



Special Educational Needs, Disabilities and Accessibility Plan Policy & Practice

**"I praise you because I am fearfully and wonderfully made; your works
are wonderful, I know that full well." Psalm 139:14**

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
- Has a disability 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)**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

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 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 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 10 & 11.

The Saint Thomas Aquinas Centre

The Saint Thomas Aquinas Centre offers short term, bespoke intervention programmes to meet the unique and diverse needs of pupils at Saint John Wall Catholic School to enable them to make rapid progress academically and in their personal, social, emotional and mental health development. Intervention programmes include improving Literacy for pupils who are working significantly below age related expectations and English language acquisition for pupils who are newly/ recently arrived in England. On both programmes, pupils will be taught an appropriately broad, balanced, relevant

and differentiated curriculum. Other programmes include social, emotional and mental health support, Entry Level certificates in English and Maths for KS4 pupils and options pathways for KS4 pupils focussed on individual interests and essential life skills. Occasionally, programmes may include pupils from other schools in the local area.

IDENTIFICATION AND ASSESSMENT

Identification

Information from staff, evidence from the graduated approach cycle, results of previous assessments (eg National Curriculum Assessments, internal assessments), 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 of assess, plan, do, review as recommended in the SEND Code of Practice. This means we:

- Assess- carry out an analysis of the child's needs, in conjunction with parents.
- Plan- in consultation with parents, plan for the outcomes we are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a date for review.
- Do- implement the plan
- Review- the effectiveness of the support and its impact on the child's progress.

The four broad areas of SEN need and support 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 assessments take place on an individual basis as required for both KS3 and KS4 pupils when there are concerns a pupil may have SEN.

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 information about the needs of each pupil and provide strategies for the class teacher and pupil coaches to support the pupils. This enables staff to plan and deliver quality first teaching. 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:

SENDCo and person responsible for Access Arrangements	Mrs S Crooks
Governor with responsibility for SEND	Mr L Payton

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

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 S Crooks). 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 and Skills 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 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

ACCESSIBILITY PLAN

3 year period covered by the plan: 2025-2028

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents/carers, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a broad, balanced and where appropriate, an adapted curriculum for all pupils, such as: <ul style="list-style-type: none"> ➢ Word processors with an accessible mouse, use of dictate and immersive reader function ➢ Access arrangements • We take a co-production approach to ensuring we meet the unique and diverse needs of our pupils and families. • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Raising staff awareness of disabilities and dissemination of PDSS management plans to teaching staff. • Pupils are referred to PDSS for regular review of needs and recommendations are actioned. • Training of staff to support pupils with specific needs including use of ICT and assistive technology. • Tall stools with a back on are provided for pupils who require one. 	<p>At regular intervals, leaders review provision available and will take actions appropriate based on the current needs of pupils on roll.</p> <ul style="list-style-type: none"> • Curriculum resources include examples of people with disabilities • Improving the awareness of both staff and pupils students of who they should speak to if they are concerned about accessibility to the school site or to learning in lessons. • Raising governor awareness of disabilities with annual review of Accessibility Plan. 	<p>SENDCO, SLT link, Governor link, Headteacher.</p> <p>SENDCO, Senior Middle Leaders, class teachers, Head of Year.</p> <p>SENDCO</p> <p>Governor link</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Ramps • Corridor and door width, including an automatic door at the entrance to school • School one way system • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height • Handrails at key locations • 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. • Teacher's work spaces to comply with display screen equipment regulations with adjustable chairs and monitors where necessary. 	<p>At regular intervals, leaders review provision available and will take actions appropriate based on the current needs of pupils on roll.</p> <ul style="list-style-type: none"> • Paint skirting boards with a contrasting colour to the walls and flooring. • Keep the walls around the teaching area as free from visual clutter as much as possible. This will help focus the pupil on the whiteboard and not what is around it. • Use the blue-light filter function on devices if it is available. Or cover a screen with an anti- glare film or protector. • Use brightness and volume settings to support sensory needs. • Annual C-SENSE review. • Purchase Sensory Circuits to support regulation for pupils. 	<p>SENDCO, site team.</p> <p>SENDCO, Senior Middle Leaders, teaching staff.</p> <p>SLT link, Computing teachers.</p> <p>SLT link, Computing teachers.</p> <p>SENDCO.</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE
<p>Improve the delivery of information to pupils and parents with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Visual timetables made available as appropriate • Internal signage • Large print resources • Ensure all written material is accessible to pupils and parents (e.g. use of reader pens and translated documentation) • Induction loops • Enlarged tests are provided for students with visual impairments • Accessibility statement on school website 	<p>At regular intervals, leaders review provision available and will take actions appropriate based on the current needs of pupils on roll.</p> <ul style="list-style-type: none"> • Labelling of equipment to include pictures/symbols • Review effectiveness and frequency of communication with parents. 	<p>Senior Middle Leaders. SLT link and Pastoral Team.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCO in conjunction with the headteacher and governing body.

It will be approved by the governing body and the headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Equality Information and objectives Policy
- Special educational needs (SEN) information report
- Medical Policy
- EAL Policy

Ratified by Governors: 09/07/2025

Review: 09/07/2026

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