

## St John Fisher Catholic High School October 2017

### Publishing Information: SEN Information Report

Schools should ensure that the information is easily accessible to parents and is set out in clear, straightforward language. This should include information on the school's SEN Policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/234542/SEND---local-offer>

Special Educational Needs and Disability Code of Practice: 0 to 25 Years (January 2015)

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools Regulations: 6.79 must publish information on their websites about the implementation of the governing body's or the proprietor's policy with SEN. The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

#### 1. What kinds of SEN are provided for in your school?

Children and young people (CYP) with a wide range of SEN are welcomed into St John Fishers Catholic High School. The school looks after the needs of students from the four recognised SEN categories: Cognition and Learning; Social, Emotional and Mental Health; Speech Language and Communication and Physical and/or sensory.

##### **Communication and Interaction**

We have a number of pupils who experience speech and language difficulties. Consequently, we have an HLTA who is the Autism Spectrum Lead Practitioner and Key Worker for a number of pupils on the Autism Spectrum. Our General Teaching Assistants also support children with Speech and Language Difficulties in small group settings.

This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used to support children's Speech and Language development and we work closely with a number of Speech and Language Therapists.

##### **Cognition and Learning**

We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support.

We also run a number of interventions including the Independent Dyslexia Learning Programme where we can track the pupil's individual progress.



### **Sensory and or Physical**

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

### **Social, Mental and Emotional Health**

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) if necessary.

The school makes best endeavours to meet the needs of all SEND young people in an inclusive and personalised way.

If a parent of a pupil with EHCP requests a place at the school, the CYP is welcomed and strategies are sought to meet need. Parents are welcome to visit the school during our Open Day where representatives of the Learning Support Department are available to discuss individual needs.

## **2. What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCO's name and how can I contact them?**

The SENCO is Mrs Vikki Palmer, BA(Hons) and Level 7 Postgraduate Award of Proficiency in Assessment for Access Arrangements. Mrs Palma can also be contacted through the school email route: [vpalma@sjfchs.org.uk](mailto:vpalma@sjfchs.org.uk)

The majority of student's needs are met in the classroom with good quality first teaching and additional strategies that will overcome many barriers to learning. However, if a pupil is not making expected progress because of SEN, the subject teacher, Head of Department and/or Head of Year will contact the Learning Support Department for additional advice and guidance. The school will follow the Assess, Plan, Do, Review cycle as detailed in the Code of Practice (2014) under the "Graduated Approach".

At the point at which we feel the pupil is not making expected progress due to a special need we will contact parents and carers to discuss additional need and provision and with parental agreement, place the pupil on the SEN register.

Where parents or students feel they are not making progress or experience barriers to learning you are encouraged to contact either the Form Tutor or Head of Department, Head of Year or SENCO to discuss your concerns and an assessment will be carried out.

Young People who have a Disability are recorded on the disability list and where students have both they are recognised on both lists.

The review of progress for students on the SEN register is not in isolation. Progress of students on the SEN register is monitored across the curriculum and is in line with whole school monitoring and reporting systems. In addition, data such as whole school literacy testing, SEN assessments, reports from outside agencies, reports from teachers and key staff are taken into consideration.

All teachers and key staff are informed of the needs of individual students on the SEN register through the electronic register system and are involved in their progress reviews. All students on



the SEN register have an Individual Learning Passport which is referred to as a “Passport Summary Document”.

- The Passport is always written with students and in some cases parents may be asked to contribute
- The Passport sets out strategies to help the student progress in mainstream classes and is shared with teachers and staff working with the student
- The Passport details any extra support or interventions and their learning targets and long term desired outcomes
- Students review their Passport with their key worker. It is an opportunity to discuss their learning needs and any barriers. Key workers act as an advocate for the student by contacting teachers on their behalf and updating Passports.

In Year 9 students will be assessed for Exam Access Arrangements to ensure SEND students are not disadvantaged in exams due to their SEND and you will be informed of any reasonable adjustment made such as scribe; reader; extra time etc.

It is important to note that students may receive additional support and interventions as part of whole school provision. This alone would not place them on the SEN register, however we do hold an Individual Needs List which staff can refer to when planning lessons and seating plans to understand needs that should be adjusted for even if not at the level of SEN register. Students who might have their needs recorded on the Individual Needs (IN) List might be students with specific learning difficulties (SPLD) associated with reading, writing and comprehension, students with Autistic Spectrum for whom learning is not impacted and students with social and emotional needs that need to be recognised but that do not meet the SEN register threshold.

Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an Education, Health and Care Plan.

### **3. What arrangements do you have for consulting with parents of children with SEN and involving them in their child’s education?**

St John Fisher Catholic High School recognises that the knowledge and understanding of parents/carers have of their child’s needs is essential in supporting the school in making the best provision for your child’s education. We aim to work in partnership to ensure the best academic outcomes for your child whilst also working holistically to take account of the wider aspirations of the parent and young person.

Parents and carers of students on the SEN register are invited to reviews to discuss their child’s progress, the impact of interventions and guidance for you to support your child’s learning at home. However, we also recognise that communication needs to be more regular and responsive to need and therefore each young person on the SEN register or who has a registered disability and has a key worker who will liaise with Form Tutors, subject teachers, Heads of Departments, Heads of Year and home through email or phone calls. Parental Feedback Reports will be sent out to parents every half term.

### **4. What arrangements do you have in place in your school to consult young people with SEN and how do you involve them in their education?**

St John Fisher Catholic High School has a very strong pupil voice and offers many opportunities for students to share their views and shape the school provision. Students with SEND have a named



key worker who is in regular direct contact with the student to check on all aspects of the pupils provision in school and who will respond to needs as they arise. Through this relationship we are able to involve the pupil in many decisions associated with the curriculum and teaching and learning including classroom arrangements and much of this narrative is recorded on their Passport Summary Document which parents and teachers have access to. Passports are update termly in consultation with the pupil, parents and staff.

**5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review.**

All students (including SEND) should make at least expected progress in line with their peers and the progress of all students, in all subjects, is reported to parents in line with school policies.

If students do not make expected progress in a specific subject, then the department will plan a period of intervention and students with SEND are included in this whole school provision. As an inclusive school, subject teachers and Heads of Department will consult with students and parents including those with SEND. However, the SENCo and key worker will be involved in discussions and plans to maximise progress under the Assess, Plan, Do Review cycle of the Graduated Approach.

In addition to this the Learning Support team offer a number of WAVE 2 programmes in spelling, handwriting/typing/exam practice/mind mapping to underpin success in the classroom.

The Assistant Headteacher for Outcomes will liaise with the SENCo to ensure SEND students have a full entitlement curriculum and that they are on track with respect to their Progress8 and Attainment8 targets and parents and students will be fully included and informed with respect to their progress and outcomes at every stage.

**6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society**

The school has well-established programmes of support for each of the transition points:  
In Key Stage 2:

- Students are offered additional individual and small group visits
- Staff from Learning Support liaise with key staff and agencies to share information and strategies to develop independence
- The SENCo and members of the Learning Support Team attend KS2 reviews to share expertise and offer advice to parents and staff of appropriate provision
- A Pupil Passport is written with staff from Learning Support as part of the enhanced transition process
- Additional care is taken to place students with SEND in appropriate groups.

In Key Stage 3:

- Parents and students have an additional meeting with SENCo to offer support, advice and guidance with the GCSE option process and possible alternative packages.



In Key Stage 4 and Key Stage 5

- Appropriate agencies and staff from post sixteen provisions are invited to KS4 reviews to ensure a positive transition and outcome
- Specialist careers advisors are commissioned to support next steps
- School staff will (if appropriate) attend visits to colleges and placements.
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#### **7. What is your School's approach to teaching children and young people with SEN?**

St John Fisher Catholic High School is committed to ensuring all students have good quality teaching in mainstream classrooms. Quality first teaching is the most important factor in helping students with SEND to make good progress. All teachers at St John Fisher Catholic High School are committed to making the curriculum accessible for all students by offering high quality teaching based on strategies outlined on the school's universal provision. Teacher use a variety of teaching styles and resources in class to support learning.

Targeted TA support is available in some lessons to support students to become independent learners.

We also use a range of evidence based interventions (structured learning programmes) to support pupils with SEND to make better progress. These interventions happen outside of the main classroom and can be individual or in small groups. Should we offer an intervention we will advise you:

- What interventions your child is receiving and what are the intended learning outcomes
- When during the week any interventions will be delivered and for how many weeks
- Who will be delivering the interventions
- How the interventions will relate to and support learning in the classroom
- How they will be monitored closely to make sure they are helping your child to make accelerated progress.

Students on the SEN register will always remain the responsibility of the class teacher regardless of need Teaching Assistant work as key workers with targeted students and regularly review their provision under the guidance of the SENCo.

#### **8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?**

St John Fisher Catholic High School has made a commitment to the inclusion and entitlement of all pupils and make many adaptations within the classroom to support students with SEN.

The adjustments available and used are many and varied but examples are: adjusting the format of the presentations on the Interactive Whiteboard to reduce visual stress; use of learning mats with differentiated activities; adapting core text books to reduce volume of texts; perceptive use of seating plans and sensitive use of teaching assistants and adults supporting the class.

For some pupils, technology is used to support learning; for example, electronic readers and "word processor" to support handwriting issues.

For some pupils a short intervention is offered to learn and try new skills that can be used in the classroom, such as handwriting lessons, tough typing lessons, mind mapping workshops and reading intervention.



For others adjusting the curriculum offer to support with literacy and numeracy through an alternative curriculum may be appropriate and for a few students seeking opportunities with other providers that will enhance skills for next steps will also be found. Where physical or sensory difficulties present a barrier to success classrooms have been changed or adapted with specialist equipment.

All of these approaches form part of the graduated approach to teaching and learning for students with SEN and will be applied according to the level of need which at St John Fisher Catholic High School is recorded as Individual Need, SEN Support or ECHP (Education, Health and Care Plan). For those students with the highest need a risk assessment will be carried out to ensure all reasonable adjustments are also anticipatory.

**9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?**

Mrs Palma the SENCo at St John Fisher Catholic High School regularly attends North Yorkshire SENCo meetings to update on new policies and procedures. The learning support team has 2 x HLTAs: Mrs Monkman has been a lead practitioner for Autistic Spectrum for over 10 years and Mrs Harms specialises in Cognition and Learning and Physical and Sensory Needs and Leads on Literacy Interventions. Mrs Rudd is an Advanced Teaching Assistant who leads on Numeracy Interventions. The Teaching Assistant team consists of 9 GTA's and are dedicated and highly trained and fully equipped to understand and deliver a robust support package that promotes learning and independence to all young people.

The needs of SEND young people are recognised fully and the published professional development programme at St John Fisher Catholic High School encompasses all needs from differentiation to stretch and challenge for all students and the needs of our most vulnerable learners are always represented in whole staff training events and curriculum changes.

St John Fisher Catholic High School works in partnership with a number of specialist support and outreach services to support students with SEND. Parents and carers are informed and asked to sign a consent form before specialist agencies become involved with the student.

Specialist services may include: the Educational Psychologist, Autism Support, Targeted Youth, PSA's, Speech and Language Therapy, the School Welfare Officer, Learning Disability Team. Other services such as Occupational Therapy and CAMHS will usually be arranged by the student's GP however we can offer support and guidance in accessing these services.

**10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?**

The provision made for pupils with SEND is reviewed termly with reference to outcomes and progress across subjects and interventions and where progress is limited adjustments made. In making these decisions we consult the young person, their parents, key workers and subject teachers. The SENCo & SEN Governor meet to discuss the provision for children with SEND. The Governors also receive reports of progress. The performance and progress data for pupils with SEND is analysed by the SENCo and Line Manager. This allows areas of needs to be identified, and in addition, interventions are regularly reviewed and monitored to ensure that the impact is effective.



**11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?**

All students regardless of need are included in the whole life of the school and we will take particular care to ensure that every pupil is a member of at least one club and participates in at least one community event in their time at St John Fisher Catholic High School. SEND students have participated in school productions both on stage and behind the scenes and in sports teams. Where students wish to attend residential trips risk assessments and adjustments are made to ensure every student has the same opportunity. We encourage SEND students to be a form representative on the school council and to be Year 11 peer listeners.

School have also found other voluntary groups to steer students towards to enhance their holistic development and out of school experience such as clubs and societies.

**12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying?**

All students have a key worker who checks in on them on a weekly basis to ensure everything is running smoothly and provide an early warning system should issues such as isolation of bullying be occurring. Where students have problems with peers we have communication groups to support with social use of language and friendships. For some students we provide a structural lunchtime club which offers a safe supported space whilst also building friendships and resilience. In addition the school has a robust system of pastoral support with learning mentors available to support with a number of issues including friendship and motivation. Individuality and inclusion is supported at St John Fisher Catholic High School and any incidents of bullying should be reported so that they can be dealt with sensitively and firmly.

**13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream school, to help schools to deliver appropriate support and interventions.

Other specialists such as speech and language therapists can also support. Should we feel the need to request for advice, support of intervention you will be a full partner in this process and your consent sort.

In addition North Yorkshire also has a Special Educational Needs Impartial Advice and Support Service Co-ordinator (previously Parent Partnership Co-ordinator) who can be contacted through North Yorkshire's education offices on 0845 034 9469. The SENIASS Co-ordinators can offer impartial advice, support and attend meetings.

**14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?**

We hope any complaints you have can be dealt with by the Learning Support Team. However, we do have a published complaints policy which asks that you approach Mr Pritchard (Headteacher) first to see if your concerns can immediately be addressed. We also have a dedicated governor



for SEN and if you still feel that your view has not been listened to or answered to your satisfaction you can make a complaint by writing to the Chair of Governors (Mr Peter Davies) at the school.

The SENIASS Co-ordinators can offer impartial advice and support with any concerns you may have.

