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# SEND Accessibility Planning and Review



The McAuley Catholic High School



Review: 2024-2025

**Accessibility Planning and Review : 2022 to 2024**  
**NEXT Steps ACTIONS TO ADDRESS 2024-2025**

Reasonable Adjustments made:	Would be better if: ACTIONS to address 2022 to 24	Review JULY 2024	Actions to address 2024 to 2025
<b>MOBILITY related difficulties:</b>			
<ul style="list-style-type: none"> <li>- Wheelchair aid (TA training to be updated in line with Manual Handling routines)</li> <li>- Escorts across and in between sites</li> <li>- Ramp access both sites</li> <li>- Lift to access pupil reception Acacia Road</li> <li>- Lifts to access assembly area Cantley site</li> </ul>	Pastoral team & Medical sick bay staff - wheelchair training would increase inclusivity around school and would not restrict to small team of SEND staff being available	that 'medical first aid staff' are wheel chair trained but wouldn't be able to offer their services to the SEND department as they are needed in their role and are unable to leave their working areas other than for emergency sickness calls to classrooms or fields.	Pastoral team - wheelchair training & use of lift in assembly areas at CL and staff room AR - would increase inclusivity around school and would not restrict to small team of SEND staff being available Would also ensure sick bay medical areas staffing would not be impacted by a need to transport individuals
<ul style="list-style-type: none"> <li>- Disabled changing facilities on both sites exclusive to Disabled children's use to maintain discreet privacy</li> <li>- Intimate Care policy developed and implemented to ensure access to school day safely with medical and care needs being met appropriately</li> </ul>	Nurture staff to be further training in aspects of intimate care to ensure care needs are not dependent on one individual being present (to widen the support network)	This has not been met. The 2 Nurture teachers Staff preference has not prioritized this. This has meant One TA, one admin assistant and sendco have been trained to perform intimate care for nurture students	This needs revisiting to accommodate needs when staff are risk assessing for trips or excursions out of school it has an additional cost – so staff supporting nurture trips need to be trained and willing to perform intimate care
<b>MEDICAL NEEDS:</b>	Would be better if: ACTIONS to address 2022 to 24	Review JULY 2024	Actions to address 2024 to 2025

<ul style="list-style-type: none"> <li>- Medical needs provided supplies of insulin on both sites to ensure individuals with medical needs are not discriminated against on account of their medical needs</li> <li>- Medical needs – sick bay on both sites</li> <li>- Each Sick Bay has to have a functional fridge</li> <li>- Medical needs emergency care in the event of injury and short-term mobility difficulties and access to supervised study areas to access learning opportunities</li> <li>- Anxiety related panic attacks access to sick bay or safe space</li> </ul>	<p>First aid / medical sick bay staff team to ensure storage of insulin is appropriate on each site given change in staffing</p> <p>Sick bay to be known as a safe space for those experiencing a panic attack</p>	<p>Line manager of sick bay staff aware of implication and routines / protocol in place</p> <p>However – 2 incidents through the course of the year where insulin being accessed was noted to be out of date and warnings had not been given in advance to allow parent to replace</p>	<p>Storage of meds protocols for checking expiry dates to be revisited and robust routine</p> <p>Line manager LRO aware</p>
<p><b>SPECIFIC sensory IMPAIRMENTS:</b></p>	<p>Would be better if: <b>ACTIONS</b> to address 2023 to 2024</p>	<p>Review JULY 2024</p>	<p>Actions to address 2024 to 2025</p>
<ul style="list-style-type: none"> <li>- Visual Impaired strategies – software laptop packages, teams use of one note and text to voice software</li> <li>- Visual stress alleviated by use of coloured overlays and coloured exercise books</li> <li>- Teachers advised re the use of interactive whiteboards re coloured backgrounds to discreetly check with individuals re access and ensure print outs provided (being mindful of research indicating high incidences of possible colour blindness amongst males 5 in 30)</li> </ul>	<p>Consideration re budget for purchasing coloured overlays and coloured books to sit within departments</p>	<p>All info within individual pupil passports related to visual stress needs</p> <p>Links to KYA literacy role and assessment process increasingly more robust – assessment recommendations added to visual stress passports and circulated ‘coloured overlay and paper list updated as separate list for ease for teachers</p> <p>Coloured overlays remain under the budget for SEND on the premise that it is more cost effective to purchase in bulk and distribute per student</p>	<p>Generic update to be added and circulated re visual stress</p> <p>Further development of awareness and understanding of visual stress through assessment and sharing of recommendation from literacy teacher (KYA)</p>
<p><b>INTERVENTIONS</b> to close the development gap: <b>AUTISM</b></p>	<p>Would be better if: <b>ACTIONS</b> to address 2022 to 24</p>	<p>Review JULY 2024</p>	<p>Actions to address 2024 to 2025</p>

<ul style="list-style-type: none"> <li>- Hearing Impaired</li> <li>- Encouraging Curriculum Leaders to ensure providing face to face revision opportunities not exclusive to on line</li> </ul>		With prompts reminders and requests implemented	Maintain awareness of importance in recommendations on individual passports
<ul style="list-style-type: none"> <li>- Sensory related difficulties impacting access to crowded areas &amp; support needed such as queue jumping passes in dinner time queues or access dinner areas early before whole school</li> <li>- Transition movement passes mins early to avoid crowded corridors</li> <li>- Timeout support individual or teacher directed as outlined in support plans</li> </ul>			<p>Consider more inclusive strategies also such as de-sensitizing loops to empower some to still access</p> <p>Recognition for some that the strategies of less busy times and crowd avoidance may be best for them</p>
<ul style="list-style-type: none"> <li>- Social understanding groups</li> <li>- Social stories / Comic strip conversations / 5 point scale work self-regulating</li> <li>- External visits supported by TA staff to access wider community services</li> <li>- TA Staff supporting children to access school trips and visits to ensure disability needs are accommodated and any potential barriers removed</li> <li>- Travel Training / road crossing – access to LA ASCETS travel training supported by TA staff</li> <li>- Inclusion sanctions considered with reasonable adjustments</li> <li>- Scribes</li> </ul>	Autistic - Low ability academically to have better access to ASDAN life skills provision potentially as an option alternative	<p>Some alternative accredited pathways have been explored and tried in food tech for some SEND individuals</p> <p>Further development of TAT group for KS4 – social understanding extended into managing emotions and school based anxiety for neurodivergent children</p>	<p>Explore Prince’s Trust Personal Development and Employability Skills qualification for KS4 TAT Nurture RGR &amp; VGA main cohort SEND</p> <p>Explore Level 1 Award – Developing Resilience for KS3 BGG and TAT group VGA / AHA</p>
<b>INTERVENTIONS to close the development gap: Literacy academic skills</b>	Would be better if: <b>ACTIONS to address 2022 to 24</b>	Review JULY 2024	Actions to address 2024 to 2025
<ul style="list-style-type: none"> <li>- Extra literacy tuition and intervention to develop basic skills to improve independence and access across the wider curriculum</li> </ul>		Embedded process at KS3 assessment identification short term withdrawal and impact entry exit criteria	Twilight homework support sessions available
<b>SEND Support HUB:</b>	Would be better if:	Review JULY 2024	Actions to address 2024 to 2025

	<b>ACTIONS to address 2022 to 24</b>		
<ul style="list-style-type: none"> <li>- Development of supervised areas for student with more complex needs not able to access lessons / learning consistently</li> <li>- Supervised liaising with class teachers to accommodate provision of work as part of stepping stone to</li> <li>- Reduced TT returning to provision or transition to new provision or whilst waiting for named provision following EHCP assessment</li> <li>- RAG rate TT reduces demands of lessons to access when disability is impacting ability to access and manage the demands of full time in liaison with family parent and child in APDR</li> </ul>	More support from Year leader team to ensure it is used appropriately	SEND Support HUB tracker developed and used Needs to be used more consistently to track progress and evidence needs to support next steps especially for more complex	
<b>NURTURE Provision: Academically working at Y2 or below on Entry Reasonable adjustments to increase access to KS3 curriculum in the longer term</b>	<b>Would be better if: ACTIONS to address 2022 to 24</b>	<b>Review JULY 2024</b>	<b>Actions to address 2024 to 2025</b>
<ul style="list-style-type: none"> <li>- Development of and implementation of nurture curriculum in KS3 to enable SEND children with more complex needs to have the opportunity to further develop basic skills in literacy, reading and writing and in numeracy to enable increased access to curriculum across the whole school.</li> <li>- Specialist teachers from core subjects timetabled to also deliver curriculum using themed differentiated topics from KS3 curriculum</li> <li>- In English, Science, Maths and RE</li> <li>- Provision of ingredients for children in Nurture so that they can all experience and take part in cooking / food tech life skills</li> </ul>	Dedicated Nurture staff with less teaching responsibility in other areas Specialist maths teacher skills were used to teach maths to nurture in mainstream setting once functioning at Y5 level or above Further development of an accredited pathway at KS4 for children with more complex academic needs that are not able to be successful at GCSE (to include accredited pathways for life skills and more basic skills such as personal effectiveness Entry Level and asdan)	Invested in KS3 and KS4 routes within Nurture Specialist teachers identified and allocated for KS3 maths; English; Science; Technology & RE  Specialist teachers identified for KS4 maths; English; Technology; RE; PE; Drama  Budget increased to accommodate additional year group expansion into KS4 Also funding salary for 2 teachers and increased TA support	Prince's Trust – accredited Pathway qualification through the Achieve Program is: Personal Development & Employability Skills – to start delivery in SEP 2024 in Nurture KS4  May also explore Developing Resilience Level 1 Award  Entry Level or Functional Skills to be explored for English Maths as alternatives

	Budget allocated to be appropriate to resourcing to meet more complex needs		NB RE Alternative non exam RE is being explored in KS4 RE
Reasonable Adjustments made:	Would be better if: ACTIONS to address 2022 to 24	Review JULY 2024	Actions to address 2024 to 2025
Whole school ASSESSMENT protocol:			
- Access to curriculum by means of AA being identified by teachers and tested and implemented as appropriate in line with Examinations and assessments policies	Increase provision of Reader Pens for exams officer storage and use only for formal exams	Consultation with teachers includes their input to AA info form and records for normal way of working	
- Ensuring the MOCK assessment timetables accommodate all Access Arrangements for all children	NB Extra time was not allowed in some Y10 mocks 2022 Extra time was then built in in Mocks from 2022-23	Access Arrangements accommodated within the timetable for mocks in 23-24 assessment cycles	
- Where a specific access arrangement has been determined on account of a disability under the SENDCO 5 conditions – then during mocks and class testing consideration is given to whether the child needs to access the SEND support HUB area to access their test in a quieter room away from peers if for example a scribe is needed or to enable extra time to be accommodated	SLT Assessment protocols to include discussion with SEND team in their planning		Form 9 development and use in Access Arrangement applications to JCQ
- To NOT refuse any ACCESS ARRANGEMENTS on the grounds of it costing additional to recruit an extra invigilator		Raised awareness of disability discrimination & Equality Act in CPD awareness training with SLT	Monitor and liaise with SLT the impact of additional costs linked directly to increased Access Arrangements

			Eg: increase in the number of balcony rooms needed and costs of extra invigilators
<b>Reasonable Adjustments made: PE:</b>	<b>Would be better if: ACTIONS to address 2022 to 24</b>	<b>Review JULY 2024</b>	<b>Actions to address 2024 to 2025</b>
Alternative changing facilities initially SEND children Autism needing more time or uncomfortable changing in front of peers But this is a wider remit for other peers that are NON-SEND such as those with gender neutral or differences Gender sports – what sports are all genders allowed to have access to	Gender neutral changing rooms to be accommodated  Alternative changing room areas for more vulnerable (supervised with cubicles) (other than the single SEND toilet area)		Pastoral whole school strategy to address
<b>Reasonable Adjustments made: LIBRARY:</b>	<b>Would be better if: ACTIONS to address 2022 to 24</b>	<b>Review JULY 2024</b>	<b>Actions to address 2024 to 2025</b>
Ensuring fiction texts cover a range of young people’s needs being fully inclusive to all ethnic backgrounds cultures and genders  Whole school texts used in curriculum delivery: Ensuring texts identified in curriculum especially KS3 cover a range of young people’s needs being fully inclusive to all ethnic backgrounds cultures and genders			Staff volunteering time to supervise and run the library
<b>Reasonable Adjustments made: RSHE policy and implementation:</b>	<b>Would be better if: ACTIONS to address 2022 to 24</b>	<b>Review JULY 2024</b>	<b>Actions to address 2024 to 2025</b>
Ensuring all parents were provided with links to and access to resources and curriculum to make informed decisions about opting out of individual selected sessions on grounds of religious preference.			Consultation Autumn Term complete before delivering curriculum

Reasonable Adjustments made: INCLUSION Policies:	Would be better if: ACTIONS to address 2022 to 24	Review JULY 2024	Actions to address 2024 to 2025
<ul style="list-style-type: none"> <li>- Reasonable adjustments to sanctions protocol</li> <li>- Eg determining a sanction length and location dependent upon disability needs</li> <li>- Instead of 'Isolation TIME AWAY sanction – supervised in the SEND area</li> <li>- Or shorter stints of access to the sanction TIME AWAY - Liaising with year teams to ensure consideration of any disability or SEND needs is considered in the decision-making process</li> <li>- Assemblies content – equality and respect treating others with dignity and respect embracing difference and diversity</li> <li>- Info shared through social media and on-site screens media in school awareness of tics info</li> </ul>	<p>If TIME AWAY was able to provide alternative supervised space and access without having to be in SEND offices for reasonable adjustments</p>	<p>Use of the small room adjacent to TA at the back next to DST office area has been incorporated And used</p> <p>Still a large impact on SEND office areas / SEND staff and time and space to make reasonable adjustments to sanctions put in place</p>	<p>Reasonable adjustments to be evident more widespread across whole school 'every teacher a teacher of SEND' not just SENDCO and SEN admin staff</p> <p>Build in restorative justice dialogues in terms of consequence instead of pure sanction to break the cycle</p>
Reasonable Adjustments made: MUSIC extra-curricular	Would be better if: ACTIONS to address 2022 to 24	Review JULY 2024	Actions to address 2024 to 2025
<ul style="list-style-type: none"> <li>- SEND representation in school productions and school choir</li> </ul>		<p>CAST trip</p> <p>Also production roles inclusive of full representation across all needs within school</p>	