## ST JOHN PAYNE CATHOLIC SCHOOL

# SEND INFORMATION REPORT

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| **POLICY LEAD** | SENDCO |
| **APPROVED BY** | Full Governing Body |
| **APPROVAL DATE** | November 2026 |
| **IMPLEMENTATION DATE** | November 2026 |
| **REVIEW DATE** | November 2027 |
| **NOMINATED COMMITTEE** | Full Governing Body |
| **POLICY STATUS** | Statutory |

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| **School Ethos for SEND** | At St John Payne, our ethos has always been about ensuring that our children are able to access the curriculum and make the maximum progress they are capable of. As a Catholic School, we pride ourselves in serving the more vulnerable students because we recognise that Jesus Christ is to be found in each of us and through the teachings of the Catholic Church we ensure every member of our school community is afforded every opportunity to realise his or her full potential.<br><br>St John Payne is a fully inclusive community where the strengths and achievements of all students are celebrated, and where children are individually known and valued. Students with SEND are fully included in lessons with their peers, with reasonable steps taken to ensure they can physically, socially and emotionally access all areas of the curriculum.<br><br>We follow a child centred approach, holding regular Pupil Passport reviews with parents and children to identify the impact of the help they receive and what measures we can implement to further support their learning and progress. |
| **1. The arrangements for consulting parents of pupils with special educational needs.** | From making an application for a place and throughout their child's time at the school, parents are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example, through:<br><br>• Meetings to agree transition arrangements and support (KS2 into KS3, KS3 into KS4, KS4 into Post 16) for Students with Special Educational Needs<br>• Statutory meetings and reviews throughout the year<br>• Multi-Agency meetings and reviews.<br>• Parents' Evenings when other subject teachers are to be available, including the SENDCO and Pastoral team; |
| **2. The arrangements for consulting young people with special educational needs** | The young person is central to the school's planning, where we are committed to hearing their voice and trying to ensure their needs are met. This could be through:<br><br>• Use of student passports (provides information for teachers) and One Planning;<br>• SEND student representation on the School Council; |

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| **and involving them in their education.** | • Age appropriate conversations about targets and progress;<br>• Participation in statutory meetings or annual reviews;<br>• Discussions about changes to the physical environment which would support the young person;<br>• Working with outside professionals using a multi-agency approach;<br>• Supportive conversations with appropriate members of staff;<br>• SENDCO open door policy for students; |
| **3. The name and contact details of the SEND Co-ordinator.** | The name of the **SENDCO** is Mrs Liz Miller.<br>She can be contacted on 01245 256030 –Main Office Number and l.miller@sjp.essex.sch.uk<br>Also based in the Romero Centre is **Deputy SENDCO,** Mrs Carole Cooper<br>We also have a team of experienced Learning Support Assistants who provide whole school in class support. |
| **4. Any arrangements made by the governing body relating to complaints from parents of pupils with special educational needs and disability concerning the provision made at the school.** | As a school, we work hard to provide effective communication with students and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.<br><br>If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the SENDCO has been unable to reassure them that needs are being met effectively, then the school's Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the school's attention. |
| **5. Information on where the Local Authority's local offer is published.** | The Local Authority Offer is published on their website.<br>https://send.essex.gov.uk/ |
| **6. Information about the school's policies** | The school works to identify pupil's needs, assess them and plan for their provision. This can be done by: |

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| **for the identification, assessment and provision for pupils with special educational needs and disability** | • Teacher raises query with SENDCO;<br>• SENDCO/Senior LSA observe pupil in subject area;<br>• Suggested strategies are put onto a passport / one plan and this is distributed to all staff, enabling them to put necessary strategies in place.<br>• Using information from previous schools<br><br>The school will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. We will then seek to put in place appropriate interventions such as:<br><br>• Morning registration programme (including sports readers);<br>• Social Skills Group;<br>• Literacy Intervention Programme –using appropriate resources for the individual's needs;<br>• Mentoring;<br>• Numeracy Intervention;<br>• Alternative pathway at KS4<br>• Transition Group<br><br>Subject Leaders also track pupils after every tracking data cycle and have their own interventions at their disposal. |
| **7. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.** | The LSA's have regular training in order to help them to support a wide range of Special Educational Needs. If additional support is identified as a need for a young person through the termly SEND review process, the SENDCO will take steps to secure this through the Local Authority offering. |

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| **8. Information about the schools' policies for making provision for pupils with SEND including, evaluation of effectiveness, assessment and reviewing progress, adaptions to curriculum, additional support and wider support.** | High quality teaching is adapted and personalised and should meet the needs of the majority of children and young people.<br>• All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum;<br>• Members of staff understand that they are all teachers of students with special educational needs;<br>• All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs;<br>• Every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be;<br>• The SENDCO tracks pupils on the SEND register after every tracking data cycle and initially raises concerns with Curriculum Leaders;<br>• Progress regularly discussed at parent review meetings;<br>• If subject teachers have a concern about a student not on the SEND list they can raise this concern with the SENDCO;<br>• SENDCO/LSA's observe pupils in subject areas;<br>• Suggested strategies are put in place by class teacher and reviewed;<br>• Class teachers ensure effective adaptation is in place before students are added to SEND list;<br><br>If no improvement, the SENDCO contacts parents for a meeting to discuss concerns/possible next steps. |
| **9. Information about how equipment and facilities to support children and young people with special educational needs will be secured.** | The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, occupational therapists and the specialist nursing team. Our broad approach here is captured in our equality and disability policies which are available on our website: **Equality Policy & Disability Access Policy**<br><br>This could include:<br><br>• Disabled toilets;<br>• Ramps;<br>• Lifts;<br>• Access to specialist teacher input i.e. PNI, HI, VI; |

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| | • Coloured overlays if required;<br>• Access to computers and lap tops as appropriate;<br>• Access Arrangements for exams; |
| **10. How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEND.** | There is a SEND Governor who represents SEND needs on the Governing Body.<br>The SEND Governor meets with the SENCO on a regular basis. |
| **11. School arrangements for supporting pupils transferring between stages of education and preparing for independent living.** | Through our inclusive approach the school seeks to support students at all stages of transition and in preparation for life as an adult. This could include:<br><br>• Close liaison with Primary Feeders to ensure successful transition into secondary school;<br>• Schools PHSE Programme & Careers Guidance/Education;<br>• Organising travel or mobility training;<br>• Facilitating transfer onto appropriate Post 16 College Courses;<br>• The Romero Centre KS4 Options;<br>• Careers and post-16 discussions (careers evening, SEND careers advisor, PSHE) |