ST JOHN FISHER
HARROGATE

SEND Policy

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

- **Rationale**

As a community of faith our goals are firmly rooted in the Gospel message of Christian love. We aim to provide every possible opportunity for all children and young people to achieve the best possible educational and other outcomes by providing a broad and balanced curriculum including the full range of extra-curricular activities. All children are entitled to an education that enables them to become confident young people with a growing ability to communicate their own views and ready to make a successful transition into the next phase of their life. To ensure this happens we will work tirelessly to remove barriers to ensure students with Special Educational Needs and Disability can have the same excellent experience of school and learning as their peers.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014.

The objectives of our SEND provision are:

- To identify and provide for pupils who have special educational needs and educational needs
- To work within the guidance provided in the SEND Code of Practice (2015)
- To provide support and advice for all staff working with special educational needs pupils
- Ensure that the school provides an inclusive learning environment with a curriculum that is responsive to the learning needs of individuals
- Ensure that the school meets its statutory responsibilities for students with special educational needs and disabilities
- Promote equity and entitlement as well as equal opportunity for all children whatever their gender, background, race or abilities
- Ensure that wherever possible, all children are taught in their own class group, and that withdrawal is kept to a minimum
- Allocate resources flexibly to target and support students with SEND
- Provide a staffing structure with clear lines of responsibility for SEND, including named Key Worker for high needs students
- Ensure that appropriate training and support are provided for all staff in relation to their responsibilities for meeting the needs of students with SEND
- Put in place programmes of work (for classes, groups or individual) which enable all students to experience success and enthusiasm for learning
- Operate a system of record keeping and regular monitoring of each student's progress.
- Ensure effective ways are found to inform and consult with all parents about SEND in school; and to support those parents whose children have SEND
- Devise effective lines of communication between all involved: children, parents, staff, governors and other agencies
- Review access and inclusion annually to ensure the needs of the students are being met.

- **Identifying Special Educational Needs & Disabilities**

  - Special Educational Needs

  The SEND Code of Practice (2014) states that:

  A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

  - has a significantly greater difficulty in learning than the majority of others of the same age,
  - or has 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 schools or mainstream post-16 institutions

  Disability: The Equality Act (2010) defines disability as:

  "A physical or mental impairment which has a substantial and long term adverse effect on his or her 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. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition."

- **Areas of Need**

  SEN are organised under four categories however, it is very clear from these categories that there are areas of overlap between SEN and Disability:

-

- **Cognition and Learning**

  Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and specific learning difficulties (SpLD). SpLD affect one or more specific aspects of learning and this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Communication and Interaction**

  Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty expressing what they are trying to say, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autistic Spectrum Disorder are likely to have particular difficulties with social interaction.

- **Social, Emotional and Mental Health difficulties**

  Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

SJFCHS has a clear behaviour policy detailing how we manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Our comprehensive pastoral system makes thorough reference to the DfE guidance on managing pupils' mental health and behaviour difficulties in school.

- **Sensory and/or Physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a MultiSensory Impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support.

Disabilities

St John Fisher makes every effort and uses best endeavours to accommodate the individual needs of our young people who have a disability.

- **Personalisation**

The Code of Practice acknowledges that high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. However, some children and young people need educational provision that is additional to and/or different from this, which is special educational provision under Section 21 of the Children and Families Act 2014.

To support us in knowing precisely where students with SEND are in their learning and development and to ensure we can provide the best learning environment we:

- ensure decisions are informed by the insights of parents and the young people themselves through regular discussions and meetings
- have high ambitions and set stretching targets that are in line with National Expected Progress
- track progress towards these goals
- plan and review the additional or different provision on a regular basis
- promote positive outcomes in the wider areas of personal and social development through ongoing liaison with the arts and physical education teams
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Class and subject teachers, supported by the leadership team, make regular assessments of progress for all pupils, and will identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a pupil being recorded as having SEND on the SEND register. However, this may be an indicator of a range of learning difficulties or disabilities and these will be recorded on the Individual Needs List so that teachers can be advised and plan for the full range of student needs. Equally, attainment in line with chronological age means that there is no learning difficulty or disability and again additional needs that staff need to be aware of will be recorded on the Individual Needs and/or Disability List.

Difficulties related solely to limitations in English as an additional language are not SEND and are recorded on the English as an Additional Language register (EAL).

- **The SEND Register**

All young people who have an Education Health and Care Plan (EHCP) are placed on the SEND register.

With respect to a student being placed on the register at SEN Support we follow the guidelines detailed above with respect to learning; use the graduated approach for assessment and the recommended Assess-Plan-Do-Review process in making the decision to meet with parents and discuss the young person's needs, the advice from other professionals and the support or interventions required to maximise learning progress. Our internal SEND Review Panel is part of this process, one of the outcomes may be that students are placed on our SEND monitoring list.

An individual 'Pupil Passport' will be drawn up 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. School will meet parents once a term to discuss progress and outcomes.

Where students are making their expected progress they will be removed from the SEN Support register with full consultation with parents.

When students' needs are deemed to be more complex, an Education Health and Care Assessment may be carried in line with statutory guidelines.

School will access support from key agencies as required through referrals to the NYCC Harrogate Hub (NYSENDhubs@northyorks.gov.uk) for Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Occupational Therapy, Educational Psychology and liaison with other external support agencies such as CAHMs and Family Prevention Team. Additional information for families can be found in North Yorkshire's Local Offer (http://www.northyorks.gov.uk/article/23542/SEND-localoffer)

- **Transition Arrangements**

Year 6: The SEND team work closely with Head of Transition and the pastoral team in gathering information from primary schools and analysing assessment measures. High need students are invited into school for a personalised visit. They are also invited to the half intake day and are fully supported through the two transition days.

Information is shared with staff at the beginning of term and through the electronic register so that staff are fully informed and can plan accordingly.

During the first half term support and continued assessment both formal and informal continues to assess need in the setting of a large secondary school. Students with an EHCP are allocated a Key Worker who provides additional support for both pupil and their parents.

During the first half-term support and observations further informs the above and parents will be invited into school to meet and discuss findings and actions.

Year 11: Is an important year for decision for the pupil's next steps into adulthood. All year 11 students have access to careers through the school offer, however where the needs of the young person are more complex we will engage the support of the specialist careers service who will help with the process of applying for 6th Form, college or supported work.

Year 13: Reports will be written for University and as above, college application and supported employment will be supported through the specialist careers service.

- **Exam Access Arrangements**

The specialist assessors for Exam Access Arrangements is Mrs A Harms, Mrs Dixon & Miss A Pritchard. The process for assessment begins above where the history of need and provision is first identified. Formal assessments occur in the summer term of Year 9. However, reassessment and students identified as needing assessment can be assessed during Year 10 and the autumn term of Year 11. Assessments are for 25% Extra

time, reader; scribe; extra time; use of a word processor; oral language modifier and other bespoke adjustments such as enlarged papers. Reassessment occurs at the beginning of Year 12 for GCE courses.

Exam access arrangements are all carried out according to the guidance and regulations provided by the Joint Qualifications Council.

- **Responsibilities**

The Executive Senco is Miss Andrea Pritchard and the Senco is Mrs Louise Dixon. The SEND provision ensures that individual needs are taken into account to enable young people to learn alongside their peers in a meaningful and purposeful way. For students with SEND this will involve:

- Implementation of the SEND Policy
- Provide advice to all staff about the needs of individual pupils and where necessary complete a 'Pupil Passport'
- Working alongside Heads of Departments to assist them in supporting their staff to identify, assess and plan for children's needs and ensure that they make progress
- Contribute to the Continuing Professional Development (CPD) of staff
- Resourcing the department appropriately for the individual needs of students including personalised technology
- Co-ordinating the deployment of a range of support for pupils with SEND
- Liaising with and drawing upon the advice and expertise of outside agencies and specialists
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body
- Working in partnership with parents
- Assessing needs for Exam Access Arrangement, deploying resources to support exams and liaising with Exams Officer
- Liaising with and reporting to the governors about the work of the Inclusion Department.

In addition to our Executive Senco and Senco, the Learning Support Team consists of:

Higher Level Teaching Assistant (HLTA),and a team of well trained and dedicated General Teaching Assistants (GTAs).

In addition, the Learning Support Team liaise closely with the Senior Leadership Team, Pastoral Support Team, Safeguarding and Wellbeing Officers.

- **Resources**

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula decided by the local authority. The school maintains a dedicated SEND team, as described above who manage the support of the young people, who are well trained and also make a commitment to training in and use of technological aids aimed at increasing independence.