

St John Fisher Catholic Voluntary Academy Dewsbury
Part of the Blessed Peter Snow Academy Trust



Annual Report to Parents and Governors on the Implementation of the Special Educational Needs and Disability Policy and Equality Scheme: Section 69 of the Children & Families Act 2014

Children with Special Educational Needs and Disabilities are fully included in the school with appropriate intervention and level of support to enable them to access the curriculum and make progress. The Special Educational Needs Code of Practice lies at the heart of the school's SEN policy and sets out the processes and procedures to meet the needs of children. The Code describes a graduated approach which takes the form of a four-part cycle of Assess, Plan Do, Review through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. If further support is required the school may request a statutory assessment of, which may result in an Education and Health Plan being issued to the child.

SEN profile by year group: FEBRUARY 2017

SEN	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	SIXTH FORM
STATEMENT/EHC PLAN	4	5	3	4	2	3
SEN SUPPORT	22	11	21	10	16	11
TOTAL	26	16	24	14	18	14

The school has pupils from all four broad areas of need as defined in the revised SEN and Disability Code of Practice 0-24 which gives an overview of the range of needs within the areas of: Communication & Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory/Physical needs. Teachers adapt teaching to meet the range of needs in each class. Planning is flexible so as to recognise and take into account individual student's needs and requirements. Trained support staff can implement the teachers modified/adapted planning to support the needs of pupils where necessary. Differentiation is approached in a range of ways to support learning and ensure that all vulnerable students, including SEND and Looked After Children can experience success and challenge in their learning. Teachers use a variety of teaching methods appropriate to the abilities and learning styles of individual students. Our aim is to support students to become independent learners; support staff are used flexibly to avoid students becoming over reliant on adult help.

Identification

Information about children with special educational needs comes from a number of sources:

- Year 7 transfer meetings
- Cognitive Abilities Tests
- Screening tests for reading and spelling
- Observations
- Educational Teaching Assistant/teacher feedback
- Parental concern
- Student self-referral
- Director of Study/Additional Needs Team concern

If parents / guardians think that their child may have special educational needs that have not been previously identified then they are able to contact the school and ask to make an appointment with the Special Education Needs Coordinator (SENCo): Mrs M Biggin, at the school.

We are committed to narrowing the attainment gap between SEND and non-SEND students. This may include short-term intervention learning or other learning interventions developed on an individual needs basis alongside the broad and balanced curriculum provided to all students each year. The range of support deployed will be tailored to individual need following assessment by

internal or external agencies. It is designed to promote students working towards becoming independent and resilient learners

Policies

- The SEN and Disability policy is reviewed annually.
- The school has adopted a Whole School Approach to identifying, assessing and monitoring pupils who have Additional Needs through an Additional Needs Team approach. This includes the SEN co-ordinator: Mrs Marie Biggin, the Directors of Studies for all year groups and other key pastoral staff across the school. .
- School tracking processes identify any pupils who are not making expected levels of progress over time and appropriate interventions are agreed.

Deployment of Staff and Resources

The Additional Needs Team:

Mrs Marie Biggin :	Additional Needs Co-ordinator / SENCo
Mrs Kathryn Lea:	Deputy SENCo
Mrs Clare Kernan:	Assistant Headteacher, Pupil Welfare & Achievement
Pinkee Budwal:	Catholic Care Social Worker
Mrs Grace Collett:	Pastoral Mentor KS3
Mrs Jessica Middleton:	Pastoral Mentor KS4

16 Educational Teaching Assistants are involved in supporting SEN children, predominantly in the classroom and around school. The school also has a Learning Support Unit where pupils receive targeted intervention and support in small groups for allocated sessions.

The Governors' SEN and Pupil Welfare Committee meet at least each term. Membership includes:

Dr Joe Cortis:	The Chair of Academy Council
Mr Kevin Higgins:	The Headteacher:
Mrs Clare Kernan:	Assistant Headteacher, Pupil Welfare & Achievement
SEN Governor:	Mrs Felicity Wilson
Mrs Marie Biggin:	Additional Needs Co-ordinator / SENCo: alongside other Governors and representatives of outside agencies.

External Agencies

The following agencies have supported SEN pupils throughout the year:

- Educational Psychologist
- Speech and Language Therapists
- Occupational Therapist
- Physiotherapists
- Manual Handling Advisor
- School Nurse and Medical teams
- Social Care teams
- Connexions Careers
- Parent Partnership
- The CAMHS team
- Sensory Impaired Service
- Targeted Youth Support Services
- Police

Accessibility

The school is accessible for pupils with mobility problems, with lifts to upper floors and ramped areas to ensure access and independence. The school is fully accessible to wheelchairs and there are two Closimat toilets with hoisting facilities. The SENCO meets with Health professionals regularly for advice and guidance around specific needs of individual pupils to ensure independence and full access to the school and the curriculum. In this way young people with SEN are enabled to fully engage in activities available with children and young people in the school who do not have SEN

Liaison with School Partners

Strong links exist with our feeder primary schools and the SENCo visits all the schools with the Director of Study in the summer term to ensure a smooth transition into year 7 and she attends change of phase reviews for pupils with statements who are hoping to come to the school. The SENCo meets with the Primary SENCos at the Kirklees SENCo Network meetings which is valuable to discuss and share good practice.

Staff Development

Staff are encouraged to attend training for continued professional development. This has included Safeguarding awareness, behaviour management skills, working with pupils with specific learning difficulties, First Aid Training and the SENCo National qualification.

GCSE Outcomes

Outcomes for SEN pupils in school without a Statement/EHC plan were below National average with above average outcomes for pupils with a Statement of Special Educational needs.

PROGRESS 8 & PERCENTAGE ACHIEVING EACH THRESHOLD- 2016								
	Pupils	P8	ENGLISH ELEMENT	MATHS ELEMENT	EBAC	5+A*-C + EM	5+ A*-D + EM	5+ A*-G +EM
S	4	-0.38	-0.26	-0.16	-0.05	25	50	75
K	14	-0.80	-0.75	-0.26	-1.25	28.57	50	85.71
N	172	-0.47	-0.54	0.00	-0.57	55.68	74.43	95.45
All	190	-0.50	-0.55	-0.02	-0.61	53.09	72.16	94.33

Parent Communication

Meetings for Pupils at SEN support and with a statement / EHC plan take place in school regularly to set clear outcomes and review progress towards them, to discuss the activities and support that will help achieve them, and to identify the responsibilities of the parent, the pupil and the school. Parents and Carers are updated regularly on their children's progress and personalised reviews are held which includes the views of the pupil and the family. The Additional Needs team are available for parental consultations in line with reviews and by request. Personalised reviews are held for SEND pupils in year nine with Careers involvement to provide advice for future choices available for them. Through KS4 & KS5 additional advice and guidance is available to help them to decide career pathways and enable them to achieve their desired outcomes either in the sixth form, college or into employment and training.

Parents and Carers are updated regularly on their children's progress. The Additional Needs team are available for parental consultations in line with reviews and by request.

Attendance

SEN attendance February 2017 92.7%

Budget Allocation

The SEN funding is directly channelled into support and targeted intervention provided by the SEN team of Educational Teaching Assistants, for mentors, for provision of alternative forms of recording using ICT equipment and for literacy and numeracy intervention resources.

Equality Act 2010

The Equality Policy and Accessibility plan are reviewed every three years.

The school is accessible for pupils with mobility problems, with lifts to upper floors and ramped areas to ensure access and independence.

The number of pupils with disabilities and medical needs within the school is 26.

Public Sector Equality Duty (2011) The Equality Policy sets out how St John Fisher Catholic Voluntary Academy has paid due regard to the need:

- to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.