is available to meet with parents/carers of new pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.
- If students are transferring from another setting, the previous school records will be requested immediately and a meeting arranged with parents to identify and reduce any concerns.
- For pupils transferring to local schools, the SENCOs of both schools will discuss the needs of students with SEND to ensure a smooth transition.

If parents/carers wish to discuss the options available for their son, they are welcome to make an appointment to see the SENCO.

### **How is the decision made about how much support each student will receive?**

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be made with input from the parent.
- For pupils with an EHCP, this decision will be reached with parents when the EHCP is being produced, or at an annual review.

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your son's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- The Director of Learning/Director of Sixth Form
- The SENCO
- The Headteacher

**Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)**

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SA: School Action

SA+: School Action Plus (The plus indicated the involvement of external agencies)

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCO: Special Educational Needs Coordinator

PPS: Parent Partnership Service





