ST JOHN FISHER
HARROGATE

SEN Report

Designated Teacher: Executive SENCo
Adopted: September 2026
Review Period: Annually
Review Date: September 2027

What is the Vision and Mission for SEND?

St John Fisher Catholic Academy exists to educate the whole person. Our mission, Educating for Life, shapes everything we do, and sits at the heart of this Special Educational Needs and Disability Policy. We care not only about what our students achieve, but about who they become. We recognise and value the unique gifts of every child in our care, and we are committed to supporting their development. Our vision is to provide an outstanding Catholic education that equips our young people with the qualifications, confidence, compassion and faith to make a valuable and positive contribution to the world beyond our gates.
This information report should be read alongside the SEND, Safeguarding and Child Protection and Accessibility Policies. Information in accessible format is available through our website. If a paper copy is required, please do not hesitate to get in touch. Our SEND information report will be updated annually, or as soon as possible, following any changes throughout the year.

What is the SEND Profile of St John Fisher?

The school's SEND profile is reviewed regularly to ensure that staffing, resources and provision continue to meet identified need.
Currently:
• 12% of students are identified as receiving SEND Support.
• 1.6% of students have an Education, Health and Care Plan (EHCP).
Students are represented across all four broad areas of need identified within the SEND Code of Practice.

Where can I find the Local Offer?
North Yorkshire Local Offer https://www.northyorks.gov.uk/send-local-offer
Leeds Local Offer https://leedslocaloffer.org.uk/#!/directory

What are Special Educational Needs (SEN) or Disabilities (D)?

A young person has special educational needs as defined in the SEND Code of Practice:0 to 25 years (January 2015): if they have "a learning difficulty or disability which calls for special educational provision to be made for them''. Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools maintained by the LA. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

1. has a significantly greater difficulty in learning than the majority of others of the same age, or
2. has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEND Code of Practice:0 to 25 years (January 2015)

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010-that is '.... aphysical 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.

What kinds of Special Educational Needs and Disabilities are catered for at St John Fisher?

St John Fisher has students with a wide range of needs and difficulties including;

There are four broad categories of SEND described in the SEND Code of Practice:0 to 25 years (January 2015):

Communication and interaction e.g. Autism, Selective mutism

Cognition and Learning e.g. Specific Learning Difficulties eg. Dyslexia, dyscalculia

Sensory and/or Physical e.g. Hearing Impairment Visual Impairment

Social Emotional and Mental Health e.g. social and emotional difficulties

Although these categories are specific, we recognise that neurodivergence is part of human diversity.

How does school identify students with SEND and assess their needs?

Most students with SEND are identified through liaison with feeder primary schools or previous secondary schools. Information on students' individual needs is gathered as part of our transition package from Year 6-7. To ensure we meet the needs of students, transition information is collected, and the SENCO may arrange to meet with the feederschool. SEND information is also requested when students transfer during the year.

On entry in Year 7, all students are assessed using standardised testing (CAT) which, in addition to Key Stage 2 scores, allow us to identify students who are working at lower levels and plan for those who may need extra support and/or intervention.

If parents or students feel that there are barriers to learning or that not enough progress is being made, they are encouraged to contact either the Form Tutor or Head of Department, Key Stage Phase Leader or SENCo to discuss their concerns and an assessment may be carried out if necessary.

Teaching staff, Heads of Faculty and the SENCo are continuously monitoring students' progress, utilising their expertise, progress and attainment information and additional assessments where necessary. This continuous monitoring allows staff to identify students who may have Special Educational Needs. Data is formally collected from teachers three times per year as set out in the school calendar. Slow progress does not automatically mean that the student is recorded as having SEND. Identification of a student's needs may also come from the student themselves, parents, external agency or medical professionals. If a member of staff has concerns over a student's progress they will get in contact with the SENCO through the in school referral process. The SENCo will gather further information which may include; teacher feedback, progress data, student voice, parental contact and assessment. Additional support may be sought from an external agency if further detailed assessment is required.

All students will be provided with high quality inclusive teaching that is differentiated to meet the needs of all learners. School regularly monitors student progress though observations, assessment , progress tracking anf quality assurance. Key Stage Phase Leaders monitor the progress of all students in the year group and raise awareness of any progress difficulties.

The SEND register lists all students who have Special Educational Needs and Disabilities. Staff are also notified through our school systems. To assist teachers with strategies for supporting students, all staff have access to passports for each student and adaptive teaching strategies. Parents/carers and staff are always informed when a child is added to or removed from the register.

An individual 'Pupil Passport' will be produced detailing the young person's needs and advice/strategies for teachers and this will be attached to the school's electronic register so that

planning can be informed. The passport is co-produced with the student, their parents and the SEND Team, taking into account any information available within professional's reports.

What should a parent do if they think that their child may have Special Educational Needs?

If parents or carers have a concern relating to their child's learning then please initially discuss this in the first instance with your child's subject teacher, their form tutor or Key Stage Phase Leader.

Following any discussion or intervention, a referral to the SEND Team for support is the next step. The Executive SENCo is Miss Pritchard who works closely with the Deputy Headteachers Mr Philpott and Mrs Joy. The school may agree to monitor progress or may arrange a review meeting if this is appropriate. Sometimes parents are advised to seek advice from the General Practitioner e.g. to support sensory needs, Autism or ADHD /emotional and mental health concerns. All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by school.

What does the Graduated Approach look like?

St John Fisher follows the graduated response of 'assess, plan, do, review' cycle as outlined in the SEND Code of Practice:0 to 25 years (January 2015)

Assess: gather information, including data, examples of work, observations and feedback. Investigation into a child's needs takes place following expressions of concern

Plan: supporting strategies are discussed and agreed and action plan agreed in line with the student's Pupil Passport

Do: the plan is put in place by teacher/ inclusion support staff. This can be adaptations within whole class teaching, small group work or 1:1 work

Review: reassess and review the effectiveness of the Pupil Passport and the impact upon progress and amend accordingly.

Parents are involved in planning, reviewing and evaluating support arrangements.

What arrangements do you have for consulting parents of SEND and involving them in their child's education?

Please look at the school website (www.sjfchs.org.uk) for more details about regular opportunities to support your child's learning and for reporting of progress arrangements via progress reports and parents' evenings. We hold Annual reviews of Education, Health and Care Plans (EHCPs) and reviews in accordance with the LEA arrangements in the area where the child resides.

Information is sent out to parents about SEND information evenings that are held at the school. The slides for these are sent out to all parents within that year group. We also hold a 'marketplace' evening in the summer with attendance of external agencies and Post 16 providers.
We have a Parents Forum who meet three times per year. Our Parents Forum work closely with the Executive Senco to support developments within the school.
We also signpost parents to local supportive organisations such as LEA services.
A SEND Parents survey is sent out once each year to support the school to gather parental feedback.

How do you encourage the consultation process with young people with SEND and involve them in their education?

St John Fisher Catholic High School has a very strong student voice and offers many opportunities for students to share their views and shape the school provision. Students also meet with their form tutor on a daily basis.

SEND students all have a student passport which is available for all staff to access. Students are involved in the creation of their passport to ensure that their views are captured. Children with an EHCP are fully involved in the preparation for any review meeting and their views are shared with attendees.

All students at St John Fisher are invited and encouraged to attend parent consultation evenings to gain understanding of their progress. Students are able to speak to their Head of Year or SENCO if they wish to self-refer.

What is the school's approach to Teaching and Learning for SEND students?

St John Fisher Catholic High School has a commitment to the inclusion of all students and makes many adaptations within the classroom to support students with SEND.

Teachers have high expectations of all students ensuring that individual needs are met within the classroom through high quality inclusive teaching. All subject teachers use adaptive teaching which is regularly observed. Students are taught in mainstream lessons as part of our broad, balanced and inclusive curriculum. There is an emphasis on adaptive teaching. Every effort is made to integrate students into lessons and extra-curricular activities. Subject teachers will plan and organise learning activities that meet the needs of the student.

Teachers have access to information on the needs of all of the students in their classes enabling them to make the necessary adaptations and adjustments to their teaching in order to meet the needs of the students in their groups.

Students with more complex needs may access more bespoke intervention within the learning support areas called The Link or Oasis. Students may attend a provision tailored to their individual needs and which addresses individual targets.

The adaptive teaching strategies that were co-produced with our Parents Forum and Educational Psychologist include:

- Limit the amount of text on slides, large dyslexia friendly font on a pale background (cognitive load)
- Use visuals to support text (dual coding), use mindmaps/visual representations
- Limit teacher talk once pupils are on task
- Write keywords on the board whilst speaking
- Use sentence starters
- Alternate attention between listen and do
- Adaptive questioning (probe, hinge, follow up)
- Regularly re-visit prior learning
- Provide handouts instead of copying
- Regularly check for understanding (formative assessment)
- Allow alternative methods of recording

What if my child needs Examination Access Arrangements?

All students on the SEND register are assessed for examination access arrangements.
Examination Access Arrangements are in place for students who meet the criteria. All Examination Access Arrangements follow the guidance and regulations provided by the Joint Council for

Qualifications (JCQ) Guidelines. Access arrangements reflect a student's normal way of working and are awarded in accordance with JCQ regulations. Specialist Assessors are Ms A Harms and Miss A Pritchard. Please contact Ms Harms if you have queries about Exam Access Arrangements.

What arrangements are in place to prepare students for adulthood?

On entry from primary to secondary school, liaison takes place at an early stage. Discussions take place with the primary school SENCo to identify need and allow for supportive transition.

Additional visits, and a more personalised transition programme, is arranged for students with more complex needs. St John Fisher staff welcome opportunities to be involved in early planning and are happy to attend EHC reviews in primary schools from Year 5 to liaise with parents who may be considering an application.

Transition planning for the end of Key Stage 4 begins in Year 9. Students with EHCPs begin their Transition to Adulthood Annual Reviews in Year 9. Students are given extra guidance with GCSE option choices and parents have opportunities to discuss the curriculum at GCSE Options Evening.

Students on the SEND register have an individual meeting with a Careers Advisor. Students begin to receive information about careers through the whole school IAG process.
For students with an EHCP, a careers advisor will attend their Annual Review Meeting.

When students are preparing for post 16 or post 18 placements, then they will have early careers interviews, supported visits to college and university and support with UCAS applications can be provided.

Information is also available through the North Yorkshire or Leeds Local Offer.

What adaptations are made to the curriculum and learning environment of children and young people with SEND?

St John Fisher provides high quality inclusive teaching to ensure all students are able to access learning. Teachers are able to utilise a wide range of adaptive teaching strategies to meet the needs of our learners. Part of our high quality inclusive teaching is ensuring that students are placed within an appropriate set, adaptive teaching and providing access to examination access arrangements for those who need it.

Though we encourage students with SEND to participate in a full range of subjects, and to access a broad and balanced curriculum, some students with SEND may have minor curriculum adaptions which is dependent upon their special educational needs.

Students with more complex needs may access a more bespoke curriculum with changes dependent upon individual circumstances.

The SEND Team may refer to outside agencies for advice from specialists in a particular area such as the Educational Psychologist, Speech and Language Therapist, LEA Inclusion support and medical services. Advice provided from the specialists is used to inform planning and support any intervention provision needed.

Some students need specific pieces of equipment to help them work and learn more independently. We have several different software packages and specialist equipment available to help support students with a range of needs. In addition, we will always

consider new and/or different software to better support students.

The school fulfils its duties under the Equality Act 2010. We make reasonable adjustments to ensure that students with disabilities are not placed at a substantial disadvantage compared with their peers. Adjustments are considered on an individual basis and reviewed regularly in partnership with students and families.

Reasonable adjustments are made in line with the Equality Act 2010 requiring schools to take positive steps to support students with a disability. We are able to offer adjustments that require a change in practice rather than provision. We can adjust timetables to make them more accessible, part time/reduced timetable provision, examination access arrangements (reader, scribe, appropriate seating), medical passes and toilet passes. School work with the following teams to support students who may require adaptations: Hearing Impairment and Physical Difficulties team and Occupational Therapist. If parents feel their child requires specialist equipment please contact the Senco.

What is the current level of expertise and experience of staff supporting children and young people with SEND?

All teaching staff at St John Fisher have the opportunity to participate in training on aspects of teaching and learning including strategies for differentiation. Adaptive Teaching Training has been delivered to all staff. Departments, Teachers and TAs requiring additional training may approach the SENCo at any point to request it. There is a clear induction programme in place for new staff. Associate Staff have ongoing opportunities to access professional development and training. Teaching assistants have a programme of professional development and training.

Staff are trained in a variety of needs. Staff have an annual performance development review where training and other needs are identified. The impact of this training is evaluated through learning walks, pupil voice and quality assurance activities.

If we feel that the involvement of another agency would be beneficial to help with a student's needs, parents will be informed and asked to give your consent. We may refer to outside agencies for advice from a specialist.

The Executive SENCo is a Qualified Teacher and has the National SENCo Qualification and a Masters Degree in Education and Special Educational Needs. The Executive SENCo also holds AMBDA, NPQSL and MRSC and has significant experience and expertise in working with SEND learners.

Our Team of support staff includes a Special Educational Needs Support Officer and an Examination Access Arrangements Co-ordinator.

Our team of support staff includes skilled Teaching Assistants who have a variety of experience and backgrounds including Psychology Qualifications, specific subject specialisms, teaching qualifications and a range of SEND training. The team of Teaching Assistants receives regular training on a variety of areas of need. TAs also share good practice during briefings to facilitate sharing of good techniques and support strategies.

How do you support children with SEND to improve their Social and Emotional Development?

St John Fisher promotes full inclusion of all students. There is a zero tolerance of bullying at St

John Fisher. Statistics show that students with SEND are more likely to be bullied than a student who does not have SEND. Pastoral staff are fully aware of the SEND students within their care and monitor events and situations closely.

Teaching Assistants are deployed to support the most vulnerable and includes those in need of social and emotional support as well as academic support. Staff at St John Fisher will differentiate their approaches in relation to students' Social and Emotional needs.

The SEND and Pastoral Teams work closely to ensure difficulties are managed and students feel supported. St John Fisher has a clear Behaviour and Engagement Policy that all staff follow. Attendance is closely monitored by our Attendance Officer who works closely with the Executive SENCO.

The Link has lunchtime provision in place for those students who find unstructured time difficult.

How are children with SEN enabled to engage in activities with children in the school who do not have SEN?

All SEND students are encouraged to participate in all extra-curricular activities including school trips, and sports clubs. All activities will always be accessible for SEND students. If a student is interested in attending a trip, parents will be contacted to discuss individual needs. Some students may require advanced preparation for trips. If this is required, it will be arranged with the SENCO and parents. Support will always be available for these activities if it is required. Risk Assessments are completed for trips offsite. The needs of SEND students are always taken into account. No student is ever excluded from these activities because of their Special Educational Need or Disability.

School have also identified other voluntary groups to steer students towards in order to develop their engagement and interaction outside of school

How does the school evaluate the effectiveness of the provision made for children with SEN?

St John Fisher formally gathers data 3 times per year. This report shows a student's progress in individual subject areas. Students with an EHCP will have an Annual Review where key people involved with the student will meet to review the student's progress and review any changes to their Special Educational Needs and/or Disabilities.

St John Fisher has a rigorous Quality Assurance process which evaluates the effectiveness of Teaching and Learning within the classroom for all students including those with SEND. Students' progress is reviewed in each Data Collection Cycle and interventions are regularly monitored for impact. Teaching Assistants track day to day progress of key students and feedback to the Executive SENCo and to parents through regular home school communication.

As part of the school leadership role, our Executive Senco works closely with Senior Staff and Heads of Department and Key Stage Phase Leaders to support the development of developing high quality adaptive teaching and ensuring effective strategies are in place to improve outcomes for SEND students. The SEND Report and SEND Policy are reviewed annually and published on the school website.

Does the school involve other agencies in supporting their students?

Some students may require additional support from professionals outside of school to ensure that they are able to be successful within school. We work closely with external agencies to support the needs of students within the school.

The Local Authority offers a range of specialist support and outreach services through the North Yorkshire SEND Harrogate Hub to help schools to deliver appropriate support and interventions. Should we feel the need to gather advice, support or intervention from an external agency, parents will be a full partner in this process and your consent sought before the referral is submitted.
In addition, North Yorkshire also has a Special Educational Needs Impartial Advice and Support The SENDIASS Co-ordinators can offer impartial advice, support and attend meetings. They can be contacted through this link https://sendiassnorthyorkshire.co.uk/ or for Leeds Home | Leeds SENDIASS

What if I want to arrange a private SEND assessment for my child?

We want to work closely with parents and would ask that you contact the SEND team. We may be able to offer information and guidance. We work closely with a number of external agencies and may be able to signpost parents to support an external application. We invite parents to share any professional reports with school so that we can continue to work closely in the best interests of the child.

How does the school measure the effectiveness of SEND?

The success of the SEND provision is evaluated through:

- Monitoring of classroom practice by the school Quality Assurance Systems
- Ongoing analysis of key data and test results
- Individual progress data and teacher observations
- Parental and child feedback
- School self-evaluation and development plan
- EHCP Annual Reviews
- Parental Feedback
- Student Feedback

How do governors work with SEND?

The Academy Council has an important role in governance of SEND.
The Headteacher informs the Academy Council about SEND provision and practice and how the school is meeting its statutory duties for students with identified SEND needs. The named SEND governor is Mrs Gillian Clifford. The SEND Governor works alongside school leaders to monitor the effectiveness of SEND provision, support strategic development and ensure that statutory duties are fulfilled.

What are the arrangements for handling complaints?

We welcome feedback from parents, both positive and negative, to ensure that we make the best provision for our students with SEND. Many concerns can be addressed through a telephone conversation or email. If parents have a concern, please speak to the students form tutor or Key

Stage Phase Leader in the first instance. If this cannot be resolved to the parent's satisfaction, they should speak to the Executive SENCO, Miss A Pritchard, who will be happy to liaise between teachers and parents as appropriate.

If it still cannot be resolved, please follow the school's complaints procedure (available on the school website).

Key Staff
Trust CEO: Mr Beardsley
Headteacher: Mr Mort
Deputy Headteachers: Mr Philpott & Mrs Joy
Designated Safeguarding Lead: Mrs Crichton
SEND Governor/Academy Council: Mrs Clifford
Executive SENCo: Miss A Pritchard
SENSO: Miss O'Hara
Exam Access Arrangements Co-ordinator: Ms A Harms