ST JOHN FISHER
HARROGATE

SEN Report

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

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.

North Yorkshire Local Offer https://www.northyorks.gov.uk/send-local-offer
Leeds Local Offer https://leedslocaloffer.org.uk/#!/directory

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

Students are identified as having SEND if they have significantly greater difficulty in learning than the majority of others of the same age or a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.
A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.
St John Fisher has students with a wide range of needs and difficulties including;
• Cognition and Learning Difficulties – e.g. Moderate Learning Difficulties, and Specific Learning Difficulties such as Dyslexia, Dyspraxia and Dyscalculia
• Communication and Interaction – e.g. Speech, Language and Communication Difficulties and Autism Spectrum Condition.
• Social, Emotional and Mental Health Difficulties – e.g. ADHD, ADD, Attachment Disorder, Anxiety, Depression, Self-Harm and Eating Disorders.
• Sensory and or Physical Needs – e.g. students with Physical Difficulties, Hearing and Visual Impairments.

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

Information on students' individual needs is gathered as part of our transition package from Year 6-7. 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, Head of Year 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. Teachers can easily filter their class lists and transfer the relevant information about medical and SEND information in order to be fully aware of the needs of their class. School regularly monitors student progress though observations, assessment for learning and tracking. Heads of Year 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 Quality First Teaching Strategies for the different areas of need. Parents/carers and staff are always informed when a child is added to or removed from the register.

The school will follow the Assess, Plan, Do, Review cycle as detailed in the Code of Practice (2014) under the 'Graduated Approach'.

- The Passport Summary Document is always written with the student and in some cases parents may be asked to contribute
- The Passport Summary Document sets out strategies to help the student progress in mainstream classes and is shared with teachers and staff working with the student
- The Passport Summary Document details any extra support or interventions and the learning targets and long term desired outcomes

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 Head of Year.

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 SENCo, Mrs L Dixon, and the Deputy Headteacher, Mrs N Luke. 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, ASD 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 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. We also signpost parents to local supportive organisations such as LEA services.

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 make 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 deliver quality first 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 high quality inclusive teaching (good quality classroom practice). 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 area called The Link. Students may attend a provision tailored to their individual needs and which addresses individual targets.

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
- sensitive use of teaching assistants and adults supporting the class.

All students on the SEND register are assessed for examination access arrangements. Applications for Examination Access Arrangements follow the Joint Council for Qualifications (JCQ) regulations. This application is usually done at the start of Year 10. The Examinations Officer and SENCo meet regularly to ensure that students' examination access arrangements are in place.

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. All students with SEND needs are visited in their primary school whenever possible.

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 e.g. teachers are able to utilise a wide range of teaching styles to meet the needs of our learners. Part of our high quality inclusive teaching is ensuring that students are placed within an appropriate set, adapting resources 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, School Nursing Team, LEA Inclusion support and medical services. The 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 building is on different levels and there are disabled toilet facilities. Currently the school is not fully accessible for wheelchairs.

Reasonable adjustments are made 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, Occupational Therapist and Physiotherapist. 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. The SEND Main Folder provides

information and strategies for the teaching of all students with SEND. 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 planned programme of professional development and training.

Staff are trained in a variety of needs and an audit takes place annually to identify training needs. Staff have an annual performance management review where training and other needs are identified.

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.

The SENCO is a qualified teacher and has completed the National SENCo qualification and a Masters Degree in SEND and has significant experience and expertise working within SEND.

Our team of support staff includes Higher Level Teaching Assistants and Teaching Assistants who are skilled and have a variety of experience and backgrounds including Psychology Qualifications, specific subject specialisms and a range of SEND training. The team of Teaching Assistants receive 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.

The Link has lunchtime provision in place for those students who find unstructured time difficult.
CAMHS referrals may be made for those students who may require additional support.

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 found 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 students and feedback to the 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 Heads of Year to support the development of developing high quality teaching and ensuring effective strategies are in place to improve outcomes for SEND students. The SEND Report and Inclusion 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/

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.
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 Head of Year in the first instance. If this cannot be resolved to the parent's satisfaction, they should speak to the Senco Mrs L Dixon or 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

Headteacher Mr Mort
Deputy Headteachers Mrs Luke
Designated Safeguarding Lead Mrs Crichton
SEND Governor/Academy Council Mrs Clifford
Executive SENCo Miss A Pritchard