

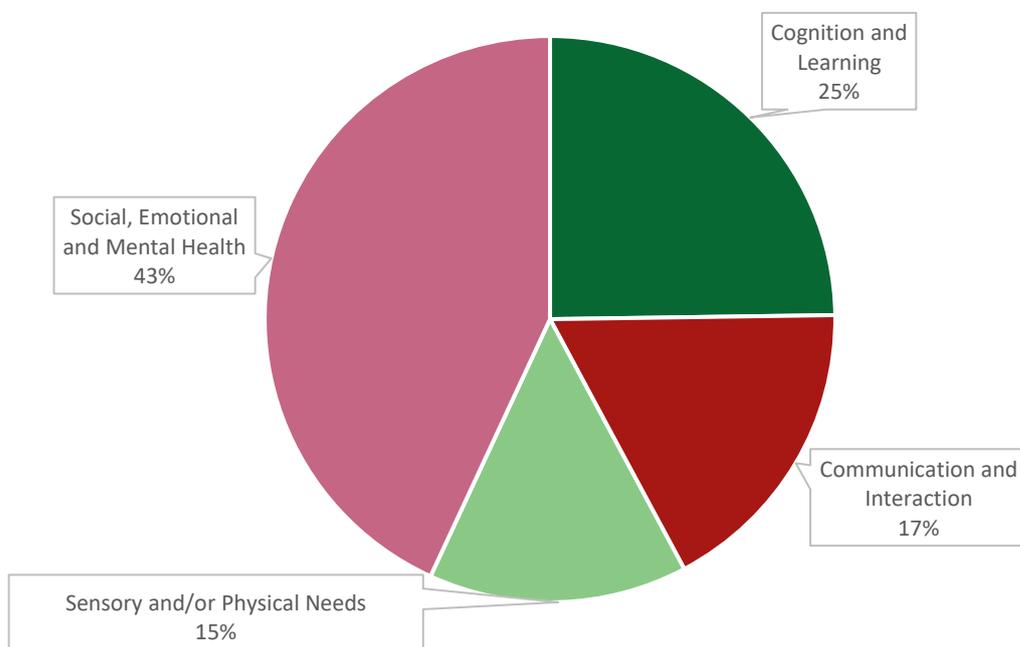
SEND Provision at St John Fisher Catholic Voluntary Academy (16 March 2026)

	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%
2024	2.1%	5.30%		8.00%	14.2%

YEAR	EHCP	SEND SUPPORT (K)	TOTAL NUMBER OF STUDENTS ON THE SEND REGISTER	PUPILS IN YEAR	% OF PUPILS THAT ARE SEND
7	4	17	21	162	12.96%
8	2	16	18	181	9.94%
9	3	23	26	186	13.98%
10	7	16	23	197	11.68%
11	2	15	17	188	9.04%
12 & 13	2	2	4	86	4.65%
TOTAL	20	89	109	1000	10.9%

% OF SEND PUPILS WHO ARE PUPIL PREMIUM						
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEARS 12/13	TOTAL
9	11	15	11	11	0	57
42.86%	61.11%	57.69%	47.83%	64.71%	0%	52.29%

SEND Breakdown – Primary Need



Implementation of our SEND Policy

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. We are committed to ensuring that pupils with SEND are fully included in all aspects of school life. Adaptations are made so that learners with SEND can access the full curriculum as well as wider enrichment opportunities, including trips, visits and extra-curricular clubs. Staff work proactively with families to remove barriers to participation and to ensure that pupils feel safe, confident and able to take part alongside their peers.

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. All students on the SEND register have a personalised pupil profile to support this.

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 twice a year to measure reading ages and track improvements.

Students with a diagnosis of Autism Spectrum Condition (ASC) also engage with work from an ASC workbook through interventions in the Orchard.

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

- Sulp (Social Use of Language Programme) by Dr. Wendy Rinaldi
- Zones of Regulation
- Anxiety support
- Anger management support
- Resilience building
- Talkabout for social and emotional skills, self-esteem, and friendship skills.

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), Physio and Occupational Therapists, to address specific needs. Some students receive further tailored support through the Kirklees Outreach Teams, who work closely with school to ensure consistent and effective support.

Some students will also receive flexible and adaptive support through interventions including SEND On Call, lesson drop-ins, and elastic in-class support.

Identification of SEND needs

SEND needs are identified through a number of channels. For students joining us in Year 7, information about their SEND needs are collated as part of our transition programme, followed by a review of data and staff observations during the first half term.

As students move through the school any needs that arise are identified via data reviews and/or staff referrals to the SEND department. The SEND department will then complete a review of all available data to determine the best course of action on a case-by-case basis.

Support for students with identified SEND needs

In order to support students with SEND needs, we follow the Assess-Plan-Do-Review (APDR) approach, as recommended in the SEND Code of Practice. Teachers are required to follow this model for all children in the school and, in doing so, they are able to support specific areas of difficulty.

School implement and monitor additional provision as appropriate, e.g. different teaching methods, further differentiated activities, a change in seating arrangements, support as part of a small group or participation in a formal intervention programme - this is known as the 'SEND Support' stage. The impact of these measures is monitored by the SEND Team and adjustments are made according to the child's needs. The school has a legal duty to keep a record of any students with an identified SEND need. This list is known as the SEND register.

Recording and Monitoring of Provision

All pupils with SEND who are receiving support as mentioned above will have a Pupil Profile. The Pupil Profile is a document which provides staff with relevant information and strategies to support the student, as well as strategies the child can use to support themselves. It also contains agreed targets for a student to work towards. These profiles are regularly updated and are accessible to all staff through Class Charts, ensuring teachers have the necessary information to provide targeted support. These Pupil Profiles are written in partnership between the SEND Team, the student's parents/carers and the child (where appropriate) and will be reviewed as part of the Assess-Plan-Do-Review (APDR) cycle.

If a student requires support from some specific external agencies, school may need to implement an Individual Education Plan (IEP). This will be discussed with parents/carers on a case-by-case basis.

The effectiveness of the SEND provision is regularly monitored through the school's quality assurance cycle, including regular standards reviews, learning walks, pupil voice and progress data analysis. Outcomes for pupils with SEND are reported to the Governing Body who provide strategic oversight and challenge to ensure provision is high-impact and leads to at least good progress. Provision is refined in response to these evaluations to ensure that support remains effective and responsive to need.

Adaptations

We make a wide range of adaptations to ensure pupils with SEND can access and participate fully in learning. This includes Quality First Teaching (adaptive teaching, scaffolding, pre-teaching of key vocabulary, flexible grouping and chunked instructions), alongside differentiation of tasks and resources to match individual need. Where appropriate, pupils may access modified or personalised curriculum pathways, adjusted timetables or small-group intervention sessions. Reasonable adjustments to the learning environment are made across the school, such as access to quiet spaces, visual supports, sensory regulation strategies and reduced sensory stimulation where required. These adaptations are made in line with the school's Accessibility Policy and SEND Policy.

Exam Access Arrangements

The school allocates Exam Access Arrangements strictly in accordance with the Joint Council for Qualifications (JCQ) regulations. All decisions are based on a clear picture of need, supported by a history of evidence, as required by JCQ guidance. The JCQ states that access arrangements must reflect "the candidate's normal way of working" and should be granted only where there is a "substantial and long-term impairment" that affects performance in examinations. Our processes ensure that every arrangement is compliant with these principles and is applied fairly, consistently, and transparently.

At the end of Year 9, the school begins a structured process to identify students who may require Exam Access Arrangements, drawing on classroom evidence, screening information, and teacher observations. In Year 10, staff are formally consulted to provide detailed insight into each student's normal way of working, ensuring that

any emerging needs are consistently evidenced across subjects. During Year 10, students who meet the initial criteria are assessed by a qualified specialist assessor using JCQ-approved testing to determine whether they meet the threshold for specific arrangements. Once arrangements are confirmed, the school monitors and records their use throughout Year 10 and Year 11 to ensure that each arrangement remains appropriate, regularly used, and fully reflective of the student's normal way of working by the time they enter their final examinations. Access Arrangements for Sixth Form students are based on their normal way of working at KS4.

External assessments, such as privately commissioned reports or diagnostic evaluations, cannot be used as the sole evidence to support an application for Exam Access Arrangements under JCQ regulations. However, they may be considered as part of the wider picture of a student's learning profile and can help the school understand and verify a student's normal way of working. Any formal EAA decisions will always be based on JCQ-approved assessments, school-based evidence, and documented patterns of need.

Key Transitions

We recognise that transitions can be a significant period of change for pupils with SEND, and we put in place graduated support to ensure that every pupil is well prepared for their next stage of education. For the KS2–KS3 transition, we work closely with primary schools to gather detailed information about pupils' needs, strengths and support arrangements. Our SEND team attends transition meetings and, where appropriate, offers additional visits and extra transition days to ensure pupils feel safe and confident before joining us. During the KS3–KS4 transition, we provide targeted advice and guidance through personalised careers meetings, support with the options process, and the early identification and assessment of Exam Access Arrangements. For pupils with Education, Health and Care Plans, Preparation for Adulthood outcomes are reviewed throughout this stage to ensure planning is appropriately focused on next steps. In KS4, we liaise closely with post-16 providers to ensure a smooth KS4–KS5 transition. Relevant SEND information is shared, visits are arranged where helpful, and additional transition support is put in place to ensure pupils are confident and well prepared for their next destination.

Equipment and Facilities

The school has access to a range of specialist equipment and facilities to meet individual needs. This may include assistive technology (e.g. laptops or reading software), reading and writing supports (e.g. coloured overlays and specialist pens), sensory and regulation resources (e.g. ear defenders, wobble cushions, fidget tools) and adapted furniture where required. The school also provides access to safe or low-stimulation spaces for pupils who need them, as well as exam access support facilities such as reader/scribes.

How specialist equipment and facilities are secured. Specialist equipment and adaptations are identified through the graduated approach and, where appropriate, in consultation with external professionals.

Support for Looked After Children with SEND

Looked After Children with SEND receive carefully coordinated support to ensure both their educational and wellbeing needs are met. The SENDCo works closely with the Designated Teacher for Looked After Children to ensure provision is aligned with the child's Personal Education Plan (PEP) and any EHCP or SEND support plan. Reviews are held more frequently where needed, and additional funding such as Pupil Premium Plus is targeted to provide personalised interventions and support.

Staff Expertise and Training

The SEND provision in school is led by a qualified SENDCo who originally trained as a primary teacher and has previous experience working within specialist provision. This background brings strong expertise in ensuring that pupils who are working significantly below age-related expectations are able to access a secondary curriculum through targeted scaffolding and gap-closing approaches. The Assistant SENDCo has a background in psychology and SEMH, and provides expertise in the design and delivery of evidence-informed interventions, particularly for pupils with social, emotional and mental health needs. Both leaders regularly access externally accredited training and maintain up-to-date knowledge of current SEND practice, legislation and research. They are supported by a team of experienced ETAs who receive ongoing CPD linked to their specialist roles, including externally accredited training relevant to specific pupil needs.

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
- Bespoke training sessions delivered by the Kirklees Outreach Teams, targeting all four areas of need.

Some ETAs have received specialised training in areas such as physiotherapy and feeding support to meet the specific needs of individual students. In addition to this, some ETAs are currently on externally accredited training courses, leading to Level 3 and Level 4 qualifications.

Whole school SEND training takes place regularly and has included Quality First Teaching and adapting tasks to support students with a range of learning needs. Recent training has also been provided on the effective use of Pupil Profiles and ETA support in the classroom.

Kirklees Local Offer

The school works closely with a range of external agencies, including Local Authority specialist services and Health teams. Contact details for these services (including Educational Psychology, Speech and Language Therapy, CAMHS, Occupational Therapy, Kirklees Outreach Teams) are available through the Kirklees Local Offer (<https://www.kirkleeslocaloffer.org.uk/>).

Families can also request information or referral guidance from our SENDCo, who will signpost parents and carers to the most appropriate support and works in partnership with agencies to ensure coordinated provision.

SEND Contact Details

The school's named SENDCo is Miss K Parkinson who can be contacted via SEND@stjohnfisher.org.uk.

Complaints about SEND Provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo or Assistant SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

The SENDCo/Assistant SENDCo can be contacted via SEND@stjohnfisher.org.uk.

The Headteacher can be contacted via headteacher@stjohnfisher.org.uk.

The named SEND Governor is Mr J Creegan who can be contacted via office@stjohnfisher.org.uk.

Complaints about SEND provision should follow the guidance set out in the [Trust Complaints Policy](#).