SEND information Report 2026

Dear parents and carers,

The aim of this SEND Information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

You can find more information about our approach to SEND on our website.

You can also ask a member of staff to send you a copy of the school policy.

***Note:** If there are any terms we've used in this SEND Information report that you're unsure of, you can look them up in the Glossary at the end of the report.*

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1. What types of SEND does St John Fisher Catholic College provide for?

Our school currently provides additional and/or different provision for a range of needs including those listed in the table

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including: dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

More detailed information can be found in the relevant School SEND Information Report.

2.1 Our special educational needs co-ordinators, or SENCOs

The SENCo at St John Fisher Catholic College is Mrs E Lewis, 01782307551, office-sjfcc@ctkcc.co.uk

Our SENCO has completed the National Professional Qualification in Special Educational Need Co-ordination. Our SENCO is a qualified teacher. They have developed further understanding through a range of external agencies including: NPQLBC, and the National College.

Our SENCO is allocated the equivalent of 2.5 days a week to manage SEN provision.

2.2 Class/subject teachers

All of our teachers receive in-house SEND training, including a weekly SEND Lite-Bite and are supported by the SENCO to meet the needs of vulnerable learners, including those who have SEND.

They receive specific training on a range of needs, including visual impairments and autism. Regular updates on both individual learners and needs are given throughout the year, with a weekly SEND Lite Bite reflecting emerging needs locally and nationally.

The school supports all teachers in the development of quality first teaching, supporting not only learners with SEND, but all learners.

2.3 Learning Support Assistants (LSAs)

Our school has a team of 14 LSAs including 2 Higher Level LSAs (HLSAs), who are trained to deliver SEND provision.

Our school also has designated LSAs who are trained to deliver interventions such as: ELSA; Switch-On; Fresh Start Phonics (Ruth Miskin); Lexonik.

LSAs have been trained in a range of reading interventions, colour semantics, sign language and metacognition and precision teaching.

2.4 External Agencies and experts

Sometimes we need extra help to offer our learners the support that they need. Whenever necessary we will work with external support services to meet the needs of our learners with SEND and to support their families. These include:

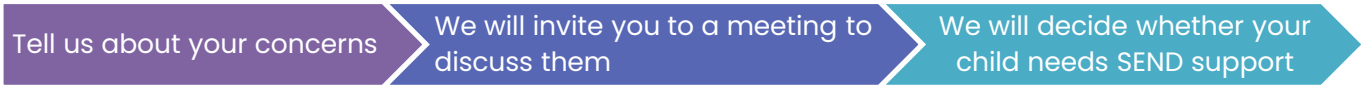
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Parkes Education
- VIP
- MIND
- Father Hudson's
- Action for Children

3. What should I do if I think my child has SEND?

Any concerns that you have regarding your child should initially be referred to the form tutor, or class teacher. They will be able to discuss current progress. You do not need to wait until a formal parents' evening.

Concerns can then be escalated to the Pastoral Leader or Head of Year, who monitor learners across the school.

Finally, contact the SENCO directly, or via Learning Express, who will be happy to meet to discuss needs.



If you think your child might have SEN, the first person you should tell is your child's teacher.

Contact teachers directly via email, or through the main office.

If they are unable to support accordingly, they will pass the message on to our SENCO, Mrs Lewis, who will be in touch to discuss your concerns.

You can also contact the SENCO directly. Elewis@ctkcc.co.uk 01782-307551.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

All our teachers are aware of SEND and vigilant for any learners who aren't making the expected level of progress in their schoolwork or socially. This might include in reading, writing or number work.

We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all learners 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 academic attainment, for example, social needs or physical development.

If the teacher notices that a learner is falling behind, they try to find out if the learner has any gaps in their learning. If they can find a gap, they will give the learner extra support to try to fill it. Learners who don't have SEND usually make progress quickly once the gap in their learning has been filled.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEND and listed on the school's SEND register.

If the learner is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the learner in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you and your child to create a SEND support plan for them. All learners on the SEND register are allocated a SEND mentor, who meets with the child throughout the year and monitors their progress and attendance. Throughout, the child's voice is heard and they are actively involved in their education.

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 learner 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.

5. How will the school measure my child's progress?

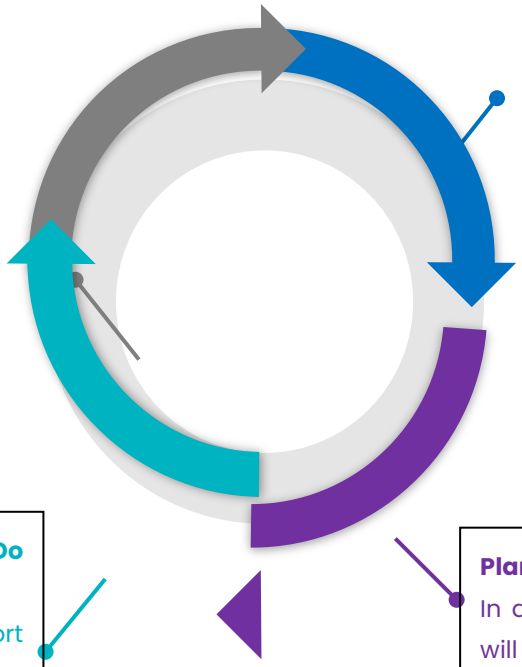
We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:

- The teacher's assessment and experience of the learner
- 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/carers
- The learner's own views
- Advice from external support services, if relevant.

Review

We will assess how well the support we put in place helped the learner to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a learner has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

All teachers and support staff who work with the learner 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 learner's progress.

6. How will I be involved in decisions made about my child's education?

If your child is on the SEND register, we will provide termly updates on your child's progress.

Your child's SEND mentor will meet you at least once a term to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCo may also attend these meetings to provide additional extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher, form teacher, head of year, LSA, or Pastoral Leader via email or the main office phone system.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a learner centred approach, with support from you.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes with their SEND mentor
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Class teachers are responsible and accountable for the progress and development of all the learners in their class. Inclusion is central to the school's approach to teaching and learning. Children learn best with inclusive approaches in the classroom.

High quality teaching is our first step in responding to learners who have SEN. This will be differentiated for individual learners. All lessons follow a four-part lesson structure, building consistency of approach that is suited to SEND needs. This aligns with our three pillars of teaching and learning. (Participation, Disciplinary thinking and Vocabulary). This includes: recapping previous learning, and supporting misconceptions; pre-teaching the vocabulary required to access the lesson; scaffolding and supporting learners, before allowing them to apply their knowledge independently.

We will differentiate (or adapt) how we teach to suit the way the learner works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

We will also provide a range of interventions appropriate to the type and level of need following diagnostic testing and recommendations from professionals including external agencies.

We make the following adaptations to ensure all learners' needs are met:

- Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, by type of support required etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, concentration and processing resources.
- Differentiating our teaching, for example, giving longer processing times, pre- teaching of key vocabulary, reading instructions aloud, etc.
- LSAs will support learners when such support is required. This may be in class or via targeted interventions.
- LSAs will support learners in small groups when such support is required for social, emotional and mental health needs, learning or

communication.

We may also provide the following support:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE LEARNERS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories ELSA Pre-empting and preparing for change Visual timetable Safe space
	Speech and language difficulties	Speech and language therapy Pre teaching vocabulary Explaining new words in child-friendly words Keyword sheets
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Overlays IT equipment- reading pens, laptop Visual recording of information
	Moderate learning difficulties	Pre teaching vocabulary Visual aids Scaffolding Short, simple instructions Key word lists Prompt sheets

	Severe learning difficulties	Pre teaching vocabulary Visual aids Scaffolding Short, simple instructions Key word lists Prompt sheets Voice recording software Laptop
Social, emotional and mental health	ADHD, ADD	Quiet space- Discovery Room Autism Inclusion Team Sensory breaks Positive reinforcement Visual prompts Writing frames Word mats.
	Adverse childhood experiences and/or mental health issues	Nurture groups Family Support Worker Parkes Education VIP Emotion Coach ELSA
Sensory and/or physical	Hearing impairment	Support from the Teacher of the Deaf. Communication Support Workers Sign language training Language support Speech and Language provision Radio Aids

	Visual impairment	Online library for enlargement Resources enlarged Access to power points Electronic resources Support from VI Team
	Multi-sensory impairment	See VI, HI and PD.
	Physical impairment	Adapted curriculum for PE Range of equipment- eg. Food technology height adjustable workstation, easy touch cooker, specific utensils. Accessibility around school.

These interventions are part of our contribution to Staffordshire and Stoke's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks (or as appropriate)
- Using learner voice in mentor meetings
- Monitoring by the SENCo
- Using provision maps to measure progress
- Using EduKey
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. Where it is reasonable to do so any equipment necessary for the children to engage fully with the curriculum is obtained from recommended sources.

11. How will the school make sure my child is included in activities alongside learners who don't have SEND?

All of our extra-curricular activities and school visits are available to all our learners, including our before and after-school clubs.

All learners are encouraged to go on our school trips. All learners are encouraged to take part in sports days.

No learner is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for learners with SEN or a disability?

Detailed admissions information can be found on the school website.

Admission for the normal age of entry: children with an Education, Health and Care Plan (EHCP) that names the school, WILL be admitted first.

In the case of in year admissions: children with an EHCP which names the school will be admitted in line with the school admissions policy.

13. How does the school support learners with disabilities?

The school has an accessibility plan which can be found on the school website which details:

- The steps taken to prevent disabled learners from being treated less favourably than other learners
- The facilities provided to help disabled learners access your school, including the provision of auxiliary aids and services

The accessibility plan covers how the school will:

- Increase the extent to which disabled learners can participate in the curriculum;

- Improve the physical environment to enable disabled learners to take better advantage of the education, benefits, facilities and services you provide;
- Improve the availability of accessible information to disabled learners.

14. How will the school support my child's mental health and emotional and social development?

The school's Senior Mental Health Lead co-ordinates support for learners with SEMH needs, alongside the SENCo. Further information can be found on the school website: https://www.saintjohnfishercc.co.uk/parents-carers/wellbeing/

We provide support for learners to progress in their emotional and social development in the following ways:

- Shared safeguarding messages through formation sessions, including signposting to services such as Papyrus Hopeline.
- Learners with SEND are encouraged to be part of the school council
- Learners with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of learners with SEND by employing Pastoral Leaders per year group, targeted support and reviewing trends in data and engagement.
- We run a nurture club for learners who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying, including a 'no bystanders' approach.
- Training staff and learners in mental health and well-being support. We have a Senior Mental Health Lead.
- Engaging with the Mental Health nurse and further agencies to meet needs.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help learners with SEND be prepared for a new school year we:

- Update learner passports and share specific information via teacher INSET

- Set clear targets and support for the coming year.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We will pass on all the information to the new school that will help support the transition. The school also supports learners visiting local colleges, through enhanced transition. Access Arrangements granted at St. John Fisher Catholic College are also shared with colleges in line with JCQ requirements.

Between phases

We have a team who lead transition with all of our feeder primary schools. This includes: Pastoral Leader, Head of Year and LSA. They visit the primary setting and meet with staff to discuss the needs of the incoming learners near the end of the summer term.

We arrange meetings, including coffee mornings, with the parents/carers of incoming learners to discuss how we can best welcome their child into our community.

Onto adulthood

We will share information with the school, college, or other setting the learner is moving to. We will agree with parents and learners which information will be shared as part of this.

We provide all our learners with appropriate advice on paths into work or further education.

We work with the learner to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for children in care (CIC) and previously looked-after (PLAC) children with SEND?

Mrs Stanley (estanley@ctkcc.co.uk) will work with Mrs Lewis, our SENCO, to make sure that all teachers understand how a Child in care or previously looked-after learner's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in the same way as any other child who has SEND. However, looked-after learners will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN support should be made by following the Complaints policy on the school website.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the learner themselves. The complaints policy and processes can be found on the school website: https://www.saintjohnfishercc.co.uk/governance/policies/

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Contact details of support services for parents/carers of learners with SEND

School	Agency	Contact details
St John Fisher Catholic College	**SEND Information and Support Services** *(SENDIASS)* SENDIASS Staffordshire	Staffordshire Family Partnership Staffordshire Place 2, Stafford ST16 2DH 01785356921 E-mail: sfps@staffordshire.gov.uk https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM&localofferchannel=9-5
	SENDIASS Stoke	The Crescent Children's Centre, Pinewood

School	Agency	Contact details
		Crescent, Meir, Stoke-on-Trent ST3 6HZ 01782 234701 E-mail: iass@stoke.gov.uk https://sendiass-stoke.co.uk/
	Advice and monitoring of Safeguarding Concerns Staffordshire Children's Advice and Support Service Stoke-on-Trent Safeguarding Children's Partnership Children's advice and Duty Team(CHAD)	0300 111 8007 0345 604 2886.(Out of hours) Staffordshire Safeguarding Children Board (staffsscb.org.uk) Email:sscb.admin@staffordshire.gov.uk 01782 235100 01782 234234.(Out of hours) https://safeguardingchildren.stoke.gov.uk/

Local charities that offer information and support to families of children with SEND can be found through the Local Authority:

https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

The local authority local offer

Learners accessing St. John Fisher Catholic College are predominantly from two local authorities, Stoke-on-Trent and Staffordshire.

The local offer for the Local Authority associated with each school can be found by clicking on the relevant links that follow.

SEND Local Offer Staffordshire

SEND Local Offer Stoke

19. Glossary

Access arrangements – special arrangements to allow learners with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a learner's EHC plan

Area of need – the 4 areas of need describe different types of needs a learner with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a learner's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs, with the local authority's duty to secure the specified provision.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the learner's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the learner

Intervention – a short-term, targeted approach to teaching a learner with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for learners with SEN in the local area

Outcome – target for improvement for learners with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEND Information report – a report that schools must publish on their website, that explains how the school supports learners with SEN

SEN support – special educational provision which meets the needs of learners with SEN

Transition – when a learner moves between years, phases, schools or institutions or life stages