



# Special Educational Needs, Disabilities and Accessibility Plan Policy & Practice

“... though my illness was a trial to you, you did not treat me with contempt or scorn. Instead, you welcomed me as if I were an angel of God, as if I were Christ Jesus himself.”

Galatians 4:13-14

## **POLICY STATEMENT**

**The School's Mission Statement:** 'To educate each and every unique child in our care to hear and respond to what God calls them to be'.

Saint John Wall Catholic School aims to promote equality of opportunity for all pupils by supporting their academic, spiritual, physical and social development. We shall endeavour to enhance pupils' own self-worth, aspiration and expectations. All staff support the learning entitlement of all pupils to a broad and balanced education, including the National Curriculum.

### **Definition of Special Educational Needs and Disability (SEND)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- a difficulty which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**(SEND Code of Practice 2014)**

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability

### **Objectives:**

- To employ a range of strategies for identifying, supporting, monitoring and reviewing pupils with Special Educational Needs and Disabilities (SEND).
- To consult specialist agencies and liaise with other schools to ensure that the appropriate provision is made.
- To ensure that each child is working at a level that is appropriate in order to meet their individual needs through assessing, recording and tracking progress regularly.
- To help staff develop their skills in providing a differentiated and inclusive curriculum for pupils with SEND by using a range of adaptive teaching strategies.
- To work in partnership with pupils and their parents to ensure that all their views are considered.

## **MANAGEMENT OF SEND**

### **Curriculum Departments**

Each department is responsible for making the curriculum accessible to all pupils. All departments assess, record and continually monitor each pupil's progress and adapt and review their teaching to meet individual pupil's needs. Departments need to consider the use of any special arrangements for pupils with SEND in both internal and external examinations.

All staff should note whether a pupil has special educational needs and refer to the Pupil Learning Plan or Passport on Class Charts when planning lessons. All referrals and requests for support should be made to the SENDCo using the SEND Referral Form on the staff desktop following a discussion with the Head of Department. All staff are requested to follow the graduated approach (of assess, plan, do, review) and use this evidence to inform their referral.

### **Learning Support Department**

The SENDCo will take the lead responsibility for overseeing the SEND policy. This involves meeting with pupils and parents; administering assessments; co-ordinating provision and maintaining records. The SENDCo gives advice to colleagues and works closely with the Lead First Aider, English as an Additional Language (EAL) Co-ordinator, as well as the Inclusion Co-ordinator and Inclusion staff team. The SENDCo contributes to staff training, manages the learning support staff and consults specialist external agencies for e.g. The Educational Psychology Service, Pupil and School Support, Specialist Support Service, Communication and Autism Team, Speech and Language Therapy, Health and Social Services.

Pupil coaches and teachers refer to ~~the~~ Pupil Passports and Learning Plans when supporting pupils with SEN in class, small groups or individually. Pupil coaches are deployed in lessons based on pupil needs and assessment data (e.g. priority given to those with SSPPs and EHCPs, pupils who are requiring additional support, those who are significantly underachieving). The pupil coaches attend whole school training, other relevant training (e.g. from outside agencies to support pupils with specific needs) and parent's evenings where appropriate. Some pupil coaches also run targeted interventions, before school, after school, and during the school day, in small groups or 1:1 for identified pupils to support academic and personal development in relation to pupils' individual needs. School has invested in a range of specialist materials to meet the needs of pupils with SEND.

Access arrangements will be made for pupils as required; they will be requested for all internal and external examinations, for pupils with additional needs who meet the criteria. Pupils will be identified from subject staff and assessed at points in years 9, 10 & 11.

### **Developing Local Provision (SEND Hubs)**

On site we have a SEND Hub called the Saint Thomas Aquinas Centre. This aims to meet the needs of KS3 pupils with complex and significant SEND through quality first teaching and support in mainstream schools. Placements in the hub are short term (usually 6-8 weeks) depending on term dates and individual pupil needs, with a focus on rapid intervention and rapid progress. Pupils will be taught an appropriately broad, balanced, relevant and differentiated curriculum. The focus of the curriculum is on rapidly improving Literacy skills as well as personal development. The SENDCo will identify pupils who would benefit from a placement in the hub and will liaise with parents about

the benefits of their child receiving this bespoke intervention. Pupils who attend the hub may be from other schools in the NW Network, alongside Saint John Wall School pupils.

## **IDENTIFICATION AND ASSESSMENT**

### **Identification**

Information from staff, evidence from the graduated approach cycle, results of previous assessments (eg Statutory Assessment Tests), information from primary schools, parents, pupils, and specialist external agencies are all used to identify the needs of the child. Referrals to the SENDCo can be made at any time, by staff and parents; pupils can also self-refer.

The school has adopted a graduated approach as recommended in the ~~new~~ SEND Code of Practice. This means we assess a child's needs, plan for their care, do (or follow) their plan, review how they're getting on – Assess, Plan, Do, Review. The areas of need are as follows:

- Communication and Interaction.
- Cognition and Learning.
- Social, Mental and Emotional Health
- Sensory and/or Physical.

### **Assessment**

All Year 7 pupils will take part in baseline assessments within their first half term. Pupils in year 7 and 8 take part in the Accelerated Reading Programme which monitors their reading and comprehension throughout the year. Individual cognition and learning assessments take place on an individual basis as required for both KS3 and KS4 pupils.

### **Monitoring**

The progress of all pupils on the SEND register is tracked and monitored across all subjects using the whole school data. This is in addition to frequent SEND department meetings where we discuss the needs and progress of all of the pupils that we support, as well as any that we believe may benefit from support in the future. The progress of our SEND pupils is discussed with parents at parents' afternoons and evenings. Parents can also request an appointment with the SENDCo by contacting the school.

### **SSPP**

If we believe that a pupil will benefit from additional funding and support we can apply for A SEND Support Provision Plan (SSPP). This will be applied for with the pupil, parent/carer and outside agencies. This will be reviewed at least annually and if required an Educational Health Care Review can take place to apply for an Educational Health Care Plan.

### **Educational Health Care (EHC) Plan.**

If we believe that a pupil needs extra educational provision, an EHC Plan can be made describing the child's learning difficulties and how they are to be addressed. Pupils with EHC Plans also have their plans reviewed annually in accordance with the procedures laid down by the local authority.

### **Pupil Learning Plans and Passports**

All pupils on the SEND register have a Pupil Passport unless they have an EHCP or SSPP, in which case they have a Learning Plan that gives more details about learning outcomes to inform the review process. Passports and Learning Plans detail their literacy assessment information, gives information about the needs of each pupil and provides strategies for the class teacher and pupil coaches to support the pupils. This enables staff to plan and deliver quality first teaching. The SEN register also lists the area of need for each pupil. These are updated regularly with input from classroom teachers and support from external agencies when appropriate. Where appropriate, the passport also includes areas of interests from the pupils, and pupils are also encouraged to take ownership over how they can support their own learning.

### **Reviewing**

The SEND register is a working document and is regularly reviewed. A pupil may:-

- be removed from the SEND register if significant progress has been made
- continue with the same level of support in order to secure the level of attainment
- receive support from a specialist external agency if needed
- need the school to make a request to the Local Authority for statutory assessment to ensure that the appropriate provision is made for them (an EHC Plan will then be put in place to support the pupil).

### **Staffing:**

SEND Leader	Miss L Guest
SENDCo	Mrs L Breslin
Governor with responsibility for SEND	Mr L Payton
Consultant and person responsible for Access Arrangements	Mrs S Crooks

If you require further information on SEND or the provision from the Local Authority please contact Mrs L Breslin.

This whole school policy has been reviewed in the light of other school policies, the Local Authority's Policy on SEND and the guidance within the SEND Code of Practice 2014.

## COMPLAINTS

Any complaints about the SEN support put in place for a pupil should be made whilst the pupil is still registered at the school. This includes complaints if you believe that the school has not provided the support required by your child's SEN statement or education, health and care (EHC) plan.

Follow these steps in order. Move on to the next step if your complaint is not resolved.

1. Talk to the school's SENDCo (Mrs Breslin). We endeavor to support all pupils and their families.
2. Follow the school's complaints procedure.
3. Complain to the local authority.

If your complaint is not about a SEN statement or an EHC plan you should complain to the Education Funding Agency.

If you disagree with a decision that the local authority has made about an EHC plan you can appeal to the Special Educational Needs and Disability Tribunal.

### **If the pupil has an EHC Plan:**

You must talk to a mediation adviser before you appeal.

You can appeal if you have parental responsibility for a young person, or as their foster parent or carer; or if you are the young person.

You can appeal if you don't agree with the EHC plan your local authority has made, or if they:

- refuse to make an EHC assessment or reassessment
- refuse to create an EHC plan after making an assessment or reassessment
- refuse to change the sections of an existing EHC plan which are about education (sections B, F and I)
- decide your child doesn't need an EHC plan any more

### **Help you can get**

You can also get free help and advice from:

- the Independent Parental Special Education Advice (IPSEA)
- <https://www.localofferbirmingham.co.uk>
- Information, Advice and Support Service (IASS Network). Telephone: 0121 303 5004

Email: [SENDIASS@birmingham.gov.uk](mailto:SENDIASS@birmingham.gov.uk) Website: <https://www.birminghamsendiass.co.uk/>

## **Disability discrimination**

Follow the school's complaints process if a school has discriminated against someone because of their disability. If this doesn't solve the problem, or you don't want to complain to the school first, you may be able to complain to the Special Educational Needs and Disability (SEND) tribunal.

You can complain to the tribunal if you're:

- someone with parental responsibility for a young person, or their foster parent or carer
- a young person over school leaving age but under 18

## Appendix

# **SCHOOL ACCESSIBILITY PLAN**

## **3 year period covered by the plan: 2022 - 2025**

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.



## 1. Starting Points

### 1A: The purpose and direction of the school's plan: vision and values

School Mission Statement: 'To educate each and every unique child in our care to hear and respond to what God calls them to be'.

The broad and balanced school curriculum is designed to allow pupils:-

- To be successful learners who enjoy learning and achieving.
- To become confident individuals who are able to live safe, healthy and fulfilling lives.
- To become responsible citizens, spiritual and moral individuals who know the difference between right and wrong.
- To make positive contributions to their school, local community and the wider society.

### 1B: Information from pupil data and school audit

In January 2022 there were 73 (12.1%) pupils on the SEND register. This is generally in line with the national average. Two currently have Educational Health Care Plans, which is below the National Average. The main need of pupils on the SEND Register, is Cognition and Learning. We also support pupils with needs in Communication and Language, Medical, Physical and/or Sensory and Social, Emotional and Mental Health.

Eight pupils have a diagnosis of autism.

Five pupils have a diagnosed visual impairment and we follow the advice from the Visual Impairment Team.

Two pupils have hearing impairments and we follow advice and support from the Hearing Impairment Team.

We have one pupil with a physical disability which affects their mobility around the school. We follow guidance from the Physical Difficulties Team to ensure that we meet the needs of this pupil.

We have a number of pupils who access specific safe private areas of the school for medical interventions.

Future cohorts are likely to have similar numbers as above.

### 1C: Views of those consulted during the development of the plan

**Pupils:** Those pupils who responded to the consultation did so positively, with the majority of students reporting that the school and learning in lessons are accessible to all. Some students reported that they did not know who they should speak to if they have concerns over accessibility. Suggestions made by pupils to improve physical accessibility included less crowded corridors, a board showing a map of the school and showing where different rooms are, and a lift for the tower block. One student replied to report that not being able to speak good English prevented her from accessing the curriculum fully.

**Parents:** The parents who responded to the consultation also did so positively, with the majority reporting that the school and learning in lessons are accessible to all students. Again, some parents reported that they did not know who they should speak to if they have concerns over accessibility. Parents did not make any suggestions on how accessibility could improve for students at the school.

**Staff:** All of the staff who responded to the consultation reported that all areas of the building and all learning in lessons were accessible for them, although some reported concerns for students' accessibility. Suggestions for improvements made by staff members were toilets on all floors, installation of a lift for the tower, more car parking spaces for staff, a ramp at the entrance to the school and between the playgrounds, automatic doors to replace some of the heavier doors around the site, less steep steps from the front car park to reception and improved compliance with display screen equipment regulations with adjustable chairs and monitors for teacher's desks.

**Governors:** The majority of Governors consulted with reported that they believed all areas of the school site and learning in lessons were accessible to students, staff and visitors. All Governors were aware of who they could report any concerns to. No suggestions were made for improvements by the Governors who responded to the consultation.

## **2. The main priorities in the school's plan**

### **2A: Increasing the extent to which all pupils, staff and visitors can participate in the school curriculum**

- Raising staff awareness of disabilities.
- Training of staff to support pupils with specific needs including use of ICT.
- Raising pupil awareness in assemblies and through the curriculum.
- Raising governor awareness of disabilities with annual review of Accessibility Plan.
- Word Processors are provided to students who require them for medical or SEND. These can be used both in school and at home.
- Access Arrangements are put in place to remove the cognition and learning disadvantages that some students have.
- Installation of software such as Claro read and Dragon (speech to text) for students with SEND.
- Improving the awareness of both staff and students of who they should speak to if they are concerned about accessibility to the school site or to learning in lessons.
- Use of the EAL (English as an additional language) department for EAL pupils who are not yet ready to access the mainstream curriculum
- Referrals to DLP HUB (St Thomas Aquinas Centre) for year 7 and 8 pupils with significant low literacy levels who are not secondary ready.

**2B: Improving the physical environment of the school to increase the extent to which all pupils, staff and visitors can take advantage of education and associated services**

- Continue to bid for further funding for a lift and external ramps (to reception and between the playgrounds)
- Install hand rails on the steps between the playgrounds.
- Maintenance of all flooring and seating around the building (including the steps into reception).
- Maintenance of markings and blinds for visually impaired staff and students.
- Consideration given to the timetabling of lessons in the Tower Block for students or staff with disabilities.
- Continued use of the one way system to ease congestion in corridors at key points within the school day.
- Investigation into the possibilities of furthering the available car parking for staff and visitors to the school.
- Investigation about the possibility of installing a map of the school on a board near to receptions.
- Investigation into the use of automatic doors/alternative doors to replace some of the heavier doors around the school site.
- Teacher's work spaces to comply with display screen equipment regulations with adjustable chairs and monitors where necessary.

**2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

- Visual timetables made available as appropriate.
- Labelling of equipment to include pictures/symbols.
- Ensure all written material is accessible to pupils (e.g. include use of audio software and iPads where appropriate).
- Ensure all written communication is accessible to all parents (e.g. including translations on request where possible) on enlarged print.
- Enlarged tests are provided for students with visual impairments.

**3. Making it happen**

**3A: Management, coordination and implementation**

The planning process.  
Plan to be reviewed every three years by a working party and the governors.

Coordination  
Headteacher to co-ordinate the people involved.

Other policies and plans.  
Linked to other relevant whole school policies.

Implementation.  
SENDCO to advise as necessary.

Governors Finance and Premises Committee meet regularly to update progress.

**3B: Getting hold of the school's plan**

The plan is made available:-

On the school website.

Information on newsletter to parents/community.

Shared with staff, pupils, governors.

Available in different formats on request.

## Appendix A

### Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff eg pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Re pupils who make a positive contribution reflective of the school's diversity eg through class assemblies/school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lesson, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Re open evenings and other events which parents, carers and the community attend held in an accessible part to the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?



## Appendix B

Equality Strand	Objective	Action to be taken and person responsible	Timescale	Resources/ Finance/CPD	Monitoring	Success Criteria
1. Ethnicity/ Gender/ Disability.	Inform staff, pupils and parents of the school's Single Equality Plan (SEP) and Accessibility Plan (AP).	Publish and promote the Single Equality Plan and Accessibility Plan on the school website (Lead Administrator/Learning Resource Manager – Annually to Governors).	Ongoing.	Time.	Governing Body	Staff, Governors and parents are aware of the existence of the SEP and AP and what it means for them.
2. Ethnicity/ Gender/ Disability.	Monitor and analyse pupil achievement by ethnicity, gender and disability in order to act on any patterns in the data that require additional support for pupils.	Analyse data from grade sweeps and examination results in terms of ethnicity, gender and disability (SENDCo/AP Impact/Senior Leader Support Staff). SLT and HODs to discuss findings and address any issues raised (SLT/HODs).	Throughout the year.	Time.	Governors Curriculum and Standards Committee.	Data analysed and shared. Appropriate actions taken to address any under-achievement of particular groups.
3. Ethnicity/ Gender/ Disability.	Monitor and analyse pupil attendance by ethnicity, gender and disability in order to identify and act on any patterns that require additional support and guidance for pupils.	Analyse data on attendance by ethnicity, gender and disability regularly (Attendance Officer/AP Pastoral). Attendance Officer to attend BEST meeting to discuss patterns in attendance and identify appropriate interventions for those pupils causing concern (HOY'S/Pastoral Team).	Termly.	Time to analyse data. BEST meetings timetabled during the week.	SLT.	Data analysed and appropriate interventions taken to address any concerns identified eg letter to parents; meeting with parents; home visits etc.
4. Ethnicity/ Gender/ Disability.	Ensure that the Curriculum promotes positive role models in terms of ethnicity, gender and disability.	HODs to undertake an audit of their SOW and curriculum materials eg text books. To take action as appropriate to address any concerns raised (HODs).	Throughout the year.	Time to complete audit. Funding to replace unsuitable materials where necessary.	HOD.	Audit undertaken and appropriate action taken. More balanced curriculum in terms of ethnicity, gender and disability as a result of action undertaken.

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Equality Strand	Objective	Action to be taken and person responsible	Timescale	Resources/ Finance/CPD	Monitoring	Success Criteria
5. Ethnicity/ Gender/ Disability.	Ensure that displays in classrooms and corridors promote diversity in terms of ethnicity, gender and disability.	Ongoing monitoring of displays around the school. Action to be taken as appropriate to address any concerns raised (Learning Resource Manager/School Business Manager/HOD's).	Throughout the year.	Time to monitor display. Funding to replace inappropriate display materials.	SLT.	Displays monitored and replace if necessary more diversity reflected in displays around the school.
6. Ethnicity/ Gender/ Disability/ Community Cohesion.	Ensure school is free from discriminatory and gang related graffiti.	Discriminatory and gang related graffiti to be reported to the main school office as soon as it is spotted (All Staff). Pupils to be encouraged to report such graffiti (All staff). All graffiti to be removed by the end of the school day on which it is reported (School Business Manager/Site Team/Senior Leader Support Staff).	Throughout the year.	Cleaning materials. Time to clean off graffiti.	MAR.	School free from all discriminatory and gang related graffiti. More positive school environment for all.
7. Ethnicity/ Gender/ Disability/ Community Cohesion.	Recruit new Governors when vacancies arise so that Governing Body better reflects the diversity of the local community.	Promote Governor vacancies in formats/publications accessible to parents and the whole community eg translations into local community languages (Learning Resource Manager/Clerk to Governors – Newsletters, Website).	As vacancies arise.	Cost of translating materials. Cost of advertising in local community publications.	Governing Body.	Governing Body better reflects the diversity of the local community.
8. Ethnicity/ Gender/ Disability/	Encourage more community involvement in the school in order to	Organise a number of community related activities throughout the year eg visits to different places of worship; community	Throughout the year.	Time to organise activities. Funding for visits.	SLT.	More community involvement in the curriculum. Pupils show a greater



Community Cohesion.	help increase understanding of all aspects of our local community.	involvement on Cross Curricular Days and in RE (AP Pastoral/Pastoral Team/Chaplaincy Team/PICCL).				understanding of the different aspects of our community.
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<b>Equality Strand</b>	<b>Objective</b>	<b>Action to be taken and person responsible</b>	<b>Timescale</b>	<b>Resources/ Finance/CPD</b>	<b>Monitoring</b>	<b>Success Criteria</b>
9. Ethnicity.	Identify, report and respond to all racist incidents in the school.	All staff to report racist incidents to Headteacher or Deputy Headteachers (All Staff). Appropriate responses to be put in place to ensure such incidents are not repeated (AP Pastoral/Pastoral Team). Incidents reported to Governing Body/LA on a termly basis (AP Pastoral).	Throughout the year.	Time to carry out investigations and make responses.	Governing Body.	All racist incidents reported and dealt with appropriately. Data shows fewer racist incidents as a result.
10. Gender.	Encourage more girls and boys to take up extra-curricular activities (including sports and house related activities).	Offer opportunities to both girls and boys and publicise these widely (All Staff). Analyse data of those attending and identify under-represented groups (AP Impact/ Senior Leader Support Staff). Target under-represented groups to try and increase uptake (House Activities Co-ordinator/Pastoral Team/HOD's).	Throughout the year.	Time to organise and deliver activities. Funding for publicity eg posters.	SLT.	More boys and girls take up extracurricular activities. More equal numbers of boys and girls participate.



*Ratified by Governors: 09/10/2024*

*Updated: 06/02/2025*

*Review: 09/10/2025*

*(This policy will remain in force beyond the review date if no updates are required)*