



Special Educational Needs Information (SEN Information Report)

At Saint John Wall Catholic School, our mission statement is:

***'To educate each and every unique child in our care, to hear and
respond to what God calls them to be.'***

This means that we aspire to give every child the opportunity to explore their vocation in life and achieve their best both academically and personally. We are committed to ensuring that all pupils become independent learners and reach their full potential. We aim to identify a pupil's individual and specific areas of need development early and make provision to meet their individual needs.

1. What kinds of support do we offer for pupils with Special Educational Needs?

- Quality First Teaching
- Universal Adaptive Teaching
- Graduated Approach
- Pupil Coach Support
- Pupil Passports that include individualised adaptive strategies and essential information to inform staff
- Small group targeted interventions
- Individual targeted interventions

The types of SEN that we support at Saint John Wall Catholic School are:

The areas of special educational need for which we provide support include:

- **Speech, Language and Communication**
Understanding and using language to interact and learn
- **Sensory**
Processing and responding to sensory information (such as sight, sound, touch)
- **Motor and Physical**
Movement, coordination and physical health needs
- **Executive Function**
Skills for organising, planning, remembering and managing tasks
- **Social and Emotional**
Building relationships, managing feelings and social interaction

The statutory SEND Code currently identifies four broad areas:

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

Current SEN Data for 2026.27 *(Subject to change)*

SEN Data	Year 7	Year 8	Year 9	Year 10	Year 11	Total
K	27	14	10	7	14	72
EHCP	0	1	2	1	1	5
SSPP	0	0	0	0	1	1
TOTAL	27	15	12	8	16	78

2. We support pupils through Quality First Teaching.

This means that:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- A range of universal teaching strategies are used to ensure that your child is motivated and engaged in their learning.
- Your child's progress is constantly checked to ensure that the teaching and any additional resources meets their needs.
- Teachers adapt their teaching to meet the needs of the pupils in their classes.
- Some classes have a pupil coach to support SEN learners with their academic and personal development. Pupil coach deployment is flexible and reactive to the needs of SEN pupils.

3. We support pupils through targeted group work.

This is where your child works with a smaller group of pupils, who are at a similar place in their learning, often called an intervention or group.

For your child this would mean:

- Working in small group sessions on towards specific targets or objectives to support their progress. These sessions are usually led by a pupil coach, with advice from the SENDCo. Progress is constantly monitored to ensure that this small group work meets the group's needs. These sessions are usually based on improving literacy skills (or other areas of focus depending on the needs of the group)

4. The Saint Thomas Aquinas Centre (STAC)

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.

5. We support pupils through targeted individual work.

For your child this would mean:

- Working one to one on specific targets to support their progress.
- These sessions are led by our pupil coaches or external professionals such as Speech and Language Therapists, Educational Psychologists and staff from the Communication and Autism Team.
- Progress is constantly monitored to ensure that one to one intervention is meeting the

child's needs.

6. We support pupils accessing remote learning:

For your child this might mean:

- Providing laptops for SEN pupils who do not have the means to access remote learning.
- Train pupils to access remote learning.
- Identify pupils who are struggling to access remote learning and provide additional support.

2- 7. How are pupils with disabilities supported in their admission to the school?

Where an Education, Health and Care Plan (EHCP) names Saint John Wall Catholic School, the school will admit the pupil in accordance with the relevant statutory requirements and its admissions arrangements. The admission of a pupil whose EHCP names the school will affect the number of places available to other applicants and is not an oversubscription criterion.

If your child is offered a place at our school, your child will be offered additional transition days, we will have meetings with parents/ carers, current teachers, the school SENCo and existing support agencies. Transition days will be tailored to support the needs of each child with SEN.

8. What facilities do we provide to help disabled pupils to access the school?

- Handrails on the steps between the playgrounds.
- Ramps have been installed leading onto the playground, the entrance in the canopy area and into the new dance studio, meaning there is full accessibility to the whole of the ground floor.
- 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.
- 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).
- We have a number of classrooms where pupils can receive one to one and small group support.

9. How do we ensure disabled pupils are not treated less favourably?

Saint John Wall Catholic School is committed to ensuring that disabled pupils are not treated less favourably than other pupils because of disability. The school seeks to identify and remove barriers to participation and learning and makes reasonable adjustments where appropriate. Staff receive relevant training and guidance, and pupils' individual needs are considered when planning teaching, assessment, activities, trips, access arrangements and wider school participation.

The school's Accessibility Plan sets out planned actions to:

- increase the extent to which disabled pupils can participate in the school's curriculum;
- improve the physical environment to increase accessibility to education, facilities and services; and
- improve the availability and accessibility of information for disabled pupils.

The school's Accessibility Plan can be found on the school's website and is reviewed and updated

in accordance with the school's review arrangements

4- 10. How are Special Educational Needs identified?

How do Parents/Carers raise concerns?

- Contact the Deputy Headteacher and SENDCo: Miss McKenzie via email at cmckenzie@sjw.bham.sch.uk.
- Meet the SENDCo at termly SEND Coffee Mornings
- Discuss your child's needs with the SENDCo at Parents/ Carers afternoon and evening events (Please check our weekly school newsletter for regular updates including dates and times)
- Raise your concerns with your child's Form Tutor and/ or Head of Year.

We pride ourselves on listening to and building positive relationships with our Parents/Carers.

11. How does the school identify a child's Special Educational Need?

- Regular discussions with parents/carers about any concerns with your child's learning or progress.
- Class teachers implement the SJW Universal Adaptive Teaching Cycle in their lessons to ensure the early identification of potential barriers to learning.
- Class teachers will raise concerns with the SENDCo following day to day teaching and observations or assessments through our SJW Graduated Approach Process: which includes a 6-week Assess, Plan, Do, Review cycle
- Class teachers, SENDCo, pupil coaches, Heads of Year and members of the Senior Leadership Team will identify pupils who are not making expected progress from the school's tracking system. This is carried out frequently during the academic year, after each assessment week.
- Advice is requested from appropriate outside professional agencies to identify specific needs using specialist assessment.

12. How will school monitor the progress of pupils with SEN?

We:

- Check that additional support the child receives is planned and monitored carefully by the class teacher, pupil coaches and the SENDCo.
- Ensure careful liaison between class teachers, SENDCo, pupil coaches, the pastoral team and the Senior Leadership Team to discuss pupil progress and provision.
- Review assessment data after each assessment week and identify additional support that may be required to ensure that progress is being made.
- Pupil Passports are reviewed regularly in partnership with pupils, parents/carers and staff.

The SENDCo regularly reviews the SEND 'Expression of Concern' Online Form, submitted by teachers on a 6-week Graduated Approach Cycle of evidence gathering. Parent(s)/ Carer(s) will be notified if additional support is required for their child.

13. Who will explain this to me?

- Class Teachers and/or the SENDCo will meet with parents/carers, this could be part of a Parent/ Carer evening/ afternoon.

- The SENDCo is available for further information and discussion.
- Pupils with EHC Plans have annual reviews in accordance with statutory requirements. SEND Support Provision Plans are reviewed in accordance with the relevant school and Local Authority arrangements.
- EHCP Annual Reviews will take place in the Autumn Term for year 11 pupils to support transition to post 16 courses.
- You can attend the drop-in during your child's parent/ carer afternoon/evening or book an appointment to see the SENDCo.

14.What extra-curricular/enrichment activities can a pupil with Special Educational Needs and Disabilities access at school?

- Saint John Wall Catholic School is an inclusive school, and all activities are available to pupils with SEN. If appropriate, reasonable adjustments will be made to meet the needs of the individual child so they can participate.
- Class teachers will be able to advise you what extra-curricular/ enrichment opportunities are available. This information is also shared in the school newsletters which can be accessed on our school website, and through our Social Media School Platforms.

15.Who are the best people to talk to about SEN?

We always encourage you to speak to your child's form tutors and class teachers about any concerns you may have about your child. However, if you have a specific concern about your child's learning, special educational or additional need then the SENDCo is available to speak to you. The SENDCo is responsible for supporting members of staff, parents, carers and pupils in meeting the additional needs of all pupils.

Our SENDCo is Deputy Headteacher Miss McKenzie.

Miss McKenzie can be contacted by arranging an appointment through the school office, (telephone number 0121 5541825) or emailing cmckenzie@sjw.bham.sch.uk.

16.What training do the staff in school have to support pupils with Special Educational Needs?

To ensure our staff have the skills and knowledge to support pupils with SEN there is a programme of on-going CPD training, both in school and off-site. Recent training has included:

- Speech, Language and Communication Needs.
- All full time Pupil Coaches have been trained in Access Arrangements for Centres, invigilator training and Supporting Access Arrangement training.
- Full time Pupil Coaches are trained in supporting pupils' reading.
- Supporting pupils with Acquired Brain Injuries.
- Allergy Awareness Training
- Fresh Start Phonics.
- Annual training for identified medical needs.
- Regular updates from SENDCo regarding pupils with SEN and how they can be supported including focused CPD about Adaptive Teaching Strategies and the Graduated Approach Cycle.
- Reintegration meetings with teachers for pupils who attend the STAC Hub Provision and ongoing support.
- Teaching and Learning briefings based on specific needs.
- Lesson study programme (focussing on different elements of supporting pupils with SEND).
- Specialist training for pupil coaches who support pupils with EHCPs or who have SEND Support Provision Plans.

17. How is the school increasing the extent to which disabled pupils can participate in the school's curriculum?

- Consideration is given to the timetabling of lessons in the Tower Block for students with disabilities.
- We use a one-way system to ease congestion in corridors at key points within the school day.
- Raising staff awareness of disabilities.
- Staff Training to support pupils with specific needs including use of Assistive Technology such as Clickr and use of Reader Pens.
- 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 due to their medical or SEN needs. These can be used both in school and at home.
- Access Arrangements are put in place to allow pupils with special educational needs or disabilities to access assessments without changing the demands of the assessment e.g. readers, scribes.
- Ensuring the awareness of both staff and students of who they should speak to if they are concerned about accessibility to the school site or learning in lessons

Where a pupil's identified needs require specialist equipment, assistive technology or adaptations, the school will consider the recommendations of relevant professionals and work with parents/carers and the pupil to identify appropriate provision. Equipment and resources are reviewed according to the pupil's changing needs and, where appropriate, secured through school resources, specialist services, the Local Authority or other relevant agencies.

18. How is the school looking to improve the physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits

- Support staff with ensuring that all classrooms are clutter free and consider the accessibility of displays in classrooms.
- Provide CPD on how noises levels, natural lighting and use of strip lighting can be adjusted to support pupils with sensory needs.

19. How does the school get more specialist help?

At Saint John Wall Catholic School, if we feel a child needs more specialist help and support, we can work with a range of outside professional agencies. We may need ~~your~~ Parents/ Carers permission before some specialists will become involved with your child.

Agency or Service	Who they work with
Educational Psychology	Pupils with more significant and complex learning needs. Provide school staff with advice on teaching strategies, resources, individual and whole school training.
Pupil and School Support (PSS)	Provide school staff with advice on teaching strategies and resources, individual and whole school training to support pupils with difficulties in language, literacy and maths. Individual assessments of pupils who are not making progress in language, literacy and maths and advice on next

	steps.
Speech and Language Therapy Service (SaLT)	Pupils who are referred by the GP or school who have specific speech or language needs. Provide school with advice on work that can be carried out in school as well as providing specific programmes in clinic.
Communication Therapists	Provide school with advice on pupils who are struggling to access the curriculum with potential communication needs and suggest work that can be carried out in school as well as providing therapy sessions and supporting referrals to Paediatricians.
Communication and Autism Team	Pupils with social and communication difficulties or a diagnosis of Autism. Provide individual and whole school training for staff with advice on teaching strategies, resources for pupils with Autism.
Sensory Support Service Pupils with visual or hearing impairments.	Provide school with advice regarding resources and strategies to support pupils with sensory impairments.
Health professionals	Provide advice and support for staff working with individual pupils with health needs: School Nurse. Physiotherapist. Occupational therapist. Child Development Centre.
Forward Thinking	Pupils with specific mental health issues e.g. anxiety/depression.

The school works with the Local Authority, health professionals, specialist SEND services and voluntary organisations where appropriate to identify and meet pupils' needs. The SENDCo coordinates relevant referrals and professional advice and works with parents/carers and pupils to incorporate appropriate recommendations into provision. The SEND Governor receives appropriate anonymised information about SEND provision, outcomes and areas of development.

20. How are the parents/ carers of pupils involved in the education of pupils with Special Educational Needs?

- Open door policy to listen to parents/carers about their concerns.
- Drop-in sessions frequently with the SENDCo including termly SEND Coffee mornings.
- Parents/ Carers evenings/ afternoons.
- Annual reviews for pupils with EHCPs.

21. How does the school apply for an Educational Health Care Plan (EHCP)

Where, despite the support provided through the graduated approach, a pupil may require provision beyond that ordinarily available in school. Where appropriate, the school will discuss with parents/carers whether an Education, Health and Care needs assessment should be requested. This will be in line with Birmingham City Council's procedures. Parents/carers and young people also have rights to request an EHC needs assessment directly from the Local Authority.

Where appropriate, the school may also use a SEND Support Provision Plan (SSPP) to record a pupil's identified needs, outcomes, provision and review arrangements.

Pupils with EHC Plans or SEND Support Provision Plans have their plans reviewed in accordance with the relevant statutory and Local Authority arrangements.

22. How are pupils with Special Educational Needs involved in their own education?

All pupils are involved and encouraged to take part in their own learning journey, for example:

- Developing and achieving targets.
- Attending parents' evenings/ afternoons with parents/ carers.
- Self-assessment and evaluation.
- All pupils are encouraged to speak to members of staff if they have concerns or worries.
- Pupils are encouraged to attend interventions (when appropriate) to support them in achieving their best both academically and personally.

23. Pupil Voice

Pupils are encouraged to express their views about their strengths, needs, outcomes and the support they receive. Their views are gathered through pupil voice, discussions with staff, reviews of support plans, annual reviews where applicable, self-assessment and contributions to their Pupil Passport/Learning Plan. Pupils are encouraged to participate in meetings about their provision where appropriate and their views are taken into account when reviewing support.

24. Pupils identified with SEN additional needs are also involved in:

- Annual Review Meetings (for pupils with an EHCP/SSPP).
- The construction of Pupil Passports and Learning Plans.

25. How is the governing body involved in supporting families of pupils with Special Educational Needs?

At Saint John Wall Catholic School, we have a designated governor with responsibility for SEN who liaises with the SENDCo and Inclusion Co-ordinator to ensure that the Governors are informed about provision, progress and well-being of our pupils with SEN. To ensure confidentiality any feedback or reports do not name individual pupils.

If you have concerns about how school deals with your child regarding any SEN issues you can discuss these with the Headteacher or the Governing Body. The name of our SEN Governor is Mr L Payton.

If you want to discuss any issues with our SEN Governor, they can be contacted by arranging an appointment through the school office.

We encourage parents/carers to raise concerns at the earliest opportunity with the member of staff responsible for their child's provision or with the SENDCo. Where a concern cannot be resolved informally, parents/carers can use the school's formal complaints procedure. Details of the school's complaints procedure, including how to make a formal complaint and the stages of the process, can be found on our school website by following this link: [SJW Complaints Policy](#). Parents/carers may also seek independent advice from Birmingham SENDIASS.

26. How do we evaluate the effectiveness of our SEN provision?

The effectiveness of SEN provision is evaluated through analysis of pupil progress and attainment data, provision reviews, intervention monitoring, pupil and parent/carers feedback, classroom observations, work scrutiny and review of individual support plans. The SENDCo and Senior Leaders use this information to evaluate the impact of provision and identify areas for development. SEN provision, outcomes and areas for development are reported to governors through the school's SEND governance arrangements.

27. What support services are available to help parents/carers with pupils with Special Educational Needs?

Our SENDCo will be able to advise you on the support services available to you, both locally and nationally. This can be done via telephone, email or face to face during parent/ carer afternoons/ evenings or informal parent/ carer drop-in meetings.

It is recommended that you contact your GP to discuss any concerns you may have about your child's needs and to seek medical support, guidance and assessments if appropriate.

SENDIASS are a support service we also recommend to you. They can offer independent and unbiased advice and information about the assessment procedures and educational provision for your child. For more information, please follow the link:

<https://www.birminghamsendiass.co.uk/>

28. How will we support your child through transitions?

Before your child starts at our school:

- Visit to existing school or home visit where relevant.
- Transition days — staggered at times of the day to meet the needs of the child e.g. after school, during class time.
- Additional transition days for those pupils with SEN.

29. When they are moving to a new school:

- Additional visits to the new school for pupils with specific needs.
- Contacting key personnel at receiving school.
- Reviews centred on the needs of the child involving yourself, staff and relevant agencies when appropriate (Person Centred Review).
- All relevant documentation about our pupil shared with the new setting.

30. When your child has a new teacher:

- Your child's new teacher will be informed of general information about your child as well as strategies to support their academic and personal development.
- Where applicable your child's pupil passport will be shared with their teachers.

31. When your child is starting post-16 education:

- Contacting key personnel at receiving sixth form/ college.
- Additional visits to appropriate provisions.
- Support with completing application forms for appropriate provisions and courses.
- Work with careers advice to prioritise pupils with SEND for careers interviews ~~and~~ at the beginning of year 11. This is to ensure they have the appropriate help and support throughout year 11 whilst transitioning to post 16.
- As part of their annual review, pupils with EHCPs or SSPPs will start preparing for adulthood

and post-16 transition from ~~in~~ Year 9. Discussions with the SENDCo will identify and agree with parents/ carers and the pupil what additional support they may need to enable them to feel prepared for post 16 and life in the workplace.

32. How can parents/carers find the Birmingham Local Authority's Local Offer for SEN?

You can find the Birmingham Local Authority's local offer here: [-Home - Local Offer Birmingham](#)

DRAFT

This SEN Information Report is reviewed annually by the school and updated sooner where there are significant changes to SEN provision, staffing, services or statutory requirements.

Date of last review:	12/10/2026
Date of next review:	12/10/2027
Approved by:	[Governing Body/Headteacher as appropriate]