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 2024).

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 Kelly Cowling. 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 Kelly Cowling and Viveca English.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise) and all teachers are teachers of children with SEND. 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 on the Learning Support Register (also referred to as the SEN register) 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 School’s SEND identification procedure.

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 place the child on the Learning Support Register (SEN Register) and take action to put appropriate special educational provision in place considering 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 will plan specific targeted objectives and with 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 their SEND folder on the Schools department drive.
- Do: Teachers will assess and monitor the targeted plan of support and the impact of support and interventions in place for the child with support from the Learning Support team.
- Review: The effectiveness of any support and its impact on the child's progress will be reviewed termly. Teachers will revise the impact and quality of the support and interventions in light of the pupil's progress and development and working with the Learning Support team, 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 file online. 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

- 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 end of year exams.

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 Kelly Cowling supported by Nicki Cashman, Kindergarten Teacher and Suzie McMurray, Nursery and Pre-School manager. 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
We welcome pupils with special educational needs, or who have English as an additional language, providing that our School and Learning Support Department can offer them the support that they require. We welcome pupils with physical disabilities provided that we can make reasonable adjustments to our site to accommodate those needs. However, we strongly advise parents of children with special educational needs or physical or mental disabilities to discuss their child's requirements with the School so that the type of provision required can be assessed to ensure that the needs of the child can be met. Parents must declare any particular known or suspected special circumstances relating to their child's health – such as allergies, disabilities, learning or behavioural difficulties, or reports e.g. educational psychologist report or Educational Health Care Plan (EHCP). Should these come to light following a Taster Day, or once a child has started at the School, the offer of a place may be withdrawn.
We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child if he/she becomes a pupil at the School.

Whilst at Brooke Priory School, if it is identified that a child has a specific educational need, the school will comply with its legal obligations to make reasonable adjustments where applicable. If the School is unable to make changes in order to ensure that all the child's needs are met, and/or changes would not amount to reasonable adjustments under the Equality Act 2010, the School has two options. The School may either provide some support to the family to find an appropriate/alternative setting (therefore leaving the School at a mutually agreeable point) or, where appropriate, will discuss whether a family may wish to contribute towards the necessary additional resources (e.g. staffing costs) to accommodate a child's ongoing needs. For further details see our Special Educational Needs Policy.

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.

If an EHC Plan is put in place by the Local Authority any funding should be paid by the LA as set out in the Children and Family Act 2014. If the LA refuse to adequately fund the needs of the child to meet the requirements in the plan and the school is unable to make changes to ensure that all the child's needs are met, and/or changes would not amount to reasonable adjustments under the equality Act 2010, there are two options. The school may either provide some support to the family to find an appropriate/alternative setting (therefore leaving the school at a mutually agreeable point) or, where appropriate, will discuss whether a family may wish to contribute towards the necessary additional resources (e.g., staffing costs) to accommodate a child's ongoing needs.

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 disproportionally 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 Sept 2024-Sept 2027

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 accessibility plan is reviewed annually by the committee (or members of). These recommendations may include input from the Senior Management Team and the document is then placed on the agenda for discussion with the Proprietor.

There annual review of the implementation of the plan with the Proprietor. 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 SEN Policy.

Improving Access to the Physical Environment Sept 2024- Sept 2027

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Access to the adventure playground.	Remove the step up into the adventure playground.	April 2025	E Bell	Plans and execution.
Short Term	Accessibility of the thoroughfares in the library to be improved.	Assess current configuration. Have an alternative set up in case of a pupil requiring access with wheelchair/crutches/specific needs.	Ongoing	K Cowling	Execution
Long Term	Improving access to the top floor	Research options for accessibility chair		E Bell	

Improving access to the curriculum Sept 2024- Sept 2027

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short term	Improving access to sensory equipment and upskilling staff with its use.	Research and assessment of current equipment. Purchase of equipment. Training assessment and execution.	December 2024	K. Cowling	Appropriate children regulated and ready to learn.

Improving access to information Sept 2024- Sept 2027

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short term	Improve access to all information for parents.	Implementation of new MIS and Website with access to key policies and procedures	Fully operational and reviewed by July 2025	Admin Team	Parent feedback on accessibility.