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Ss JOHN FISHER & THOMAS MORE
ROMAN CATHOLIC HIGH SCHOOL
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SEND INFORMATION REPORT

Revised June 2018

SAINTS JOHN FISHER AND THOMAS MORE ROMAN CATHOLIC HIGH SCHOOL

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Section 69 Education Act 2014

Clause 65 Special Educational Needs Information (Regulations 2014)

Information

This report should be read in conjunction with our Local Offer and SEND Policy, both of which are located on the school website.

Name of SEND Governor: Mr. Sarwar

Name of Headteacher: Ms Hayes

Name of SENCo: Mrs H Murphy

SEND SLT Link: Ms Hayes

This information report will be reviewed annually by the core SEN group; consisting of the SENCo, Assistant SENCo, SEND Governor, pupils with SEND and their parents/carers.

Our Shared Vision of SEND Provision at Fisher More

The Fisher More ethos supports, implicitly, the principles of **inclusion** where all students, regardless of ability, have the right to access the curriculum and participate in all aspects of school life. This is fundamental in ensuring that students with additional needs make the same good progress as others. Our Learning Support team works to inspire and challenge students of all abilities to achieve their full academic potential.

The Learning Support department is integral in the school community in offering a variety of additional intervention and support for students with special educational needs and disabilities. Provision is wide-ranging and support varies for individual pupils.

We at Fisher More are committed to meeting the needs of all pupils, including those with SEND and ensuring that they make progress. We aim to provide a safe, secure, happy, caring environment where all pupils, regardless of need and ability, are encouraged to participate fully, and thrive as a result. All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects 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.

How do we respond to SEND needs?

Teachers respond to pupils' needs by:

- Providing necessary Wave 1 intervention and support in all curriculum areas
- Using the Graduated Response model to respond to needs, record intervention and meet SEND outcomes
- 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

Teaching arrangements at Fisher More are fully inclusive. The majority of pupils have their needs met through normal classroom arrangements and appropriate differentiation.

How are my child's needs categorised as SEND?

It is important to recognise that pupils recorded on the SEND register usually have complex needs that require support above and beyond what is already available at Fisher More. If the school can meet a pupil's needs using normal internal provision then it may not be appropriate for the pupil to be placed on the SEND register. Behavioural difficulties, EAL, slower progress or weak academic ability are not indicators of SEN.

Under the 2014 Code of Practice, there are four broad areas of need. A pupil may have barriers to learning in one or more of these areas but may not necessitate inclusion on the SEND register:

Communication and Interaction (C&I)

Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Speech, Language and Communication Needs (SLCN)

Autism Spectrum Disorder (ASD)

Asperger's Syndrome and Autism

Cognition and Learning (C&L)

Severe Learning Difficulties (SLD)

Profound and Multiple Learning Difficulties (PMLD)

Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD

Social, Mental and Emotional Health (SMEH)

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;

Problems of mood (anxiety or depression)

Attention deficit hyperactive disorder (ADHD)

Attachment disorder
Autism or pervasive developmental disorder
An anxiety disorder
A disruptive disorder or, rarely, schizophrenia or bipolar disorder

Sensory and/or Physical Needs (S/PD)

Visual Impairment (VI)
Hearing Impairment (HI)
Multi-Sensory Impairment (MSI)
Physical Disability

St John Fisher and Thomas More Roman Catholic High School recognises that pupils' Special Educational Needs may fall into more than one of the four areas of need and that it is essential that any barriers to learning or social and personal development are removed.

We also recognise that other factors may impact on progress and attainment but may not be an SEN.

How does Fisher More identify Special Educational Needs?

All pupils complete baseline tests upon entry to the school. Formative assessments across the curriculum measure the progress of students in subject areas and summative examinations take place at structured times of the academic year. These assessment procedures ensure that pupils who fail to make expected progress are identified at an early stage.

Teachers at Fisher More set high expectations for every pupil, whatever their prior attainment. Teachers are primarily responsible and accountable for the progress and development of the pupils in their class. As a school, we recognise that additional intervention and support does not compensate for a lack of good quality teaching. Therefore, **high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.**

Should my child be on the SEND Register?

A pupil has SEND where their learning difficulty or disability calls for special educational provision **that would not be normally available to pupils within the regular school provision.** There are set criteria that a pupil must meet in order to be recorded on the school's SEN register. A pupil does not necessarily need to be on the SEN register in order to receive additional support.

Slower progress and low attainment do not necessarily mean that a child has SEN and would not automatically lead to a pupil being recorded on the SEN register at Fisher More. Similarly, if a pupil had a range of learning difficulties or disabilities that were effectively met within regular school provision, then that pupil may not be recorded on the SEN register. Behaviour-focussed difficulties would not necessarily mean that a child or young person has SEN. It is not atypical for students to be added or removed from the SEN register over time.

Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty. Some learning difficulties and disabilities occur across the range of cognitive ability. The high quality whole-class teaching that is intrinsic to the ethos at Fisher More means that fewer pupils will require such additional support that would necessitate being recorded on the SEN register.

The SEND Code of Practice (2014 Section 6.37) states that pupils are identified as SEN if they do not make adequate progress once they have had all appropriate intervention/adjustments and high quality personalised wave 1 teaching. Students therefore have an Additional Need if they have a difficulty which calls for special education provision to be made that is additional to or different from differentiated curriculum plans.

How does the Graduated Response help Fisher More to identify SEND?

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, attainment 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.

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 Head of Department and documented using the school Graduated Response system. Evidence for initial concerns must be produced, with clear information about what the class teacher has already tried to do to support the student, and the outcome of intervention.

Wave 2 support is initiated where students 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 student will be entered onto the schools SEND register. In the best interests of the pupil, there may be occasions or periods of time when the best solution is withdrawal for specialist programmes to be taught as a small group or occasionally on a one to one basis.

How will Learning Support help my child to progress?

The high quality whole-class teaching that is intrinsic to the ethos at Fisher More means that fewer pupils will require such additional support that would necessitate being recorded on the SEND register. The range of provision co-ordinated through Learning Support is comprehensive and support is personalised to meet the specific needs of pupils.

Additional in-school provision includes:

- CAT testing/Access Reading baseline testing
- Concessionary support (Access Arrangements)
- Overlay testing
- Medical/Physical difficulty support

- In-class support
- Gross/fine motor skills intervention
- Supported Study
- Nurture
- EAL intervention
- Transition and Post-16 support
- Career Guidance
- Reading intervention
- Speech and Language intervention
- Dyslexia intervention
- Literacy and Numeracy intervention
- Social Skills/ASD support
- Visual Impairment support and intervention
- Extra-curricular clubs

What if my child needs support that is not available in school?

Where students fail to make adequate progress, despite additional provision at Wave 1 and 2, the school may seek advice and involvement from external support services. If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school may decide, with parental consent, to request that the Local Authority undertakes Statutory Assessment. This may lead to the student being provided with an Education, Health and Care Plan, (EHC Plan).

What if my child needs extra help in exams?

The SENCo, Examinations Officer and Access Arrangement Co-ordinator work together to provide appropriate access arrangements. Pupils who do not have SEND may still require assessment concessions, such as use of a reader, extra time or scribe. The rules surrounding access arrangements are very strict and Fisher More policy reflects JCQ regulations. Concessionary support must be reviewed at certain points in the academic year and it is not uncommon for entitlements to change according to need.

If a pupil meets the JCQ requirements they may be entitled to a reader. Digital reader programmes are used in school, either by a networked computer programme or through Fisher More's e-reader pen scheme.

My child is on the SEND register at Primary School, how will they cope with the transition to Fisher More?

Transition begins early for pupils with SEND to allow for effective collaboration between ourselves and feeder primary schools. The SENCo will attend Annual Reviews in Yrs 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 will include the SENCo, SEND Transition Co-ordinator, Head of Key Stage 3, Year 7 Pupil Progress Leader and the school Pastoral Administrative Assistant. Information will be gathered about the needs of students. 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. Pupils are also invited to attend Summer School for the first two weeks of the summer holidays.

Baseline assessments in literacy and numeracy are used to assess all year 7 pupils on entry to Ss John Fisher and Thomas More Roman Catholic High School, along with NFER Cognitive Ability Tests (CATs). Further baseline and summative assessments in curriculum areas add to tracking data that is used to review pupils with SEND. Often pupils can flourish at Secondary School and it is no longer necessary for them to appear on the SEND register.

What post-16 provision is there at Fisher More?

There is a dedicated SEND Post-16 Co-ordinator at Fisher More who ensures that provision is tailored around each student. All pupils have reviews discussing their possible transfers to post 16 provision and this may involve outside agencies including disability transition team, YPS, employment support service and college providers. We work closely with the Young Persons Advisor and key careers advisors within school to enable our students to gain information about career opportunities available to them. We assist with the organisation of extended work placements, vocational college links, visits and interviews to ensure all our students achieve the best and progress to their next step in their lives confidently and successfully. Once the destination is confirmed, we will work closely with the post 16 provider to ensure all necessary information is transferred and provision is in place prior to pupils starting their new courses.

How will the school provide for my child who has physical disabilities?

To ensure access for the disabled the school has a number of facilities including three lifts that provide access to all upper floors of the school buildings. There are also specially adapted toilets and ramps in several areas around the school as well as a dedicated disabled wet room facility. 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. This includes the use of specialist VI keyboards and large-sized computer screens in all ICT suites.

How will the school monitor my child's progress?

A range of indicators are used to evaluate effectiveness in meeting our aims and objectives:

- Evaluating the performance of SEND pupils in internal assessments and GCSE examinations, particularly in relation to targets
- Monitoring of numbers of pupils and range of needs on the SEND Register and school Provision Maps
- Use of whole school tracking systems in every curriculum area by all staff to identify the progress being made by SEND pupils
- Monitoring of reading and numeracy
- Use of data through internal and external systems
- Evaluating concerns and comments from colleagues, pupils and parents/carers
- Evaluating use of the Graduated Response
- Evaluating achievements in relation to targets set in the annual Learning Support and whole school development plans

- Monitoring teaching and learning strategies through the whole school Appraisal system. This includes lesson observations within the Learning Support department, other departments and by the Senior Leadership Team
- Work Scrutiny
- Reviewing the effectiveness of individual pupil targets by subject through annual review procedures, which invite staff to comment on existing targets, and by suggesting new ones.
- SENDo, Specialist Teacher and LEA feedback
- Ofsted parent questionnaires and reports.

Evaluation of our own procedures and interventions mirrors the Assess, Plan, Do, Review process used for our learners. This allows us to continually reflect upon our own practice to ensure the best outcomes for all members of our school community.

How will the school use external agencies to help my child?

The school works closely with other agencies to focus on the identification and provision for those children who have a Special Educational Need. All the services involved with the school are regarded as being part of a working partnership whose aim is to provide an integrated, high quality, holistic support, which focuses on the needs of the child. The following services/agencies are available and regularly consulted,

- 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

What if I need to complain?

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 SEN Governor and the Chair of Governors will be involved as a final course of action if all other resolutions to the situation have failed.

How do I stay informed?

Parents are viewed as partners in their child's education and are therefore kept fully informed. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents in respect of pupils who have educational needs is as follows:

- SENCo or designated member of staff to meet with parents to discuss pupil's placement at SEN Support
- Subject teachers and/or SENCo to initiate meetings to take place where appropriate or where there may be concern over the pupil's progress
- SENCo to meet with parents where a request for formal assessment is to be made
- In addition to termly reviews/parents' evenings, those parents who have a child with a Statement of Special Educational Need or EHCP will be invited to an Annual Review meeting

Further to this, parents are encouraged to request the opportunity for informal discussion or organised meeting at an appropriate time. Parents have the right at any time to access the records relating to their own child and any school documentation they may feel appropriate. A copy of updated PLPs will be sent to parents/carers and their views will be welcomed. The 2014 Code of Practice highlights the importance of parental views, concerns and involvement. In accordance with this and the Ethos and Mission Statement of the school, we aim to respond quickly and sensitively to parental concerns.

Other Information

The Governing Body has appointed an SEN Governor, Mr Sarwar, to oversee the provision for SEN pupils at Fisher More. Mrs Murphy reports to the Every Child Matters Committee each term to review outcomes, provision and progress of pupils with SEND.

The SENCo, Mrs Murphy, and the Assistant SENCo, Mrs Dearden, are responsible for the day-to-day management of the Learning Support Department. This includes the management of a team of teaching assistants, the provision of appropriate personalised learning packages, monitoring and evaluation of provision, liaison with outside agencies and support, advice and guidance for pupils, parents/carers and teaching staff.

The Headteacher, Ms Hayes line-manages the Learning Support Department and contributes to the strategic vision for SEN, in collaboration with the SENCo and SEN Governor. The SENCo and Headteacher liaise regularly to monitor, evaluate and review provision for pupils with additional needs. The SENCo provides regular reports to the Governing Body and the ECM Committee about SEN provision.

Further information about Learning Support provision at Ss John Fisher and Thomas More Catholic High School is included in the Learning Support Department's Local Offer and SEND Policy.

Lancashire County Council Local Offer

The LCC Local Offer can be accessed through their website or by using the link below:

<http://www.lancashire.gov.uk/send>

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