



THE JOHN FISHER SCHOOL
FOUNDED 1929

SEND Information Report



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1. Definitions

- 1.1 A pupil has SEND 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 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.

2. Roles and responsibilities

2.1 The SENCO

The current member of staff fulfilling the responsibilities of SENCO is Mrs K. Hall (0208 763 3713/e-mail: k.hall@johnfisherschool.org).

They will:

- Work with the headteacher and SEND Link Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Facilitate the transition of students from Statements of Special Educational Needs to EHC plans
- Be involved in the assessment and administration of students with identified access arrangement needs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and local governing body 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 SEND up to date

Mrs Hall has support from her Administrator and her team of Higher-Level Teaching Assistants and Teaching Assistants.

2.2 **The SEND Link governor**

The SEND Link governor will: Mr T Richmond

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school

2.3 **The Headteacher**

The headteacher will: Mr R Teague

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

2.4 **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 the SEND policy



3. SEND information report

3.1 The kinds of SEND that are provided for

The school accepts students with a wide range of special educational needs including those with:

- 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
- Multiple learning difficulties

The range of support deployed will be tailored to individual needs through a graduated approach designed to enable students working to becoming independent and resilient learners and involves a joint working approach between all teaching staff.

3.2 Identifying pupils with SEND and assessing their needs

The school's SEND support is designed to allow students, with special educational needs, greater accessibility to the school's curricular and extra-curricular opportunities. Furthermore, it should inform, enhance and develop good practice within the school. The school-based arrangements will need to reflect the individual needs of the student. Information and evidence of these needs may be collected from meetings with staff involved in transition, parents, outside agencies, relevant documentation and/or assessment as well as classroom observation.

We assess each pupil's current skills and levels of attainment on entry via baseline assessments completed within the first few weeks of starting year 7, building on information from previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 This may include progress in areas other than attainment, for example, social and behavioural needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.



When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3.3 **Consulting and involving pupils and parents**

At The John Fisher School, a high level of importance is placed on involving both students and their parents along with outside agencies when required in the discussion on how best to support the learning of students with SEND. During annual reviews of EHCPs and PRAs, students are fully involved in evaluating their progress and parents are invited into the school to be an integral part of this process. We have a strong belief that the most effective support is delivered in a collaborative approach between parents/carers and the school. Should potential SEND difficulties be identified, parents will be informed and invited to discuss and share ideas about how best to address these difficulties.

We will have an early discussion with the pupil and their parents 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 the parents' 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.

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

3.4 **Assessing and reviewing pupils' progress towards outcomes**

As with all students, learners with special educational needs must be educated in an environment in which they are valued. Teachers are accountable and responsible for the teaching, progress and development of the students in their class. This also includes access to effective pastoral support, access to teaching assistants and/or specialist staff. The school has a commitment to Quality First Teaching delivered through:

- All staff have been trained in what quality first teaching looks like.
- Engaging lesson design and clear objectives
- A differentiated curriculum for all students (not just those with SEND) where all students are catered for
- High expectations of involvement and engagement in their learning



- High levels of interaction from learners
- Teachers using appropriate explanations, modelling and questioning
- Regular dialogue between teachers and learners shown through both marking/assessment and verbal feedback in line with the school policies.
- Opportunities for both individual and group interactions
- The expectation that students take responsibility for their own learning
- The use of incentives, praise and reward
- Clear teacher feedback that allows students to know what they have achieved and how to improve further

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 and 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 after each data cycle (approximately each half term).

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.

This progress is regularly communicated with home to ensure parents/guardians/carer's are supporting with progress. Communication is made after each data drop, letters home, home calls and meetings.

3.5 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.

Between Key Stage 2 and 3, the SENCO visits feeder primary schools to meet relevant students with SEND. Some meetings with parents of students with SEND also take place prior to them starting in the new academic year. SEND staff attend a transition meeting with SENCOs from primary feeder schools to receive information about students who will be transferring to the school.



Between Key Stage 3 and 4, SEND staff will meet and support students and parents with statements and EHC plans to give advice about options. SEND staff will attend transition evenings.

Between Key Stage 4 and 5, students with EHCPs are scheduled meetings with a career advisor as a priority. For those students with EHCPs and are planning to move to a different school or college, SEND staff will help with application forms if needed.

If the EHCP or statement is discontinued (as acknowledged by the relevant borough), SEND support is still available to assist with the transition. The EHCP review process does take into account each student's aspirations for employment, good health, living and relationships as the plan can continue to the age of 25.

3.6 **Our approach to teaching pupils with SEND**

For students with SEND, intervention follows the Assess, Plan, Do and Review cycle. This allows early intervention that can be targeted at student outcomes and reviewed to make sure they are as beneficial as possible for the student. All students learn in different ways and more assistance can be offered to support the difficulties that a student may be experiencing. It is recognized that subject based interventions, delivered by or in collaboration with subject experts, offer effective interventions as initial support. Parents/carers will be kept informed of additional help or interventions that their child is receiving. Students are removed or interventions ceased once the learner is meeting age related expectations.

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 SEND. This will be differentiated for individual pupils.

We may also provide the following interventions:

- In-house testing for possible assessment access arrangements by a qualified assessor
- Targeted involvement of SEN Teaching Assistants with particular year groups.
- Targeted intervention in Maths or literacy

3.7 **Adaptations to the curriculum and learning environment**

The John Fisher School aims to make any reasonable adjustment to make the learning environment accessible to learners with SEND. 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, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Provision of additional ICT support such as laptops or reading pens
- Sharing individual support strategies with teaching staff.
- Advice from outside agencies implemented and disseminated
- Access provided in line with the school's Accessibility Policy
- Targeted teacher/ subject support in lessons
- Subject intervention by subject teachers
- Adapted timetable
- Homework support
- Social skills groups
- Study skills and revision workshops
- Strategies to support and develop Reading, Literacy and Numeracy skills

3.8 **Additional support for learning**

Support offered at The John Fisher School is designed to help further develop a student's independence.

The SEN team consists of the SENCO, two Higher Level Teaching Assistants who provide in-class support and work with identified students and 10 Teaching Assistants. The school may also buy in traded services where required to supplement our offer to students. Children looked after with SEN also have access to the DSL to offer further support.

Teaching assistants will support pupils on a 1:1 basis when scribing for students in exams

Teaching assistants will support pupils in small groups when delivering additional support sessions (such as literacy) or group access arrangements in exams They will meet and work with subject teachers to discuss the how to support during learning tasks (e.g. questions to be asked and classroom layout)

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

- Individual boroughs: Bromley, Merton, Sutton and Croydon SEND departments
- Educational Psychology
- Occupational Therapy



- Therapy Dog
- Dyslexia Teaching
- Borough advice on students with hearing or sight impairments
- Impartial careers advisors
- Relevant health services
- Social services
- Educational welfare services
- Voluntary organisations
- School mentors and outside counselling agencies
- Speech and Language Therapists

3.9 **Expertise and training of staff**

The school evaluates the training needs of all staff in line with school priorities and professional development. Particular support is given to ECTs and other new members of staff with a SEND inset offered within the first half term of each new academic year. The SENCO takes the lead in training for staff and keeps up-to-date with SEND educational developments by attending local SEND forums and inset training.

Members of the Senior Leadership Team and The Teaching and Learning Team visit lessons to further identify and share good practice relating to the teaching and learning of SEN students.

We work with outside agencies and pass on relevant information and strategies to help support students.

3.10 **Securing equipment and facilities**

Relevant specialist equipment will be provided in discussion with relevant outside agencies, parents or teaching staff.

Increasing Accessibility We have the following strategies to support accessibility at The John Fisher School:

- Access to strategies/programmes to support occupational/physiotherapy needs as required
- Access to modified equipment and ICT on advice from external agencies
- Access to medical interventions
- Staff training in administering some medications e.g. Epipen, insulin
- Photographs of students with severe medical conditions provided to staff
- Key staff trained in First Aid



- Close liaison with other medical agencies e.g. physiotherapy, occupational health, CAMHS

3.11 **Evaluating the effectiveness of SEND provision**

The SENCO will monitor the effectiveness of SEND provision for individual students after each term (as well as during the annual review process for students with statements and EHCPs). In turn, the governing body will monitor the effectiveness of the SEND provision of the whole school. We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after at the end of each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- SEND Learning walks
- The review of summative and milestone assessment data

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

The school encourages and expects all students with SEND to be able to take part in activities that are offered at the school. The school aims to eliminate discrimination, to promote equality of opportunity and fosters good relations between disabled and nondisabled children and young people. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s) (such as the annual ski trip) All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

3.13 **Support for improving emotional and social development**

The school aims to be a safe place for students to improve their academic studies as well as social and emotional wellbeing. We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part in school leadership opportunities such as mentoring and school councils
- The SEND office/Learning Support is a 'safe place' that students can attend should they need to
- Targeted RSHE sessions



We have a zero-tolerance approach to bullying. Social and emotional needs are considered at review meetings.

3.14 **Working with other agencies**

The school will act and accept input from outside agencies including health and social care bodies, local authority support services and voluntary sector organizations. As appropriate, these groups will be invited to planning and review meetings. Should a student show a need for additional involvement from an outside agency, the school will liaise with these groups and with parents as required.

Educational Psychology Service – Educational psychology services are brought in on a commissioned basis and no in-house provision exists within the school. Should a referral to an Educational Psychology service be deemed necessary, these will be made in agreement and consultation with parents. Should parents wish to arrange a private assessment of their child requiring an observation or meeting with school staff, then this should be done through direct communication with the SENCO.

Sensory Support Service – The Vision and Hearing Support services work with the school. Advice and support is provided throughout the academic year. These services visit the relevant students in and work with staff to monitor progress, explore ways to further enhance provision, provide advice regarding access arrangements and give updated reports. These reports are disseminated to staff.

Speech and Language Therapy – The school works with Speech and Language Therapists and acts on advice/recommendations to support the students whom they work with.

CAMHS (Child and Adolescent Mental Health Services) – Referrals can be made through the school.

Occupational health – The school buys in services from Cognus.

Paediatric services – The assessment team can be accessed via GP.

Virtual Schools – This service is for those children in the care of a local authority. The local authority where the child originally registered remains responsible for that child. This is regardless of where the child lives or is educated.

3.15 **Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents 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

3.16 Contact details of support services for parents of pupils with SEND

London Borough of Sutton Information, Advice and Support Service.
www.cognus.org.uk/sutton-information-and-advice-service-sias/

3.17 Contact details for raising concerns

To raise any concerns please contact the SENCo Katie Hall
Phone: 0208 763 3713
Email: k.hall@johnfisherschool.org

3.18 The local authority local offer

Our local authority's local offer is published here:
www.sutton.gov.uk/sutton-s-local-offer

4. Monitoring arrangements

This 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 board.

Policy:	SEND Information Report
Date of latest revision:	July 2024
Version:	1
Changes made during latest revision:	
Governors' Committee responsible:	TL&S Committee
Date Approved by governors:	
Date of next review:	July 2025