



Ss John Fisher and Thomas More  
Roman Catholic High School

# SEND Policy

Compiled by: Mrs R. Bowes	Date: March 2022
Approved by: Pupil Welfare Committee 09/06/22	Revision Date: March 2023

## 1. Aims

At Fisher More our aim is for all pupils to achieve their fullest potential regardless of their individual needs. The high-quality teaching, learning and pastoral support offered aims to ensure everyone is valued, they can enjoy their education and be encouraged to 'Let all our bright colours shine'. We ensure all pupils have the support necessary to succeed - working with parents, teachers, pupils and external agencies to do so.

We aim to provide a safe, secure, happy, caring environment where all members of the school community are encouraged to participate fully, and thrive as a result. All members of staff, in conjunction with the governing board and Local Authority, have a responsibility to ensure that every young person has an opportunity to achieve their best in all areas of the curriculum. We take positive action to ensure that our school setting makes appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

At Fisher More we respect the fact that pupils:

- Have different educational and behavioural needs and aspirations
- Learn at different rates
- Require a range of different teaching and learning strategies and experiences in order to access the curriculum

This policy ensures that teaching arrangements are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCo) and the SEN information report

The Code of Practice expects schools to work within the guidance provided in the SEND Code of Practice 2014:

- To raise the aspirations and the expectations of all young people with additional needs
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To promote self-worth by ensuring that all pupils participate and take responsibility for their own learning / behaviour as they move through the school
- To establish positive and supportive working relationships with parents, carers and all stakeholders

- To offer a broad, balanced and personalised curriculum that is accessible to all pupils and promotes high standards of achievement
- To ensure that the learning needs of all pupils are identified and assessed as early as possible, and their progress closely monitored
- To ensure all staff are involved in planning and meeting the learning needs of all pupils - to facilitate effective and transparent liaison with feeder schools, special schools, post16 providers and outside agencies
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy and ensure its full implementation
- To provide support and advice for all staff working with pupils with special educational needs

### **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **4. Roles and responsibilities**

#### **4.1 The SENCo**

The SENCo is Mrs Roisin Bowes

Email: [bowes.r@fishermore.lancs.sch.uk](mailto:bowes.r@fishermore.lancs.sch.uk)

Telephone: 01282 856422

Mrs. Bowes will:

Work with the Deputy headteacher – Mr David Swarbrick and the SEN governor – Mrs. Judith Stansfield to determine the strategic development of the SEN policy and provision in the school:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **5. SEN information report**

#### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

St John Fisher and Thomas More Roman Catholic High School recognises that some pupils' Special Educational Needs may fall into more than of the four areas of need and that it is essential that

any barriers to learning or social and personal development are removed.

## **5.2 Identifying pupils with SEN and assessing their needs – The Graduated Approach**

Pupils with Special Educational Needs (SEN) will be supported throughout their academic career through the Graduated Response Model of provision used at Fisher More, as outlined in the Code of Practice (2014).

All teachers are responsible and accountable for the progress, achievement and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality Wave 1 teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. As such, Fisher More regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SENs most frequently encountered.

In deciding whether to make special educational provision, a 'whole pupil' approach is taken looking at both strengths and barriers to learning. The relevant teachers and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment and early assessment materials. In addition to this, information from feeder schools and parents will also be considered. Referrals can be made by parents or carers, which will be acted upon in the same way as for staff referrals.

Where there are initial concerns about a child's progress, the next steps to accelerate progress will be planned for and monitored by the class teacher. This information will be shared with the SENCo and subject leaders and documented using Synergy. Evidence for initial concerns must be produced, with clear information about what the class teacher has already tried to do to support the pupil, and the outcome of that intervention using the teacher referral form.

Wave 2 support is initiated where pupils have failed to make adequate progress as identified by the SENCo through the assessment arrangements available in school. If teachers and parents agree to interventions that are additional to or different from the schools differentiated curriculum then a move to SEN Support will be agreed and the pupil will be entered onto the school's SEN Support register.

Provision from within the school's resources is identified to help meet the pupils' needs. Interventions may include:

- additional learning programmes such as Literacy, Numeracy, Speech, Language & Communication, Nurture,
- smaller group sessions
- appropriate teaching groups/sets

- group support on a regular basis
- booster class where appropriate
- additional staff training
- Pupil Profiles

The school aims to include pupils with special needs in all activities in school as far as it is practically possible. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for specialist intensive programmes to be taught as a small group or occasionally on a one to one basis. Parents / Carers and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

### **Wave 3 Intervention**

Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school will seek advice and involvement from external support services.

These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or the parents/carers may decide to request that the Local Authority undertakes a Statutory Assessment. This may lead to the pupil being provided with an Education, Health and Care Plan. Where school is making significant additional provision for a pupil it may be appropriate to apply for Higher Needs Block Funding to top up schools own funding towards this provision.

There are clear guidelines and criteria for apply for this funding, which cover each of the broad areas of need at different levels. The SENCo is responsible, on a daily basis, for ensuring appropriate support and monitoring takes place to enable progress to be made. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

When a child is placed on the SEN register they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual pupil. The review cycle follows the 'Assess, Plan, Do and Review' model in accordance with the Code of Practice (2014).

### **Assess**

As outlined previously, SEN pupils may be identified through teacher observations and assessment, standardised assessments (Baseline, SATs, CATs etc.), progress checklists, target setting, parental/carers concerns or by external agencies.

### **Plan**

Where it is decided to provide a pupil with SEN Support, parents/carers will be notified. The SENCo and relevant teachers will agree, in consultation with the parent and the pupil, the interventions and support to be put in place. The expected impact on progress, development or behaviour and a clear date for review will also be established. All identified SEN pupils will have an intervention plan completed which will be updated at least on a termly basis.

### **Do**

Subject teachers will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain overall responsibility for the pupil. Teaching staff will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

### **Review**

Overall progress will be reviewed at the end of a strategy and/or intervention, with input from the pupil, parent / carer, teachers, Learning Support staff and outside agencies (if applicable). Personalised learning targets will also be reviewed and updated at this time. Pupils with an Educational Health Care Plan (EHCP) have targets which have been established after consultation with the parents / carers and the individual pupil and will reflect long term objectives identified. These targets will be shared with relevant staff and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All EHCPs will be reviewed annually in line with statutory guidelines, with interim progress reviews taking place at least twice per year. Parents / carers, the young person and involved professionals will be invited to consider the progress made towards achieving targets set and whether any amendments need to be made to the EHCP.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents / carers when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account parents / carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents /carers.

We will formally notify parents when it is decided that a pupil will receive SEN support.

In addition to termly reviews / Parents' Evenings, those parents / carers who have a child with an EHCP will be invited to an Annual Review meeting to share viewpoints.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition begins early for pupils with SEN to allow for effective collaboration between ourselves and feeder primary schools. The SENCo will attend Annual Reviews in Year 5 & 6, along with meetings for more vulnerable learners.

A transition planning meeting is held at the start of each summer term, where our team of specialists will liaise with primary school teachers and support staff of our upcoming year 6 pupils. Our team includes the SENCo, Assistant SENCo, year leader for year 7 and the school Pastoral Manager.

Information will be gathered about the needs of pupils. In addition to this, our Learning Support Team will visit pupils with SEN at their primary schools to work with pupils, teachers and support staff to ensure that provision is tailored to meet the needs of each learner.

Sometimes it will be appropriate to invite more vulnerable pupils with into Ss John Fisher and Thomas More Catholic High School for several pre-transition visits with their parents / carers or primary school staff so that anxieties surrounding future transition are eased.

A transition booklet is available which includes photographs of key staff and rooms, so pupils can familiarise themselves more effectively with their new surroundings.

Pupils are also invited to attend Summer School in the summer holidays.

Baseline assessments in literacy and numeracy are used to assess all year 7 pupils after entry to Ss John Fisher and Thomas More Roman Catholic High School, along with NFER Cognitive Ability Tests (CATs) and Access Reading tests. We aim to ensure that these assessments take place within the first four weeks of transition. The results of these tests are used to review, monitor and establish provision for any additional needs. Further baseline and summative assessments in curriculum areas add to tracking data that is used to review pupils with SEND.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Providing necessary support in all curriculum areas
- Planning to develop pupils' understanding through the use of senses and experiences
- Planning for pupils' full participation in learning including physical and practical activities
- Planning for pupils to manage their own behaviour, enabling them to participate effectively and safely in their learning

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

### **5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as IDL / IDN (Literacy / Numeracy) Reading, Handwriting Club, Science Support, Nurture, in-class support, Welcome to School Club, Irlen's Screening and Entry Level Maths.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology
- Lancashire Education Inclusion Service (LEIS)
- Lancashire Parent Partnership
- Speech and Language Therapy
- Emotional and behaviour support
- Social Care
- NHS Departments including Occupational Health and Physiotherapy
- East Lancashire Child and Adolescent Services (ELCAS)
- Young People's Services and Careers' Services
- Specialist Teaching Services

### **5.9 Expertise and training of staff**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEN provision and practice, and to discuss the needs of individual pupils.

Continuing Professional Development (CPD) will be available in respect of SEND for all members of the school community. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's CPD policy.

It will be delivered by one of the following:

- SENCo
- Individual members of staff within the school who have a designated specialism
- Local Authority support services (LEIS)
- External consultants and/or trainers

A record of all SEN training delivered and subsequent evaluations is kept by the member of the core SLT with responsibility for CPD.

Our SENCO has 6 months experience in this role and has worked as Faculty Leader for RE and Humanities, as well as having whole-school responsibility for the Catholic Life of the school and PSHCE. The SENCo has started the NASEN qualification and should have completed it by July 2022. She is also a trained DSL.

We have a team of teaching assistants:

1 x higher level teaching assistant (HLTA) who is the Assistant SENCo, Irlen's Screening Trained and the Speech and Language Specialist

2 x level 3 Teaching Assistants (1 is the EAL Specialist and part-time Polish teacher and the other is supports pupils with medical needs)

2 x full time level 2 Teaching Assistants

3 x part time level 2 Teaching Assistants

### **5.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks or as appropriate
- Using pupil / parent / staff questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils, regardless of their need, will have access to a broad range of extra-curricular activities including clubs, school productions, teams, trips and sports activities. Pupils will be accompanied on school trips by a responsible adult.

Where an activity will require substantial modification to meet the needs of learners, personalised risk assessments will be carried out with appropriate people involved.

Further information about access for pupils and visitors with a disability is included in our Local Offer and Accessibility Plan, which is available to view on the school website.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## 5.12 Admission Arrangements

Pupils with Special Educational Needs will be admitted to Ss John Fisher and Thomas More Roman Catholic High School in line with the school's admission policy.

The school is aware of the statutory requirements of the SEN and Disability Act and will meet the requirements of the Act.

### <sup>1</sup>Access for pupils with disabilities

Ss John Fisher and Thomas More Catholic High School will continue our commitment to review and adapt our provision to meet the needs of all pupils and visitors with any physical disabilities.

To ensure access for the disabled the school has a number of facilities including three lifts that provide access to the upper floors of the school buildings. There are also specially adapted toilets, a shower toilet and ramps in several areas around the school. There are modified working areas in Science and Technology to remove barriers to participating in practical work. In addition to this, the school has been further adapted to ensure safe access for any visually impaired pupils.

Further information about access for pupils and visitors with a disability is included in our Local Offer and Accessibility Plan, which is available to view on the school website.

## 5.13 Support for improving emotional and social development

- We provide support for pupils to improve their emotional and social development in the following ways:
- Pupils with SEN are encouraged to be part of the School Council
- Pupils with SEN are also encouraged to be part of the Welcome to School club to promote teamwork/building friendships
- Pupils may also be invited to join a Nurture Group to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

## 5.14 Complaints about SEN provision

In the event of a complaint concerning SEND provision parents should, in the first instance, contact the SENCo, who will endeavour to solve the issue promptly and with due care.

If the parent / carer is not satisfied with how the matter has been dealt with they should follow the official complaints procedure as outlined on the school website, using the correct documentation.

The SEND Governor and the Chair of Governors, Mr Gauntlett, will be involved as a final course of action if all other resolutions to the situation have failed.

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<sup>1</sup> ***The school is undertaking building works and renovations and this may affect our ability to provide all of the facilities. For more information please contact the school office 01282 865299***

The parents / carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.15 Contact details of support services for parents of pupils with SEN**

The SEND Local Offer Directory has information on services available for children and young people with SEND, and their families.

You can find information about things to do, support for families, contact details for education settings, and much more. The SEND Directory is growing, with new information being added almost daily.

Use the link below to access the service:

<https://senddirectory.lancashire.gov.uk/kb5/lancashire/directory/localoffer.page?localofferagebands=3>

### **5.16 Contact details for raising concerns**

Mrs. Roisin Bowes (SENCo)

Email: [bowes.r@fishermore.lancs.sch.uk](mailto:bowes.r@fishermore.lancs.sch.uk)

By phone: 01282 856422

### **5.18 The local authority local offer**

Our local authority's local offer is published here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

## **7. Links with other policies and documents**

This policy links to the following documents:

- Access Arrangements Policy
- Administration of Medicines Policy
- Behaviour policy
- Equality Policy
- Intimate Care Policy