



BROOKE PRIORY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY INCLUDING EYFS INCLUDING SCHOOL ACCESSIBILITY PLAN

Introduction

Brooke Priory School ('the School') is committed to the equal treatment of all pupils including those with special educational needs and disabilities ('SEND'). This policy works towards eliminating disadvantages for pupils with SEND by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEND engage as fully as practicable in the activities of school alongside pupils who do not have SEND
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (September 2021).

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Accessibility Plan.

Definition of Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers;
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

Definition of Disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

Proprietor and Staff Responsibilities

The Head and Proprietor are responsible for determining school policy and provision for pupils with SEND.

The Head is responsible for overseeing all aspects of the School's SEND provision and keeping the Proprietor fully informed of the implementation of the School's policy in practice.

The Special Educational Needs Coordinator ('SENCO')/ Head of Learning Support is Mrs Claire Sillett. Her responsibilities include:

- determining the strategic development of the SEN and disability policy and provision in the School, together with the Head and Proprietor
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the School to support their child's SEN and disability
- liaising with external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEN up to date.

The School's Learning Support Department consists of Mrs Claire Sillett and Mrs Viv English.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

Identifying and Supporting Pupils with SEN and Disabilities

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEND. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required by following The Schools SEND identification procedure and identification.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEND, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Parents will meet with the class teacher and SENCO to discuss emerging concerns, strategies in place; additionally, intervention programmes may be put in place within the class to support the child. If this level of support does not produce significant improvements in the child's achievement then the support will be reviewed. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: assess - plan - do - review:

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need. This service carries a cost and so parent's permission will be gained prior to commencement. These assessments will be carried out by the School's specialist teacher, Viv English. If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- **Plan:** Where it is decided to provide SEN support, the teacher and the Learning Support team will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be filed in the child's class file and their SEND folder on The Schools department drive.
- **Do:** Teachers will work closely with the Learning Support team to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed twice termly. Teachers, working with the Learning Support team, will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

Recording progress of pupils with SEND

The School will record the progress of, and any support given to pupils with specific learning difficulties or disabilities or where they have an Education Health Care Plan. Each child's Learning Support Plan will be drawn up in consultation with the pupil's teacher, the Learning Support team, the pupil and their parents and kept in the pupil's class file and their SEND folder. This plan contains key information such as:

- Progress and attainment level
- Outcome sought
- Teaching strategies
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them
- Date the Learning Support Plan was drawn up and date for review.

The Learning Support Plan may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENCO.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

The School will measure the overall progress annually of pupils with SEND at the end of the various key stages such as INCAS tests (October) and end of year exams (May).

Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision is Mrs Claire Sillett supported by Head of EYFS, Miss Vicki Sanders. The child's form teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

The School's SEND Provision

The School's SEND provision currently includes quality first teaching, specific targeted learning support in class, small group and 1:1 teaching assistant support, additional specialist teaching, support from the SENCO, additional one-to-one lessons (usually charged to parents), and the opportunity for external specialists and therapists.

Further aspects relating to SEND provision

Admissions

The School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

The School will treat every application from a SEND in a fair, open-minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria from time to time.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the School before the School considers the application for a place. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request for a place. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEND (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy can be found on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances.

Pupils with an Education Health Care Plan ('EHC Plan')

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view

to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Three-year Accessibility Plan

A copy of the School's Accessibility Plan can be provided upon request by writing to the Head. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Bullying and Behavioural Issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE and school assemblies the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Entitlements to additional time and/or support in external assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak with their child's form teacher or SENCO with regard to any application for additional support as soon as reasonably practicable. The SENCO will process applications for appropriate examination access in conjunction with the child's form teacher.

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENCO if their child's progress or behaviour gives cause for concern.

Review

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.

Brooke Priory School

School Accessibility Plan: School Year 2021-2023

ETHOS AND AIMS

Brooke Priory School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

HOW THE PLAN IS CONSTRUCTED

The School has a disability policy review committee which consists of the Head, SENCO and Head of the Early Years and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEND policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's disability policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education

- Extra-curricular activities
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available upon request from Reception.

HOW THE PLAN IS REVIEWED AND MONITORED

The School's disability committee meets annually to frame recommendations for inclusion in the plan. These recommendations include input from the Senior Management Team and the document is then placed on the agenda for discussion with the Proprietor.

There is a formal review of the implementation of the plan annually with the Proprietor. The Head provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The Head and the Proprietor are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Develop resources for sensory processing.	Provide wobble cushions/foot stools/writing boards.	Ongoing as required by individual pupils.	Claire Sillett (SENCO) and class teachers.	Successful implementation.
	Update Dyspraxia resources.	Sensory room established.	Established Sept 2021 room and use	Katy McNaughton	Evidence of use and timetable.
Medium Term	Establish suitable 1:1 small group zones in school.	Purchase of chairs and identification of spaces.	September 2022	Claire Sillett (SENCO) Duncan Flint	Installed and used and timetable.
Long Term	Purchase and install an evacuation chair for the Art / D.T. area	Source a suitable chair.	September 2019	Caroline McCabe, Bursar	Installed.

Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Assess laptop use for improving teaching to children with difficulties accessing curriculum.	Research the use of programmes to help learners.	December 2021	Chris Tait (IT Curriculum Leader) and Claire Sillett (SENCO)	Laptops in use.
Medium Term	Upskilling support staff in support of children with ASD traits.	Training	September 2022	Claire Sillett (SENCO)	Use of strategies in the classroom.
Long Term	Technology rolling review.		September 2023	Chris Tait (IT Curriculum Leader) and Claire Sillett (SENCO)	

Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Continued improvement to information on school's website	Working with the website provider.	2023	Karen King (Marketing Manager)	Website fully accessible.