

Special Educational Needs & Disability Offer (SEN Information Report)

Additional Needs Philosophy

‘Following the example of our patron, St. John Fisher, priest and scholar, we aim to love one another throughout our life at school, to learn and develop our full potential in the image of Christ’.

In accordance with our mission statement St. John Fisher Catholic Voluntary Academy as a community reflects and celebrates the diversity of Christ's kingdom where the able and gifted can learn from, and with, those with disabilities or learning difficulties of whatever order. Our commitment is to the needs of every child and our school policy addresses our responsibility for those children with special needs, whether long or short term, related to physical, emotional, and mental health difficulties, or learning needs. We have a ‘Whole School Approach’ to meeting the needs of all pupils and to enable them to be happy in school, to access the curriculum, and to make progress.

SEND Local Offer

KIRKLEES LOCAL OFFER

What information do schools provide?

Schools have a duty to provide information about special educational needs that is accessible to pupils, parents and carers. We need to make sure this information is kept up to date.

Where can I find the Local Offer?

The Kirklees Local Offer can be found at www.kirkleeslocaloffer.org.uk. It includes links to all relevant information that Kirklees residents would find useful. If you have any suggestions for improvements or ideas about what might help you, contact CSA.Admin@kirklees.gov.uk

SEN AND DISABILITIES SCHOOL OFFER

At St John Fisher Catholic Voluntary Academy, 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 alongside other pupils in the classroom. The Special Educational Needs & Disability Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures to meet the needs of children. The Code describes a graduated approach which recognises the different needs of pupils, with more specialist expertise at SEN Support. If further support is required the school may request a statutory assessment of Special Educational needs, which may result in an Education, Health & Social Care Plan being issued to the child.

1. How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

A student may be identified as having a Special Educational Need (SEN) at any stage during his/her education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention.

Information about your child's special educational needs comes from a number of sources:

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

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

2. What provision is there for students with Special Educational Needs and Disability?

The Whole School Approach for pupils with Additional Needs revolves around a strong Pastoral System. Appropriate interventions and actions are identified through regular reviews to assess pupil's progress towards outcomes and can include the involvement of Multi Agency Teams, so that action plans can be discussed and agreed to support the pupil and the family. The views of the child are a key focus and they are invited to their reviews. The school adopts a pupil centred approach in review meetings and the pupil's views are paramount when agreeing appropriate actions and interventions from outcomes of multi-agency meetings and pupil voice questionnaires.

Catholic Care Social workers are available at the school for pupils who may be experiencing emotional difficulties. Everyone involved in the life of the school is responsible for promoting a common anti-bullying approach by being supportive of each other, providing positive role-models and conveying a clear understanding that we disapprove of unacceptable behaviour. The prime responsibility for all members of the school community is to report incidents of bullying, and concerns they may have that someone is being bullied.

The Additional Needs Team:

Mr Jim Taylor: Acting Headteacher

Mrs Kathryn Lea: Acting SENCo

Mrs Toni Wayman: Acting Assistant
SENCo

Mrs Clare Kernan: Assistant Headteacher, Pupil Welfare & Achievement

Mr Paul Rushton: Senior Director of Studies

16 Educational Teaching Assistants

Pinkee Budwal Catholic Care Social Workers

Mr Shane Campbell: Inclusion Unit manager

Mrs Grace Collett: KS3 Pastoral Manager

Ms Jessica Middleton KS4 Pastoral Manager

Mrs Angie McGreevy and Mrs Alison Lynch: Learning Support Unit managers

Mrs Stephanie Cookson, Mrs Phillippa Hartley, Mrs Pam Speight, Mrs Eva Barber: Classroom Cover Supervisors

The Additional Needs team work together to:

- Ensure that all students with special educational needs/disabilities and those who are looked after by the authority, are provided with the opportunity to achieve academic, social and economic success.
- Advise teaching staff about the individual needs of students with special educational needs/disabilities.
- Assess students to ensure that the most appropriate access arrangements are put in place during formal assessment periods/ exams.
- Evaluate the effectiveness of the provision for SEND pupils as part of the review process and agree appropriate interventions where needed.
- 16 Educational Teaching Assistants are involved in supporting SEN children, predominantly in the classroom and around school. These are trained and experienced in working with pupils across the whole school to enable access for pupils with a wide range of physical and learning needs. The school also has a Learning Support Unit where pupils receive targeted intervention and support in small groups for allocated sessions.

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

3. How will the curriculum be matched to my child's 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 your child where necessary. Differentiation is approached in a range of ways to support learning and ensure that all students 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.

Staff Expertise

All Staff have experience of working with children with the range of additional needs which we have at St John Fisher Catholic Voluntary Academy

- Working with children with Communication & Interaction difficulties
- Working with children with Cognition & Learning difficulties
- Working with children with Social, Emotional and Mental Health difficulties
- Working with children with Sensory and/or Physical needs.

Staff are encouraged to attend training for continued professional development. This has included Safeguarding training, behaviour management skills, an awareness of attachment disorder and vulnerable pupils, working with pupils with specific learning difficulties, working with pupils with Autistic spectrum disorders, hoisting and manual handling training, working with pupils with communication & interaction difficulties, First Aid Training and the SENCO National qualification.

4. What Specialist Services are available to the school?

External Agencies

The following agencies work with the school to support individual pupils:

- Catholic Care Social Workers
- 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
- Kirklees Specialist Support Services
- Targeted Youth Support Services
- Early Help Access Team
- Police

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/EHC plans 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.

5. How accessible is the school environment?

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

6. How will my child be included in activities outside the classroom?

All students have access to all activities offered by the school and, where necessary, additional adult support will be available to assist with after school activities and on school trips. Parents may be asked to meet with school staff to plan appropriate support where necessary.

7. How will I be involved in discussions about and planning for my child's education

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 CK Careers involvement, to provide advice for future choices available for them. Through KS4 & KS5 additional advice and guidance continues to be 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.

In the event that a parent has concerns about the provision of SEND support an approach should be made initially to the SENCo. If this does not eliminate the concerns then a direct approach to the Head teacher should be made. If it is felt by the parent/guardian that concerns still exist, an appeal to the Academy Council should be heard by the Complaints Committee.