



SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

Information report, policy and guidance

2023-2024

**SS John Fisher and Thomas More Roman Catholic
High School**

*Fisher More is committed to enabling pupils to let “all their bright
colours shine”.*

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Introduction

Ambition for all pupils is central to the approach at Fisher More RC High School. Support for pupils with special educational needs and/or disabilities (SEND) is integral to every aspect of school life in enabling pupils with SEND to thrive and be fully prepared for their next steps in life.

We seek to:

- Recognise the worth and dignity of all people
- Deliver a high-quality education
- Enable everyone to grow as balanced individuals, intellectually, spiritually, and morally
- Provide a secure, supportive, and stimulating Christian environment within the context of the Catholic tradition, in which justice, tolerance, forgiveness and generosity are practised with courtesy, consideration and common sense
- Offer young people a reason for living and hoping.

In this document, it is our intention to:

- Explain clearly and in detail how Fisher More RC High School provides support to ensure children who have SEND can access an education which is inclusive, ambitious and responsive to their individual needs.
- Outline the graduated approach used to enable early identification of needs and the subsequent support which will enable all pupils to succeed.
- Describe the statutory framework and requirements of The Children and Families Act 2014 and the SEND Code of Practice 2014¹ and explain how the school will meet the requirements through the funding made available through the school budget and other funding streams.

This policy is written in the context of the findings and strategy proposed by the Green Paper and SEND Review²

Legislation and Statutory Guidance

The Children and Families Act 2014

With respect to SEND, the Children and Families Act 2014 sets out a context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they will ultimately lead fulfilling lives as part of their local communities and beyond. The Act is supported by the aforementioned statutory guidance (SEND Code of Practice 2014) and it is this guidance to which all local authorities, all publicly funded early years and education settings and a range of NHS bodies must 'have regard'.

This Act also introduced a new statutory Education Health and Care Plan as well as a single pre-statutory stage called 'SEND Support' in educational settings.

The link between special educational needs and disability

Many children who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.' This includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning will be covered by the Equality Act, including the requirement for public bodies to make reasonable adjustments.

¹ <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

² <https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If the child can access their learning and make progress commensurate with their peers with reasonable adjustments in place then there will be no requirement for an EHCP but some of these children with long-term health conditions will require a health care plan to support their safety, health and wellbeing. The Department for Education (DfE) guidance 'Supporting pupils at school with medical conditions'³ has been used to develop school policy.

Roles and Responsibilities

The Local Authority

The Children and Families Act requires all local authorities to set out a local offer. The local offer is a description of support and services which are available to children and young people who have SEND and their families. It outlines how services can be accessed and the criteria for accessing them. It is the opportunity to bring into one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Lancashire's Local Offer can be viewed at <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

The School

School follows the advice of the SEND Code of Practice in ensuring that a graduated approach (cycle of 'assess, plan, do, review') is implemented to support an ever-increasing understanding of the holistic and detailed needs of the child and how to address them. In addition, the school has a responsibility to:

- Publish this SEND Policy and the Local Authority Local Offer
- Identify pupils with SEND, ensure parents/carers are informed with provision made in line with the SEND Code of Practice
- Comply with the Children and Families Act 2014
- Publish information on SEND funding and provision
- Appoint a SEND Governor and SENDCo
- Maintain a current record of number of pupils with SEND
- Ensure SEND provision is integrated into the School Improvement Plan
- Monitor progress of SEND pupils and ensure that EHCP provisions are in place
- Continually review arrangements for pupils present and future with a disability (Accessibility Plan)
- Willingly admit all those who meet the admissions criteria and with due regard to Section 33 of the Children and Families Act 2014

The role of the SENDCo

Legislation requires that:

- The SENDCo must be a qualified teacher working at the school.
- Any newly appointed SENDCo must be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment
- a National Award must be a postgraduate course accredited by a recognised higher education provider and be equivalent to 60 credits in postgraduate study

At Fisher More RC High School we follow point 6.87 of the Code of Practice in recognising that the SENDCo is "most effective in that role if they are part of the school leadership team."

Our SENDCo has responsibility in school for:

³ <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

- working with the Headteacher and Governors to determine the strategic development of SEND policy and provision in the school
- day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND
- providing professional guidance to colleagues and working closely with staff, parents/carers, and other agencies
- being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and quality first teaching
- liaising with the relevant designated teacher where a pupil who is a looked after child (LAC) has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEND
- liaising with other schools, settings and providers, educational psychologists, health, and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and Governors to ensure that the school meets its responsibility under the Equality Act (2010) about reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up-to-date using a SEND Register

To ensure that these duties are carried out effectively, we ensure that the SENDCo has sufficient time and resources to carry out these functions. To support the strategic and operational day-to-day role the SENDCo has the support of an in-school inclusion team as follows:

Team:

Headteacher	Ms Clare Hayes
SEND Link Governor	Mrs Judith Stansfield
Assistant Head & SENDCo	Miss Emma Gauntlett
Children Looked After	Mr Nick Flynn
Medical Needs	Mrs Barbara Sharman
SENDCo contact details	gauntlett.e@fishermore.lancs.sch.uk

The role of the teacher

The SEND Code of Practice is clear that "every teacher is a teacher of special educational needs". At our school, we are committed to supporting and developing our teachers so that they continue to learn, develop, and build confidence in making adaptations and reasonable adjustments to support pupils with SEND. This vision and strategy are comprised in the statements below:

- teaching pupils with SEND is integral to our whole school teaching and learning approach
- teachers know pupils with SEND and understand their needs
- teachers use high quality research-informed adaptive teaching strategies that work for all pupils e.g. flexible grouping; cognitive and metacognitive strategies; explicit instructions; use of appropriate technology and scaffolding
- teachers use personalised adaptive teaching strategies, including subject-specific adaptive strategies, which enable pupils with SEND to make excellent progress

- teachers understand the individual and collective impact that they have on the progress of pupils with SEND

Meeting special educational needs and disabilities

What needs can the school meet?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is outlined in paragraphs xiii to xvi of the Code of Practice, 2014, as follows:

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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age or would do if special educational provision was not made for them.

The Code Practice defines special educational provision in paragraph xv as follows:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age

Figures nationally demonstrate increased SEND across mainstream schools.

Although the needs of children and young people often co-occur across more than one 'area of need', and a pupil's needs may change over time, the Code of Practice refers to four main categories of need:

- Communication and interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (S&P)

Recognising a student's need is not to label them, but to identify potential spheres of support appropriate to them as individuals. At Fisher More RC High School, we meet the needs of all our pupils by using the graduated approach, the advice and support of other specialist professionals and practitioners and by ensuring that we have appropriate resources available.

The numbers of pupils on the SEND register changes frequently. In July 2023, the breakdown of needs at our school were as follows:

Needs	Number	% of school
Pupils with an EHCP	10	1.54
Pupils on SEND Support	69	10.63
		% of SEND Register
Primary Need of Cognition and Learning	34	5.24
Primary Need of Communication and Interaction	10	1.54
Primary Need of Sensory and Physical	4	0.62
Primary Need of Social, Emotional and Mental Health	14	2.16

In addition to children who have an EHCP/SEND Support, a 'SEND Monitoring' list is maintained whereby children are not on the formal SEND Register but are flagged and continually monitored with adaptive teaching strategies in place to support. If support additional to high quality in-class teaching is required, these children will then formally enter the SEND Register after notifying and discussing with parents/carers.

Identification of pupils with special educational needs and/or disabilities

The identification of SEND is built into the school's approach in monitoring the progress and development of all with each pupil's skills and levels of attainment measured on entry through baseline tests building on information from previous settings and key stages where appropriate.

The entry assessment at our school are listed in the table below with Key Stage 2 SATs also used as part of our data scrutiny to tailor appropriate support:

Entry assessment at Fisher More	Assessment Outcomes
Cognitive Ability Tests (GL Assessment)	Verbal, Non-Verbal, Quantitative, Spatial
New Group Reading Test (GL Assessment)	Reading age against chronological age
New Group Spelling Test (GL Assessment)	Standardised and adaptive spelling assessment
Baseline tests in Maths and English	Basic numeracy and literacy assessments

At the end of Year 7, students complete GL Assessment progress tests in English and Maths and at the end of Year 9 these are completed in English, Maths and Science.

Further assessment and screening may be necessary for some pupils. Our school has the following assessment and screening tools available.

Assessments at Fisher More	Assessment Outcomes
Boxall Profile	Social, emotional, mental health baseline
Dyslexia Screener (GL Assessment)	Indicator of dyslexia
British Picture Vocabulary Scale (BPVS)	Receptive Vocabulary

Detailed Assessment of Speed of Handwriting (DASH)	Handwriting Speed
Comprehensive Test of Phonological Processing (CTOPP)	Phonological Processing Skills

Parents/carers, the class teacher or other professionals, within or outside the school, may also express concerns which trigger further investigation, observation and/or assessment. Observations may include concerns relating to the child's difficulties in coping with typical school demands and may be manifested through aspects such as: attendance; punctuality; social concerns; medical concerns; speech and language; learning; behaviour; and safeguarding concerns. Behaviours may also be affected by mental health difficulties linked to bereavement or circumstances outside of school. Where a child routinely demonstrates challenging behaviour, the possibility that poor conduct is being driven by an underlying unmet special educational need must be fully explored.

Assessments of pupils which are **regular and purposeful** seek to identify those who are making less than expected progress given their age and individual circumstances. When identifying SEND, the school is mindful of the following:

- slow progress and low attainment do not necessarily mean that the child has SEND
- attainment in line with chronological age does not mean there is no learning difficulty or disability
- pupils with English as an additional language who require support should not be regarded as having SEND unless assessment shows that they have learning difficulties in addition to second language support
- persistent disruptive or withdrawn behaviours do not mean that a pupil has SEND

The Code of Practice 6.38 reads:

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Where it is decided that a pupil does have SEND, the pupil is added to the SEND Register and parents/carers are advised that the school has decided to provide SEND support (Code of Practice 6.48) and the school will arrange to write a Pupil Passport to support the child.

The Pupil Passport provides the following information:

- Pupil needs/presentation of need
- Standardised scores /screening scores
- Adaptive strategies/reasonable adjustments
- Pupil views and aspirations
- Parent/carers' views
- Current provision
- Subject specific adaptive strategies where appropriate
- National group reading test strategy (secondary)
- Review section

In line with the Continuum of Provision 'graduated approach', the school uses the Pupil Passport to personalise the approach for support and intervention for those pupils who may not achieve expected progress. If pupils do not make adequate progress despite quality-first teaching, then pupils may be

further assessed to identify their individual needs as the first stage in the 'assess-plan-do-review' cycle.

What is the graduated approach? How we assess and review progress

To ensure **early identification of need and to support pupils with identified SEND**, the school follows a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated approach'. The examples below are designed to illuminate the process but are not exhaustive in how the graduated approach may be used.

Assess

The teacher may notice that a pupil is not accessing the lesson or making progress as they might expect.

The teacher should observe and assess the pupil and should document their observation of distinct behaviour or responses to tasks or activities in the classroom. If the pupil has a Pupil Passport, the teacher should assess whether the adaptive strategies are supporting desired outcomes.

If the pupil has already been identified in a previous cycle of the graduated approach, the SENDCo, or other external professional, may assess a specific aspect of progress by observing or assessing the pupil.

Plan

If the pupil is not already on the SEND Register the teacher should consider the pupil's presentation of need and consider which adaptive strategies would be most effective in supporting the pupil.

If the pupil does have a Pupil Passport and is not making progress despite selected adaptive strategies, the teacher should consider the presentation of need and consider which adaptive strategies might be more appropriate, particularly in specific subject disciplines.

The teacher should be supported by the phase/subject leader and the SENDCo to support this process.

If appropriate, SENDCo may plan for a specific programme of intervention, for example with an external professional or using internal support staff.

Do

The teacher should trial the selected adaptive teaching strategies during a lesson or series of lessons and observe the outcome.

If the pupil has already been identified as having SEND, they may require a specific programme of intervention which will be carefully monitored for impact.

Review

The teacher should discuss the outcome of adaptive teaching strategies with the phase or subject leader. The teacher and leader should decide together whether the pupil may require further testing or investigation of their needs and, if so, refer to the SENDCo.

For pupils on the SEND Register, the teacher views and observations will feed into the Pupil Passport review process. Intervention or programme outcomes will also be taken into consideration as the Pupil Passport is reviewed and updated.

The SENDCo will review progress of any specific intervention programmes and feed the outcomes into the next graduated approach cycle.

Involving parents and carers in their child's education

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. The school demonstrates this by:

- always discussing any concerns, we have with the pupil's parents/carers at the earliest point
- listening, and hearing, what parents/carers say
- identifying any outcomes to be achieved with parents/carers

- planning any interventions with parents/carers
- meeting with parents/carers to review their child's interventions and progress
- being honest, open, and transparent about what we can deliver
- making sure parents/carers know who to contact if they have any concerns
- Where children and young people are 'looked after' we:
 - do not make assumptions based on a pupil's care status
 - monitor the progress of all our children who are looked after termly
 - have an up-to-date personal support plan which is easily understood by everyone involved
- ensure close working with the specialist services who support children who are looked after including the LAC nurse, social worker and virtual headteacher
- normalise life experience wherever possible
- ensure our children who are looked after, especially those with SEND, are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

Consulting pupils with SEND and involving them in their education

The Children and Families Act is clear that:

- all children and young people need to be supported to develop aspirations for their future lives as active members of their community
- all children and young people have the right to have their voice heard
- all children and young people should be involved in discussions about their learning, progress and how provision is made

Fisher More RC High School ensures all pupils are encouraged and supported to make their views known with their views valued and welcomed. Strategies we may use to support pupils to contribute their views include written comments, talking to a preferred adult, or mentor, drawing etc.

All pupils are also encouraged to monitor and assess their own progress in a positive and supportive environment. Any interventions or strategies are fully explained and discussed with pupils.

All pupils on the SEND Register, including those with EHCPs are supported by a Pupil Passport. This is a pupil support plan which identifies the areas of need and the provision, including adaptive teaching strategies that have been identified to support the pupil.

When writing a Pupil Passport, we discuss the contents of the plan with pupils and their parents and identify their achievements and areas for development from the work they have done in class or otherwise.

The Pupil Passport is reviewed termly with outcomes from the graduated approach feeding into the plan. The SENDCo will coordinate the review and quality assurance process with the support of the Headteacher. Reviews will be distributed across the school between teachers, the Learning Support Team and leaders to ensure high quality discussion and outcomes.

Parents/carers will be invited to participate in a minimum of two Pupil Passport reviews per academic year. We very much value parent/carer views and it is important that all parties work together to support the child to succeed.

Pupils who have education health and care plans will have two Pupil Passport reviews in addition to their statutory EHCP review which parents will also be invited to. Pupils are consulted through the statutory pupil advice paperwork in preparation for their EHCP annual reviews and are also present at the meetings (as appropriate, and in accordance with their wishes).

Preparing for transition

Robust transition systems are important for pupils with SEND to ensure that appropriate provision and support is in place when pupils move between different phases of education.

We request specific information from the previous setting and all documentation about special educational needs included in a pupil's record is transferred between schools when a pupil moves setting.

In order to ensure a smooth transition to and from our school we have the following in place:

Transition Process and Support
The pastoral and inclusion team works closely with the Year 7 Leader to ensure that pupil information is disseminated appropriately across the school
The SENDCo attends review meetings at the previous school for the new intake of pupils who have an education, health and care plan
There is close liaison with the SENDCo and the child's previous school to ensure that the individual pupil's needs are fully understood prior to them arriving in school
Meetings are held and a transition visit is booked with parents/carers and the pupil: a tour is given with any concerns/queries addressed
Further transition meetings can take place with the primary school's learning support assistant bringing the pupil to Fisher More to meet with the learning support team
Bespoke transition planning is in place where a child's needs are particularly complex

The intention is that new pupils attend their first day of school with confidence, knowledge of the school site and awareness of the school day whilst recognising some of the teaching staff and learning support team.

All key stakeholders work together to support transition throughout the key stages. There is a strong relationship between the pastoral and inclusion processes to secure a comprehensive and holistic approach to support. There are six Heads of Year (shared responsibility for Year 8 and a Senior Associate Leader for Pastoral who, alongside a Pastoral Support Worker and a Pastoral Support Manager, make up the pastoral team. The Year 7 Leader coordinates transition for Year 5 and 6 prospective pupils and the School Open Evenings. Year 8 & 9 Leaders remain with their year group to ensure consistency and transition through to Key Stage 4, nurturing strong relationships with pupils and their families. Where possible, teaching assistants also continue their support for individual pupils throughout their life at the school.

The school has high aspirations for all pupils with SEND, and supports them in preparing for the next phase of education or training and beyond into adult life. We provide opportunities for all pupils to practice developmental and transferable skills which will prepare them for adulthood and a productive life as members of their community.

Pupils with SEND also receive independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances. They are also given information on the full range of specialist provision that is available and the support available to help them access the provision. Where a pupil has an education, health and care plan, all reviews of that plan from Year 9 at the latest, and onwards, include a focus on preparing for adulthood, including employment, independent living and participation in society.

Where a pupil with SEND progresses to further education, the SENDCo liaises with the link tutor at local colleges to ensure a smooth transition.

Social and academic inclusion

Every attempt is made to ensure that the quality of teaching within the classroom is of the highest quality and that every pupil accesses this. We will support all pupils to take part in all aspects of school life.

We ensure that all our pupils, but particularly those with SEND, are fully included in enrichment activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

The school offers a range of activities that encourage and enable collaboration across the school.

Where we have leadership responsibility, we are careful these are not the opportunity for the few, but that all have chance to participate. We encourage and support pupils with SEND to take on whole school responsibilities.

Nomination of pupils with SEND to the school council ensures the council is representative of the population of the school and provides the opportunity for SEND representatives to voice pupil concerns at the whole school level.

The school ethos supports inclusion in all areas of school including educational visits. Staff plan early to overcome any inclusion issues and reasonable adjustments are made to accommodate any young person with disabilities as long as the adjustments do not unduly impinge on the rest of the group. Sometimes additional safety measures for outside visits may need to be made. Arrangements for taking any necessary medication also need to be taken into consideration. Staff supervising excursions are aware of any SEND and medical needs and relevant emergency procedures. Where necessary, an additional supervisor or parent might accompany a particular pupil. Where staff are concerned about whether they can provide for a pupil's safety, or the safety of others on a trip, they seek further advice from the educational visits co-ordinator who liaises with parents, the school nurse or pupil's GP.

Curriculum

All children and young people with SEND are entitled to a broad and balanced curriculum with all members of staff having a responsibility in ensuring that every pupil has an equal opportunity to attain their maximum potential in all aspects of the curriculum.

The school believes that every pupil can benefit from an ambitious, rich and deep, academic curriculum that is supplemented by vocational courses to provide a breadth of experience. Therefore, Level 2 qualifications (GCSEs) will be appropriate for all bar a very small number.

For these small number of pupils with special educational needs, in conjunction with Local Authority, external professional recommendations and a person-centred process, the school will design a bespoke route which will be tailored to the specific needs and interests of the pupils concerned in any specific cohort.

A personalised pathway for these pupils would be likely to include entry level and pre-GCSE courses. The school will, nevertheless, expect these pupils to participate in mainstream lessons.

Teaching

Most pupils' learning needs are met through quality-first teaching where class teachers use a range of evidence-informed adaptive teaching strategies. The table below demonstrates the overarching strategies that teachers at our school apply flexibly depending on a pupil's need:

1. Know the child	<ul style="list-style-type: none"> • Use the Pupil Passport • Unconditional positive regard: a positive and supportive environment for all • Deliberate 'botheredness' • Pupils are listened to, heard, and understood
2. Plan creatively	<ul style="list-style-type: none"> • Group pupils flexibly to each for specific needs and knowledge gaps • Use support staff wisely and effectively • Ensure access to the teacher
3. Clear and consistent language	<ul style="list-style-type: none"> • Give 'what to do' instructions and explanations • Allow processing time • Use, reuse and rehearse subject specific language • Use 'I do, we do, you do'

	<ul style="list-style-type: none"> • Check that pupils understand then reinforce their key learning points
4. Scaffold	<ul style="list-style-type: none"> • Pre-teach and overlearn knowledge and vocabulary • Chunk knowledge • Repeat visuals to support remembering • Use WAGOLLS (what a good one looks like), word banks and writing frames • Model the thinking
5. Know more, remember more	<ul style="list-style-type: none"> • Increase checks on knowledge • Use Starter Activity to retrieve prior learning • Use Exit Tickets (activity to consolidate key learning) • Use formative assessment to identify and address gaps in knowledge • Use summative assessments to check knowledge over time

The above information draws on best practice guidance from the Education Endowment Fund (EEF) report on Special Educational Needs in Mainstream Schools.

Teachers personalise their teaching for pupils with SEND by using the Pupil Passport to inform their planning and delivery for individual pupils.

Teachers provide opportunities for pupils with SEND to experience success by:

- ensuring that support from teaching assistants and other professionals is planned and targeted and never used as a replacement for high-quality teaching
- adapting lessons while maintaining high expectations for all, so that all pupils have the opportunity to experience success
- making reasonable adjustments, and implementing structured academic or behavioural interventions that are well-matched to pupils' needs before seeking a diagnosis or specialist support

Teachers adapt their teaching to different pupil needs by:

- sharing effective approaches for scaffolding new content and removing scaffolds over time
- using different forms of assessment
- seeking advice when teaching children with special educational needs and disabilities, particularly the SENDCo

Where additional support is provided in class, it is deployed thoughtfully and sensitively to promote pupils' independence and to avoid them becoming dependent and passive as learners. Support is used to assist the pupil in achieving the best they can do and to provide opportunities for overlearning to promote confidence and raise self-esteem.

Additional adults work with children within the classroom as directed by the teacher. Withdrawal is rare and only agreed in exceptional circumstances, for example, where the requirement is well evidenced through Section F in an EHCP. Any arrangements for withdrawal must be supported with appropriate documentation e.g., EHCP, EP assessment report and agreed by the SENDCo and Senior Leader responsible for the curriculum.

Training for teachers

Teachers receive training via whole school training, coaching, briefings and CPD from the SENDCo and external professionals.

Teachers are not expected to be experts in every area of SEND but where there is a prevalence of need on the school SEND register, we will provide targeted training in specific SEND needs and the strategies that support progress. We may also provide specific training for groups of teachers on one pupil's individual needs if their needs require it. Training may be delivered by appropriate providers including:

- the school SENDCo (Assistant Head) or other members of the Senior Leadership Team
- professionals such as Speech and Language Therapists, Occupational Therapists, Educational Psychologist or private training providers
- SEND briefings are delivered on a regular basis to meet needs identified by staff with tailored induction for new colleagues and ECTs.
- High-quality SEND CPD is provided to the Learning Support Team on a weekly basis

A SEND Register and provision map is stored centrally as well as the students' Pupil Passports which contain all the relevant information to enable all teachers and support staff to provide appropriate support.

Interventions

Specific interventions to support specific barriers to learning may be scheduled within the school day avoiding withdrawal from mainstream lessons, wherever possible, in line with Fisher More's inclusive ethos. Interventions will be evidence-informed and planned according to pupil needs. They will always be baselined and tracked. Broadly, intervention sessions aim to:

- emphasise key concepts and skills to support attainment across the curriculum
- clarify difficult concepts and misconceptions covered recently in specific subject areas
- pre-teach difficult concepts ahead of quality first provision
- instil self-confidence of learners and equip them with the skills to make progress in specific areas of need

Focused, robust, and timely intervention in English and mathematics for pupils with SEND, aim to enhance literacy and numeracy levels so that pupils can access all aspects of the curriculum as soon as possible.

Intervention programmes are not a static programme but respond to the needs of pupils in the school.

Current intervention programmes at our school include:

Intervention/Programme Focus	Programme
Reading, comprehension, spelling, phonics, sentence structure, speaking and listening alongside keyboard skills	Independent Dyslexia Learning
Bedrock Learning	Personalised and adaptive approach to literacy
Handwriting Club	Small group intervention to develop fine motor skills and improve quality of handwriting
Speech & Language Therapy – to support pupils with NHS Speech Therapy plans	1:1 personalised programme

Adaptations to the Environment

For those students with physical disabilities necessary adaptations are made to enable full access to the curriculum and learning environment. These may include:

- Use of lifts and ramp where required
- Changes to classroom layout and seating plans
- Hearing aid loop system
- Use of IT to support speaking and listening such as recordable devices and iPads
- Specialist physio equipment
- Use of ancillary aids and assistive technology

Social and Emotional Development

The social and emotional well-being of our pupils is paramount. Though we treat all our pupils as individuals who at various times will have additional support needs, we recognise that those pupils who have SEND are more vulnerable.

Some pupils may require regular intervention or support that enables them to feel safe or to self-regulate. For example, this might involve a daily check-in with a key adult or a safe place.

Behaviour management

The school's Behaviour Policy make clear our expectations for pupils and the ways in which we promote outstanding behaviour and marginalise poor behaviour. The school sets high expectations for behaviour. It encourages pupils to behave well through rewarding positive behaviour and deals effectively with unsatisfactory behaviour.

For pupils with SEND there will be a personalised approach to behaviour management which makes reasonable adjustments to the general guidance set out above. Teachers and senior leaders within the school must be aware of the content of the Pupil Passport for pupils whose special educational needs might be manifested in challenging behaviour.

The school will always consider whether they have made the required reasonable adjustments prior to a behaviour incident under the Disability Discrimination Act 1995 and the Equality Act 2010 when considering the use of sanctions. The type and severity of any sanctions should be clearly justifiable in the context of the pupil's individual circumstances. Following a behavioural incident, the content of the Pupil Passport should be reviewed to establish whether lessons can be learned which would prevent a similar occurrence in the future.

The curriculum

Our curriculum is designed to foster thought, curiosity, and a desire for learning in all pupils, regardless of their backgrounds, strengths and needs. It is a gateway to opportunity and to a fulfilling and prosperous life in modern Britain and beyond.

The curriculum aims to:

- mould pupils into good citizens, with a sense of responsibility for their actions
- encourage civic and social participation within their community
- promote the development of young leaders
- give pupils a practical, successful understanding of their rights and responsibilities in society
- allow pupils to develop their individuality
- empower pupils with the necessary skills and abilities to play a full and inclusive role within society, consistent and comfortable with their beliefs and principles

Safeguarding

The school has clear policies and procedures to safeguard and promote the welfare of young people at the school.

All staff, governors and volunteers are checked by a government agency (Disclosure and Barring Service) before they can work at the school.

We ensure staff have the skills, knowledge and understanding necessary to keep children safe through provision of regular training on child protection issues. A qualified designated senior person (designated safeguarding lead) within the school provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care.

As part of the school's safeguarding measures, we also ensure our pupils are not exposed to inappropriate political or controversial messages and promote fundamental British Values, challenging any expressed views or actions contrary to their values.

We recognise that children with additional needs (including SEND) are at an increased risk of abuse and neglect (both online and offline) and the barriers to identifying and intervening can also be higher. We

maintain an open mind and professional curiosity ensuring that there are clear lines of communication between all involved in the child's care to raise concerns and refer as necessary.

The school ensures a focus on the child's emotional needs, experiences, wishes and feelings and works to create a safe environment for learning with trusted adults they can turn to for help.

Prevention of bullying

We support the victims of bullying, so that they feel confident about reporting their concerns, have the care and guidance to deal with any problems and once again find school a happy and peaceful place in which to learn.

We deal with pupils who exhibit bullying behaviour positively to demonstrate to them the harmful effects of their actions and how these go against the ethos and values of good human beings as well as against the school's values and ethos. We use strategies to hold the perpetrator to account for their actions but also allow opportunities to put right their behaviour.

Parents support us in these important areas by being positive role models, and by challenging any stereotyping or abusive messaging at home.

More details can be found in the anti-bullying policy on the school website.

Early Help Team

The school's Early Help Team (EHT) group responds to increasing need for pastoral care and emotional support for learners. The EHT group holds a risk register of the most vulnerable pupils who require sustained pastoral support and provides a comprehensive support package to meet these needs, drawing on external provision where required. To ensure the needs of pupils with SEND are fully understood, the school's Assistant Head (SENDCo) alongside the Director of Pastoral leads this EHT group.

Learning Support Team

Staff within the learning support and inclusion team develop strong relationships with their pupils fostering a climate of openness, trust and support. There is a Learning Support Centre (LSC) which provides pupils with SEND with a safe space, where pupils can request support and spend time sharing their concerns.

Working with other professionals and practitioners

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Code of Practice 6.47

Fisher More RC High School is committed to working with other professionals and practitioners to maximise the learning opportunities and well-being of our pupils. We ensure that we always seek the expert advice of education and health professionals to ensure the maximum impact of our interventions whilst minimising duplication and disruption for pupils, families, and practitioners.

To do this, we:

- listen to parents to ensure we know which services they use and are valued by them
- ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews
- use person centred approaches with all our pupils who have SEND to ensure that interventions are coordinated and so add extra value
- value the contribution of all
- engage with local authority services in a timely and professional way

The SENDCo and relevant staff meet regularly with external stakeholders and agencies to ensure an integrated approach to support. External engagement includes:

External Professional	Role/Actions
Local Authority SEND Officer	To support with annual reviews
Hearing Impairment Advisory Teacher	<p>Service Level Agreements: conduct checks on equipment and training support staff to check equipment is working.</p> <p>Deliver training to teachers and support staff.</p> <p>Provide regular advice to school.</p>
Visual Impairment Advisory Teacher	<p>Supporting pupils in class: Service Level Agreements</p> <p>Braille teachers</p> <p>Training for teachers</p> <p>Habilitation training for pupils</p> <p>Carry out annual visual audits (environmental audit) to ensure accessibility and support for VI students</p>
Local Authority Educational Psychologist	Specialist Assessment of pupil and advising the SENDCo
Children's Social Care Team including Child and Family Wellbeing Service	Attending meetings and ensuring appropriate provision for Looked After Children
Physical disability team	Carrying out audit of the school estate to advise on accessibility for individual pupils
Speech and Language therapist	<p>Assessing pupils, advising on programmes of intervention</p> <p>Training for teachers</p>
School nursing service	<p>Supporting the school health services programme</p> <p>Advising on medical plans for individual pupils</p>
Child and Mental Health Services (East Lancashire Child and Adolescent Service - ELCAS)	NHS support on mental health and specific additional needs such as ADHD
Community and Neuro-Developmental Paediatrics	NHS support on a range of needs including ASD
Careers Officer	Claire Baker (SLT Careers Leader is Simon Atkin). Supports and advises regarding post-16 opportunities and pathways
Other professional services commissioned by the school to meet pupil need	Educational Psychology Services; Autism Specialist teacher; Behaviour Specialist teacher; Dyslexia Specialist teacher

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Examination access arrangements

To ensure equality of access for examinations, the SENDCo oversees the process for access arrangements for examination in line with the statutory guidance issued annually by the [Joint Council for Qualifications](#). (JCQ Access Arrangements and Reasonable Adjustments 2023-2024).

This can include a range of arrangements including, for example, rest breaks, extra time, a reader, a scribe, modified papers etc. Access arrangements cannot be granted without adherence to an evidence-based approach of need when assessing whether a pupil meets the statutory guidance. Key guidance is that pupils' arrangements should be their 'normal way of working'.

Funding

Funding to support the majority of SEND pupils is delegated to the school's budget. It is the expectation that mainstream schools provide support to their pupils with SEND from their notional SEND budget. Where the school is not able to meet the needs of a pupil from its budget, we will seek top-up funding from the local authority via an application for an EHCP.

Where a pupil is in receipt of additional funding allocated via an EHCP the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHCP. If the funding attached to the EHCP is not adequate to meet needs, we would request that the Local Authority review and increase the funding.

Code of Practice guidance states that: EHCPs are required by those pupils:

- where the resources required to meet their special educational needs, cannot reasonably be provided from the resources normally available to mainstream providers; and
- who have a significantly greater difficulty in learning than the majority of others of the same age

Low attainment does not automatically indicate a need for an education, health and care plan needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

Parents and the pupil will always be consulted prior to any application for an education, health and care plan assessment of needs.

Accountability

There is a chain of accountability by which the progress of pupils from all groups vulnerable to underachievement, including those with SEND, and all individual pupils whose progress is below expected levels, is maximised.

A link governor, Mrs Judith Stansfield, takes responsibility for reporting to the Governing Body on pupil progress with a specific focus on vulnerable groups, including those with SEND.

This link governor ensures:

- the record of pupils with SEND, (SEND Register), is updated regularly and communicated appropriately to all staff. This incorporates best practice relating to the use of provision management and a graduated response
- teachers are provided with appropriate guidance, support, and training in effective practices for teaching pupils with SEND, for putting in place interventions, for identifying learning needs and for assessing and tracking progress
- the appropriateness and quality of SEND provision is regularly reviewed as part of the school's self-evaluation system
- funding allocated to the school for the purposes of supporting pupils with SEND is used appropriately, efficiently and its impact will be judged according to pupil outcomes

- there is regular and effective consultation with the local authority and other schools about effectiveness of SEND provision
- the school abides by the 'fair access protocol' with regard to admissions
- this SEND Information Report Policy and Guidance document is clearly available on the school website

All members of the senior and middle leadership teams are accountable for the progress of vulnerable groups of pupils in the school.

Storing and Managing Information

Student information is stored within SIMS, the school's information management system, Synergy, CPOMS and school systems. Documents are retained according to the guidelines relating to the Data Protection Act and the Information Commissioner's office. All staff at school are aware of the need for confidentiality when considering SEND information about students.

Questions and complaints about SEND provision

We encourage parents or prospective parents with specific questions to get in touch with our school and we will endeavour to answer these.

We know that all parents want the best for their child, and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made, they should initially contact their child's Year Leader who will try to resolve the issue.

Any individuals wishing to raise a formal complaint relating to the support provided for pupils with special educational needs should follow the school's Complaints Policy.