



SEND PROVISION ST JOHN FISHER (12/03/2025)

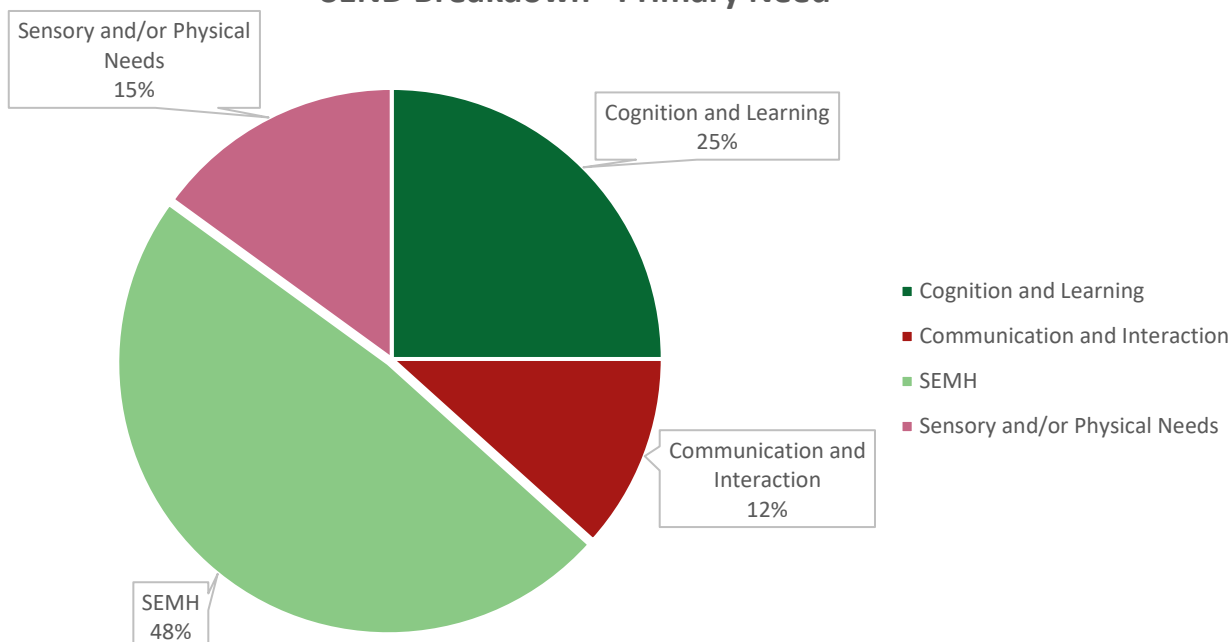


	SEND (EHCP)	NATIONAL		SEND (K)	NATIONAL
2020	1.70%	1.80%		10.30%	11.10%
2021	1.67%	2.00%		12.64%	12.20%
2022	1.93%	4.00%		13.08%	12.60%
2023	1.87%	4.30%		15.15%	13.00%

YEAR	EHCP	SEND SUPPORT (K)	TOTAL NUMBER OF STUDENTS ON THE SEND REGISTER	PUPILS IN YEAR	% OF PUPILS THAT ARE SEND
7	2	16	18	169	10.65%
8	2	21	23	177	12.99%
9	6	19	25	188	13.30%
10	2	22	24	177	13.56%
11	3	22	25	181	13.81%
12 & 13	2	3	5	35	8.57%
TOTAL	17	103	120	927	12.94%

% OF SEND PUPILS WHO ARE PUPIL PREMIUM						
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEARS 12/13	AVERAGE
7	15	15	15	10	0	17.50%
38.89%	65.22%	60.00%	62.50%	45.00%	0%	51.67%

SEND Breakdown - Primary Need



**12.94% OF SCHOOL POPULATION HAS SEND.
THE NATIONAL AVERAGE IS 18.40%**

Interventions

At St John Fisher, we are committed to providing a high level of support for students with special educational needs and disabilities (SEND), and following the guidelines set out in the Code of Practice 2014. Our approach includes three levels of support—often referred to as waves of intervention—ensuring that all students have access to quality teaching and the support they need to succeed.

Wave 1: Quality First Teaching

All teachers are responsible for delivering high-quality, differentiated teaching that meets the diverse needs of students in their classrooms. This foundation of support ensures that the majority of students can access the curriculum effectively.

Wave 2: Targeted Intervention

For students who require additional support to meet age-related expectations, we offer tailored interventions through our Learning Support Unit (LSU). The LSU provides personalised sessions that vary in frequency, depending on individual student needs—some may attend once per week, while others benefit from up to three sessions weekly.

Key interventions offered in the LSU include the Lexia programme, which helps students develop their spelling and phonics skills, alongside a targeted phonics programme, and support for students with English as an Additional Language (EAL). Students' progress is closely monitored, with assessments conducted each term to measure reading ages and track improvements.

For students with dyslexia or dyslexic traits, the Dockside reading scheme and phonics resources are employed. Progress is carefully measured using the Wide Range Achievement Test (WRAT 5), with standard scores tracked to assess growth over time.

Additional interventions take place every morning in the Orchard, led by the Assistant SENDCo and Educational Teaching Assistants (ETAs). The interventions currently offered include:

- Sulp (Social Use of Language Programme) by Dr. Wendy Rinaldi
- Zones of Regulation
- Anxiety support
- Anger management support
- Resilience building
- Gross and fine motor skills enhancement

Students with a diagnosis of Autism Spectrum Condition (ASC) also receive tailored support through the Complex Communication and Interaction team, and they engage with work from the ASD workbook. These sessions take place in the LSU and The Orchard, ensuring that all students on the SEND register have access to appropriate interventions based on their individual needs throughout the academic year.

Wave 3: Personalised Intervention

Students identified with more significant learning needs receive highly personalised interventions through our SEND intervention programme in The Orchard. These sessions, led by the SENDCo, utilise resources recommended by external professionals, such as Speech and Language Therapists (SALT), to address specific needs.

Staff Training

We prioritise ongoing professional development to ensure our staff are equipped to support students effectively. Recent training for our ETAs includes:

- Access Arrangements (Section 4: Scribe Training and Certification)
- Safeguarding
- Accelerated Reader training

- First Aid in school
- Defibrillator training

In addition, some ETAs have received specialised training in areas such as physiotherapy and feeding support to meet the specific needs of individual students.

Whole staff training has been delivered on Quality First Teaching and adapting tasks to support students with a range of learning needs. Every student on the SEND register has a one-page Pupil Profile, outlining their individual needs and recommended strategies. These profiles are regularly updated and are accessible to all staff through Class Charts, ensuring teachers have the necessary information to provide targeted support. Recent training has also been provided on the effective use of Pupil Profiles and ETA support in the classroom.