



THE JOHN FISHER SCHOOL

Special Educational Needs and Disabilities Offer

This document should be read in conjunction with The John Fisher School SEND (Information Report) Policy. It provides an outline of the typical interventions and support packages that will be offered to students on the SEND Register. The school uses its best endeavours to ensure that the provision for all its students is of the highest possible standard and that all packages of support are tailored to meet the needs of individual students. These are designed in consultation with members of staff, experts in SEND, students and parents/carers. The effectiveness of any support provided is reviewed at least termly, at which point further or different support may be offered or withdrawn if no longer needed. The support is offered at 3 levels preceded by an initial level to identify needs.

- SEND Assessment Level – Identification of Needs
- SEND Support Level 1 – Quality First Teaching and In-house provision
- SEND Support Level 2 – Engagement with specialist external agencies
- SEND Support Level 3 – Education, Health and Care Plans (EHCPs)

Types of Interventions

SEND Assessment Level – Identification of Needs

This occurs when a student has been identified as possibly having a SEND. During this phase, a number of tests and observations are undertaken by the School’s SEND team, and sometimes with external professionals in order to identify or rule out a SEND. Students are not added to the SEND register until this assessment phase has been undertaken. At the point at which a SEND diagnosis is confirmed and consent is received, the student will be placed on the SEND Register at the appropriate level (see below) and an intervention plan will be put in place.

Area of Need	Provision Offered
All Assessment Level Students	<input type="checkbox"/> Quality First Teaching/Curriculum Modification - in line with the areas of need being investigated <input type="checkbox"/> Scrutiny of the student’s examinations and classwork <input type="checkbox"/> Observation of the student in the classroom <input type="checkbox"/> Discussion with the student and his parents/carers <input type="checkbox"/> Literacy, numeracy and cognitive tests <input type="checkbox"/> Referral to specialist agencies such as an educational psychologist, CAMHS and NHS professionals

SEND Support Level 1 – Quality First Teaching and In-house provision

This occurs when students are identified as having a need that can be supported by the class teacher within the school environment and by our dedicated team of in-house staff.

Area of Need	Provision Offered
<p>All Identified Students</p>	<p>Quality First Teaching/Curriculum Modification</p> <p>Curriculum modification is necessary for learners with SEND even when an inclusive curriculum is being followed. We expect all subject teachers to differentiate their lessons to meet the needs of all our learners. Teachers are fully aware of each student’s strengths and weaknesses and plan accordingly. Setting and differentiated class sizes help teachers to plan their work with greater precision to meet the needs of all. Teaching Assistants (TAs) provide additional support where needed. Resources and equipment will be adapted to meet the needs of learners. Extra support with homework is available for those students requiring assistance. In addition, we use risk assessments and take action to ensure the safety and inclusion of all students in all activities.</p> <p>Curriculum modifications may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> adapting lesson content <input type="checkbox"/> teaching learning strategies <input type="checkbox"/> simplifying concepts <input type="checkbox"/> simplifying reading levels <input type="checkbox"/> teaching different sets of knowledge and skills needed by students <input type="checkbox"/> setting up specific objectives <input type="checkbox"/> modifications to instructional methods <input type="checkbox"/> reducing distractions <input type="checkbox"/> altering the pace of lessons <input type="checkbox"/> presenting smaller amounts of work <input type="checkbox"/> clarifying directions and instructions <input type="checkbox"/> changing the ways that students can contribute or respond in the lesson
<p>Identified Students moving between Year 6 and Year 7</p>	<p>Year 6 - 7 Transition</p> <p>At The John Fisher School, we believe that a smooth, positive and exciting transition from Year 6 to Year 7 is crucial to the start of a student’s time with us. During the summer term, we aim to visit every young person with SEND at their primary school to introduce ourselves and start to get to know them individually. We also liaise with their primary school teachers and collect information which aids us when allocating Teaching Assistants to tutor and teaching groups. During this term, we also undertake routine testing and screening and invite all Year 6 students and their</p>

	<p>parents/carers to meet with key members of staff such as the Tutor, Director of Learning and SENDCo.</p> <p>In August we invite Year 6 students to attend a Summer School at the School. A range of activities are offered but there is a focus on literacy and numeracy catch-up to prepare students for the secondary school curriculum. In the Autumn term we invite vulnerable Year 7 students to join the Social Skills and /or Social Games groups to support them through the transition process. The focuses are: preparation for change; confidence building; complimenting learning, social and intellectual development; managing new working experiences and environments; and working as a team.</p>
Identified Students Moving between Year 9 and Year 10	<p>Year 9 Transition</p> <p>A transition plan is prepared for all young people with an EHCP following the Year 9 Annual Review. The aim of transition planning is to help the young person prepare for a successful transition to adult life. This process will include independent Careers Advice and any work experience or volunteering opportunities the young person may require to support their transition to adulthood.</p>
Identified Students in Year 11	<p>The Director of Learning, Assistant Head SENDCo and the Year 11 team support students with SEND with entry to the Sixth Form, or discuss applications for colleges or apprenticeships, where appropriate. Where necessary, students are accompanied on visits and supported during this important transition. Students receive independent careers advice and have other regular careers events and information evenings in KS4, all aimed at helping them to make appropriate choices.</p>
Post 16 students	<p>Post 16 Transition</p> <p>All post 16 students with an EHCP who will be moving on to Higher Education, Further Education, training or employment have a transitional planning meeting. As with Year 11 transition, the transition planning is targeted at identifying the support that a young person will need once they move on. Independent careers advice is given as support with applying for apprenticeships, scholarships and university.</p>
Students as identified through access arrangement testing and guidance	<p>Supporting students with tests and examinations</p> <p>Students who are on the SEND register are tested in Years 9 or 10 to ascertain if they meet the criteria. Other students are nominated by parents/carers or teachers. Only small numbers of students are granted permission to have special consideration for examinations. In this case, parents/carers and students are informed well in advance of the examination. We follow the guidelines laid down by the Joint Council for Qualifications (JCQ). If students meet certain pre-defined criteria they may therefore be eligible for access arrangements, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> extra time <input type="checkbox"/> using a word processor

	<ul style="list-style-type: none"> <input type="checkbox"/> enlarged exam paper <input type="checkbox"/> supervised rest breaks <input type="checkbox"/> use of a reader and/or scribe <input type="checkbox"/> working in a small room setting
Sensory and Physical	<p>Adapting the Environment</p> <p>Adapting the environment may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> for students with a physical disability given longer travel time between lessons <input type="checkbox"/> assistance from Teaching Assistant <input type="checkbox"/> preferential seating <input type="checkbox"/> altering the physical room arrangement <input type="checkbox"/> providing access via the lift and ramps in the Sir David Lane Building <input type="checkbox"/> providing disabled toilets <input type="checkbox"/> wheelchair access and ramp where possible <input type="checkbox"/> EHCPs <input type="checkbox"/> provision of specialist adapted PE sessions
Cognition and Learning	<p>Adapting Materials and Using Specialist Equipment</p> <p>Adapting materials and using specialist equipment/assistive technology may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> highlighting of written material <input type="checkbox"/> supplementing material/laminating material <input type="checkbox"/> note taking assistance/copies from others <input type="checkbox"/> typing teacher's material rather than using handwriting on board <input type="checkbox"/> colour overlays <input type="checkbox"/> word processor for students with motor coordination difficulties <input type="checkbox"/> using enlarged materials, large print books and kindles for visually impaired students <input type="checkbox"/> access to any special equipment <input type="checkbox"/> increased visual aids/modelling etc. <input type="checkbox"/> visual timetables <input type="checkbox"/> use of writing frames <input type="checkbox"/> booster lessons for Literacy and Numeracy <input type="checkbox"/> LEXIA reading catch-up group <input type="checkbox"/> word processor (Dyspraxia, DCD, Dyslexia) <input type="checkbox"/> Numeracy catch-up group

<p>Social, Emotional and Mental Health Needs</p>	<p>The Special Educational Needs and Disability Department, in conjunction with professionals and specialists, provides a wide range of support for students with social, emotional and mental health needs. We are aware of the need to maintain confidentiality and so provide information to staff discreetly and only as necessary. We also aim to provide information and support to students, staff and parents/carers regarding social, emotional and mental health needs such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> specialist PSHE/RSE groups provide structured and time limited interventions for vulnerable students <input type="checkbox"/> mentoring <input type="checkbox"/> counselling <input type="checkbox"/> Behaviour Reports <input type="checkbox"/> class/school reward systems <input type="checkbox"/> time out card <input type="checkbox"/> access to small group, targeted programmes to improve social skills and improve emotional resilience <input type="checkbox"/> access arrangements and reasonable adjustments <input type="checkbox"/> Talk Easy Trust
<p>Communication and Interaction</p>	<p>Specialist support might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> differentiated curriculum planning, activities, delivery and outcome e.g. simplified language <input type="checkbox"/> increased visual aids/modelling etc. <input type="checkbox"/> visual timetables <input type="checkbox"/> social games <input type="checkbox"/> social skill sessions <input type="checkbox"/> structured school and class routines <input type="checkbox"/> opportunities for talk (partnered/group) <input type="checkbox"/> specialist advice to teachers, parents/carers
<p>SEND Support Level 2 – Engagement with specialist external agencies Following a termly or annual review, the impact of all interventions and support packages are assessed with the student and parent/carer. Where further intervention is deemed necessary, the school may seek support and guidance from outside agencies such as Early Help Services, Child and Adolescent Mental Health Service (CAMHS), and Children and Family Services. Where appropriate Level 2 interventions may be offered in conjunction with Level 1 interventions.</p>	
<p>Cognition and</p>	<p>Examples of specialist support include:</p>

Learning	<ul style="list-style-type: none"> <input type="checkbox"/> small group tuition for Literacy and Numeracy (short term and long-term) <input type="checkbox"/> Educational Psychologist <input type="checkbox"/> Speech & Language Therapist <input type="checkbox"/> social stories for ASD <input type="checkbox"/> 1:1 specialist dyslexia tuition <input type="checkbox"/> specialist dyslexia tuition for small groups <input type="checkbox"/> comprehension booster sessions <input type="checkbox"/> memory booster sessions <input type="checkbox"/> Teaching Assistant support for Literacy and Numeracy <input type="checkbox"/> keyworker support
Communication and Interaction	<p>Examples of specialist support include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speech and Language support (group, 1:1 with speech and Language therapist or qualified Teaching Assistant) <input type="checkbox"/> SALT (Speech and Language Therapy) Assessment <input type="checkbox"/> social skills group <input type="checkbox"/> ASD Support Group <input type="checkbox"/> Receptive and Expressive screening programme (Yr. 7 only) <input type="checkbox"/> Speech and Language Communication Group <input type="checkbox"/> Social Games Club <input type="checkbox"/> Group Educational Plan for targeted children identified by Receptive and Expressive Screening programme <input type="checkbox"/> key worker support
Sensory and Physical	<p>Examples of specialist support include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> physiotherapy offered by external specialist <input type="checkbox"/> support from the HI/VI teams at the Local Authority <input type="checkbox"/> individual support in class during PE <input type="checkbox"/> Teaching Assistant support <input type="checkbox"/> keyworker support <input type="checkbox"/> Occupational Therapy (DCD) by external specialist <input type="checkbox"/> work with the School Nurse
Emotional, Mental and Social	<p>Examples of specialist support include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> anger management support <input type="checkbox"/> Social Skills group sessions <input type="checkbox"/> keyworker support

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| | <ul style="list-style-type: none"> <input type="checkbox"/> Inclusion Co-ordinator support <input type="checkbox"/> mentoring (as appropriate) <input type="checkbox"/> Children & Families Services <input type="checkbox"/> CAMHS / Therapeutic services <input type="checkbox"/> ADD/ADHD supporting strategies as recommended by clinicians <input type="checkbox"/> Specialist Family Focus Team <input type="checkbox"/> One-to-one Personal Development Programme (PDP) |
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SEND Support Level 3 – Education, Health and Care Plans.

All students at this level of intervention will have highly individualised intervention plans that stipulate the nature of intervention needed for the student to progress. These interventions will include a highly adapted curriculum and possibly some support from a Teaching Assistant. Each EHCP will draw support packages from all the services listed above as appropriate. Targets will be set and monitored termly. The provision will be reviewed with the Local Authority on an annual basis.

Where can I find further support or information?

Sutton Local Authority provides full information and support around its **local offer** and attached services. Telephone 020 7525 5000
<http://localoffer.sutton.gov.uk/>

ADDISS -The National Attention Deficit Disorder Information and Support Service provides information and resources about Attention Deficit Hyperactivity Disorder to parents/carers, sufferers, teachers or health professionals. Telephone: 020 8952 2800 www.addiss.co.uk

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in

partnership with those living with ADHD, enabling them understand and manage ADHD. Telephone: *0151 237 2661*
www.adhdfoundation.org.uk

Contact a Family provides services to any family regardless of the type of the child's disability as long as they live in Sutton. Services include: drop in service at selected children centres; phone advice 5 days per week between 9:00am and 5:00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops; family-focused social events; coffee mornings and afternoons; quarterly newsletter and monthly email Telephone *0808 808 3555*. www.cafamily.org.uk/sutton

Council for Disabled Children (CDC) aims to make a difference to the lives of disabled children and children with special educational needs, by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children. Telephone: *020 7843 1900* www.councilfordisabledchildren.org.uk Information: cdc@ncb.org.uk

Down's South London (DSL), is a parent run charity based in South London that provides a free, unique early intervention therapy service to local children with Down's Syndrome. Telephone: *020 7701 9521* Email: gundy@dircon.co.uk

Down's Syndrome Association (National) offers information and support on all aspects of Down's Syndrome. Telephone: *03331 212 300* www.Downs-syndrome.org.uk

Dyslexia Association of London offers support and information to parents/carers, teachers and adults on dyslexia/specific learning difficulties. It also offers a befriending service. Telephone: *020 8870 1407*

Dyspraxia Foundation is for parents/carers of a child with dyspraxia who want to talk with other parents/carers in the same position. Telephone: *01462 454 986* www.dyspraxiafoundation.org.uk Information: dyspraxia@dyspraxiafoundation.org.uk

Family Action ADHD Specialist Service A project offering home visiting, telephone support and an 8-week "Managing ADHD Group" programme to support the families of children aged between 5 and 12 who have been diagnosed with ADHD; detailed information pack (provided on the home visit), offering further information about the diagnosis, some useful resources and explaining all the services available including specific services and online resources. Referrals come from any statutory or voluntary agency or self-referral. It is a free and confidential service. Telephone *07923 103 243* corinne.turner@family-action.org.uk

KIDS London SEN Mediation Service is an independent disagreement resolution service that provides mediation meetings for parents/carers of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator. Telephone: *020 7359 3635* www.kids.org.uk

Looking after Siblings for children aged between 6 and 14, who help look after a brother or sister with a disability, giving them a chance to meet other siblings, make friends and share experiences, the chance to have fun and take part in activities through attending small groups and ongoing regular meetings outside the family home, also a regular newsletter. Telephone: 020 7701 2826 Information: www.kids.org.uk/Event/southwark-siblings Email: Natulie.woods@kids.org.uk

The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people, believing that deaf children can do anything other children can do, given early diagnosis and the right support from the start, as well as involving them in decisions that affect them at as early an age as possible. Telephone: 08088 008 880 www.ndcs.org.uk Information: helpline@ndcs.org.uk

Resources for Autism provide a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old. Telephone: 020 8458 3259 www.resourcesforautism.org.uk Information: liza@resourcesforautism.org.uk

Royal London Society for the Blind (RLSB) supports blind young people and children to live life without limits. Telephone: 01732 592 500 www.rlsb.org.uk Information: enquiries@rlsb.org.uk

Scope is a national disability organisation whose focus is people with cerebral palsy, offering early years, education, and independent living and employment opportunities for disabled people. Telephone: 08088003333 www.scope.org.uk Information: response@scope.org.uk

Small Steps provide a supportive environment for parents/carers of children with Cerebral Palsy and other forms of motor and sensory impairment. Parents/carers are able to meet others sharing similar experiences, and can attend workshops that inform parents/carers, giving them a platform for discussion and to socialise. Telephone: 0208704 5935 www.smallsteps.org.uk Information: Info@smallsteps.org.uk

Sutton Autism Service offers advice and support to school staff and a range of professionals and parents/carers so that they can understand the needs of children with Autism, from 2 years to 19 years, and develop specific strategies to support their progress. Contact ASD Co-ordinator Isabell Fisher. Telephone: 020 8770 6618.

http://localoffer.sutton.gov.uk/site/scripts/documents_info.aspx?categoryID=11&documentID=4

Sutton Dyslexia Association is a self-help group run entirely by volunteers. The Association provides support for dyslexics and their families. Their continuous programme of meetings gives you the opportunity to meet and talk with others who are experiencing similar problems. Their activities include telephone and email helplines, talks by professionals specializing in dyslexia, advice on aids, computer programmes, dyslexia assessment etc. Telephone 0870 888 0048, email helpline@suttondyslexia.org.uk, www.suttondyslexia.org.uk

Sutton and Merton Mediation Service is an independent organization offering a confidential mediation service. Mediation is a voluntary process where a neutral third party (the mediator) intervenes in a dispute to help those involved identify solutions and way forward. The Mediation Service also trains and supports volunteer mediators. Contact-Anne Jones - Merton & Sutton Mediation Co-ordinator Telephone 020 8545 3499, Fax 020 8545 3453, E-Mail info@mertonandsuttonmediation.com, Website www.mertonandsuttonmediation.com/

Sutton NAS is a project set up by The National Autistic Society to provide information, advice and support to the parents and carers of children and young people with an autistic spectrum disorder (ASD) living in Southwark. The service provides advice, information and suggestions to help with the behavioural, emotional and practical challenges that living with a child or young person with an ASD can present. Telephone: 0808 800 4104 www.nas-Sutton.org.uk Email: suton@nas.org.uk

Sutton Carers provide information, advice and support to carers across Sutton. Telephone: 02082965611 <https://carers.org/partner/sutton-carers-centre>

The Sutton Information Advice and Support team (SIAS – formerly known as Parent Partnership) offers parents/carers impartial support, training and advice on such topics as: Special Educational Needs; transition to secondary school; how to request an Education Health Care plan; understanding tribunals and SEND exclusions. Telephone: 020 7525 3104 sias@sutton.gov.uk

Southwark Parent Carer Council (PCC) a group of parent, carer and volunteers, who are working to achieve excellent local services for disabled children/young people aged 0-25 and their families. By working with partners in Education, Health and Social Care, to make sure all parent carers and young people have a voice - and have a say in the development and provision of our services. They are the parent/ carer forum for Southwark, part of the National Network of Parent /Carer Forums(NNPCF). Telephone: 020 7525 1106 or 07944 107 019 www.Southwarkpcc.org.uk Information: info@southwarkpcc.org.uk

Sutton Young Carers -A young carer is anyone aged 18 or under who helps to look after a relative who has a disability, illness, mental health condition, or drug or alcohol problem. You can find information on the following websites.

www.sutton.gov.uk/info/200336/looking_after_someone/1053/young_carers
www.sutton.gov.uk/info/200336/looking_after_someone/1053/young_carers

Young Minds provides information and support for anyone worried about a child or young person's behaviour and mental health, providing information about the symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents/carers and carers. Telephone: 08088025544 www.youngminds.org.uk Information: parents@youngminds.org.uk

Inclusion Lead: LRE

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