

SEND POLICY

Updated: September 2024

1.0 RATIONALE

BPA provides a challenging, inclusive and engaging curriculum to meet the needs of all our pupils. All children have the right to make excellent progress. Every teacher is a teacher of SEND pupils. We ensure quality-first teaching, robust assessment systems, and inclusion of appropriate challenge and support in lessons responds to children's learning needs. This does not mean that we will treat all learners in the same way, but that we will respond to learners in a way that takes into account their varied life experiences and needs.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional/social development, or may relate to factors in their environment. We believe that all children should be equally valued in school and strive to develop an environment where children can flourish and feel safe.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

We aim to provide all children at BPA with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disabilities Code of Practice 2014.

2.0 COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

3.0 WHO'S WHO?

The SENDCo for BPA is Priya O'Leary. She is currently on maternity leave and the named SENDCo in her absence is Caroline Crosdale, Headteacher

Lisa Varty- SEND Administrator

Our school governor responsible for SEND is Aisha Chowdhry

4.0 OUR AIMS AND OBJECTIVES

Our aims and objective are:

- To provide children with quality-first teaching through regular training at staff CPD sessions.
- To have high expectations that each child will reach their potential in all aspects of school life.
- To develop independent learners who can transfer these skills to future life.
- To educate pupils with SEND, where possible, alongside peers in mainstream classrooms.
- To assess pupil data regularly and provide appropriate support where it is needed.

We aim to:

- **Identify** the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- **Make appropriate provision** to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and the senior leadership team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. CPD will be provided where necessary to enable staff to help pupils to overcome the barriers to learning.
- **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe** to voice their opinions of their own needs. This means providing opportunities for discussion between pupils and their teacher/SENDCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. pupil voice, Pupil Passports.

5.0 ROLES AND RESPONSIBILITIES

5.1 The Teacher

All teachers are teachers of SEND pupils and provide quality-first class teaching which takes into account the particular individual needs of pupils with SEND in the classroom. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

BPA regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of

strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered (CoP 6.34).

They are responsible for:

- Monitoring progress, identifying, planning and delivering additional help the child may need.
- Provide quality first teaching, using assessment for learning to adapt and adjust their teaching to support SEND students.
- Planning for a variety of opportunities to work independently, work with their peers as well as but not limited to working with additional adults at points throughout the day.
- Creating Pupil Passports with pupil and sharing and reviewing these with parents. Progress will be monitored and targets adapted accordingly.
- Ensuring the SEND policy is followed in their classroom.

5.2 The SENDCo

The Special Needs Co-ordinator is responsible for managing and coordinating all aspects of Special Educational Needs and Disabilities in the school.

Our responsibilities include:

- Coordinating the support for pupils with SEND and developing policy and practice to make sure all children's needs are met.
- Updating the SEND Register and making sure children's progress and needs are recorded.
- Providing support for teachers and support staff in school so they can help children with SEND in the school make the best possible progress.
- Plans for and makes decisions about overcoming barriers (long term plans, short term plans, CPDs, in class closing the gap activities, where necessary interventions)
- Assists children with SEND in making a positive and secure transition as they move into secondary school or new school setting.
- Associated paperwork in relation to outside agency referrals, statutory assessment requests and reviews of statements or EHC plans.

We work closely with parents, ensuring they are:

- Involved in supporting their child's learning.
- Kept informed about the support their child is getting.
- Involved in reviewing how pupils are progressing.
- Making sure the necessary support is made for any child who attends the school who has SEND.

5.3 Governors

Our school governor responsible for SEND is **Aisha Chowdhry**

BPA Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Headteacher will ensure the Governing Body are kept up to date about any issues in school relating to SEND. The HT will report to governors termly and annually.

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5.4 Subject Leaders

- Have the knowledge, skills and expertise to ensure SEND pupils can access the curriculum.
- Design, sequence and develop the curriculum to meet the needs of SEN and disadvantaged pupils.
- Monitor data to see how well teachers are assessing learning and adapting planning to prevent gaps widening further in their specialised subject area.

6.0 IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

At our school we use the definition for SEN and for Disability from the SEND Code of Practice (2014).

This states:

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.”

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

The Special Educational Needs and Disabilities (SEND) Code of Practice sets out four headings:

6.1 Communication and Interaction

- May have speech sounds difficulties
- May find it difficult to communicate with others
- May have difficulty understanding others
- May have an autism spectrum disorder (ASD)

6.2 Cognition and Learning

- May learn at a slower pace than others of the same age
- May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia

6.3 Social, emotional and mental health difficulties

- May show emotional difficulties such as withdrawn or challenging behaviour
- May have disorders, such as, attention deficit disorder (ADD)

6.4 Sensory and/or physical needs

May include:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

7.0 IDENTIFYING SEN PUPILS

The school knows when a pupil requires help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.

If parents have concerns relating to their child's learning, then they should initially discuss this with their child's teacher. This then may result in a referral to the SEND Team which comprises of Priya O'Leary and Caroline Crosdale. Parents of BPA may also contact the SENDCo directly but by appointment only. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

8.0 THE GRADUATED APPROACH TO SEND SUPPORT AT BPA- 4 STEP PROCESS

8.1 STEP 1- quality first teaching

At BPA, the teacher has the highest possible expectation for children in their class and all teaching builds on what the child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

These may include teaching and learning strategies such as:

- Differentiated delivery - simplified language, longer thinking times, repetition of key phrases, chunking information into more manageable sizes.
- Clear verbal, written or pictorial instructions.
- Alternative methods of recording e.g. mind-maps, flow charts, missing words, use of ICT.
- Use of differentiated questions.
- Provision of visual aids, prompts, word-banks or apparatus.
- Checklists and task lists.
- Visual timetables.

We use a variety of monitoring methods to promote and ensure Quality First Teaching:

- Classroom observation by the senior leadership team, the SENDCo, external verifiers.
- Ongoing assessment of progress made by pupils with SEND.
- Work sampling, moderation and scrutiny of planning to ensure effective matching of work to pupil need.
- Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND.
- Pupil and parent feedback on the quality and effectiveness of provision.
- Attendance and behaviour records.

8.2 STEP 2- Identification and assessment of pupils with SEND

At BPA, we monitor all pupils regularly to review their progress. We also use a range of assessments with all pupils at various points, such as the Year 1 phonics screening test, spelling and reading age tests, and a range of universal assessments.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if a pupil's special educational need has not been identified. This extra support will enable the pupil to catch up. We record this extra support using Pupil Passports, allowing us to monitor in-class interventions and support strategies.

Some examples of extra support are small group work, extra reading support, and emotional and social programs/activities.

Where students are withdrawn from lessons, which happens rarely, the focus is on a range of additional support linked to their assessed social, emotional, or learning needs. Any additional targeted support is monitored and

evaluated for its impact. Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents/carers, strengths and weaknesses are identified and used to identify an appropriate plan which forms part of an SEND Pupil Passport.

At times it may be necessary to consult with outside agencies to receive more specialised expertise and advice. The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, detailed in the Pupil Passports, reviewed regularly, and refined / revised if necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil can maintain good progress without the additional and different resources, he or she will no longer be identified as having special educational needs. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

All interventions are monitored and reviewed to identify what impact they have had on a pupil's educational progress. This would involve discussions with the class teacher, parents/carers, and the SENDCo through the Code of Practice (CoP) 'Assess, Plan, Do, Review' model.

8.2.1 Pupils identified with SEND will be part of an assess, plan, do and review process. This ensures that the right support is in place for them.

8.2.1.1 Assess

How does the school decide if a child needs extra help?

We will gather information about the child's progress, motivation, attainment, wellbeing and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teachers, SENDCo, parents/carers and any outside agencies (Health, Social and Educational).

8.2.1.2 Plan

How much and what type of support will the child get?

If review of the assessment indicates that 'additional to and different from' support will be required, the views of all involved including the parents and pupils will be obtained and appropriate interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.

8.2.1.3 Do

How will school staff support the child?

SEND support will be recorded on a Pupil Passport that will identify clear areas of support needed and how this will be implemented. Parents and pupils will be consulted on the actions they can take to support attainment of the desired outcomes.

The class teacher remains responsible for the child's progress and works closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustment and annotations will be made to the passport as necessary. If the child's class teacher has any concerns that the plan is not working they will consult the SENDCo for further advice. The child's progress will be clearly tracked by the SENDCo and assistant SENDCo.

8.2.1.4 Review

How will the school and I know how the child is doing?

Progress towards the plan will be tracked and reviewed at least termly with pupils and parents. This will also be discussed half-termly during pupil progress meetings with the class teacher. A decision will be made about any necessary changes and the plan will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required.

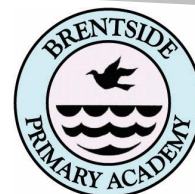
8.3 STEP 3- Significant difficulties requiring further intervention

If a child continues to have significant difficulties despite additional intervention, a referral to or advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained, and may include referral to:

- Specialists in other schools e.g. teaching schools, special schools.
- Special Educational Needs Support Service – I SAID
- NHS Speech and Language Therapy
- Independent Speech and Language Therapy Service – InterAct (SLT service commissioned by the school)
- Occupational Therapy services
- Autism Outreach Team – Springhallow/Castlebar
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Independent Play Therapist commissioned by the school
- Social Services
- School Nurse Team
- Behaviour support service
- Ealing Primary Centre

This process may involve pupils being put on a waiting list before they are seen by a professional.

In addition, the school will involve external agencies as appropriate, including health and social services, and community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.



8.4 STEP 4 –Request for statutory assessment

For a percentage of pupils, whose needs are significant and complex and for whom the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided, and a change of placement or setting may be recommended.

9.0 SUPPORTING PARENTS/GUARDIANS/CARERS OF PUPILS WITH SEND

A child's education is a partnership between parents and teachers and we encourage regular communication between home and school. Progress towards the identified outcomes will be shared with parents termly through feedback regarding SEND support reviews but also through the school reporting system and Parents' Evenings.

If a child has complex needs, they may have an Education, Health and Care plan (EHCP). Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. They need to contact the school office to arrange an appointment.

10.0 TRANSITION FOR PUPILS WITH SEND

At BPA, we understand that we are one part of a much larger life journey for any child who is with us. Whilst our aim is to provide a happy, caring environment where children can achieve their best, we also need to ensure that we provide a secure transition for them as they move on. This may be as a result of a natural phase move into secondary school, a relocation, or because another setting has been identified as a more suitable provision for them.

The SENDCo is responsible for ensuring:

- All relevant information and paperwork is passed on to the new setting. This is done in various ways, but may be as part of a 'Secondary Transition Form' or as a meeting between the new setting and SENDCo.
- Where appropriate, the SENDCo may visit a new setting to ensure its suitability for the child.
- A phased transition may be appropriate, whereby BPA and the new setting arrange a number of visits for the child before transferring so that they feel safe and secure in their new environment.
- The use of visual aids, transition books and discussions with the child help to ensure that they feel supported as they prepare to leave BPA.
- In liaison with parents/carers and pupils so that additional pastoral care is provided to support transition

10.1 Transition Strategies

A number of strategies are in place to enable effective pupils' transition. These include, on entry:

- An introduction meeting is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

- Staff liaise with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

10.2 Transition to the next school

- The transition programme in place for pupils provides several opportunities for pupils to prepare for the next stage in their education.
- The annual review in Year 5 for pupils with a statement or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate. Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of request.

11.0 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care Plans (EHCP) in place, which brings together health and social care needs, as well as their special educational provision, in ensuring the SEND Code of Practice (2014) is followed.

12.0 CHILDREN WITH EHCPs

Children on an EHCP will have an annual review in which parents, teachers and other agencies (including health and social care professionals) will be invited to discuss and review the progress of the named child, set new targets, and amend the EHCP where necessary

13.0 REMOVING PUPILS FROM THE SEND REGISTER

Depending on the reason the pupil was placed on the SEND Register initially, the following criteria are used to assess the appropriateness of ongoing support:

- Concerns identified upon transition from previous setting are no longer evident.
- Since baseline assessments, students have made progress and their attainment is closer to age related expectations.
- A pupil's disability or difficulties no longer hinders their progress academically, socially and/or developmentally.

All of this is considered in the context of the child and a holistic approach to assessing a child's needs is paramount. All of this happens through the Graduated Approach and in consultation with pupils, parents and relevant professionals.

If a child is removed from the SEND Register, there are whole school processes which continue to monitor their attainment and progress. These are overseen by class teachers, the SENDCo, the Senior Leadership Team and the Headteacher

14.0 MONITORING AND EVALUATION OF SEND

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child to give us an accurate picture of the child's needs. This usually includes the child, teachers, parents/ carers and any outside agencies.

A Pupil Passport will be set up to support the individual needs of a pupil.

This will present specific targets for the child to work towards over a specified timescale. Pupils may receive additional support from either the class teacher, Learning Support Assistant or another member of staff. The plan will be reviewed at the end of the stated period 6 month period by the child's class teacher and appropriate staff. From this, a new intervention support plan may be written.

Parents and carers will be informed of their child's progress and informed of their new targets through information shared termly. Parents/carers will be able to see their child's teacher and/or the SENDCo in order to discuss progress or the new targets at Parents' evening each term.

In school, written records and Pupil Passports will be used as working documents to closely monitor the effectiveness of targeted intervention and progress made by the individual pupil. During half termly pupil progress meetings, teachers will discuss the progress of children identified as having SEND with the Headteacher and/or SENDCo and complete a class summary sheet.

15.0 EVALUATION OF PROVISION

At the start of a school year, provision for each child will be carefully mapped to enable individual needs to be met. Intervention programmes/ groups will be evaluated through half termly and annual reviews of data to help ensure provision is effective and impacting positively on children's progress.

Individual outcomes will be discussed half termly at pupil progress meetings and provision altered and amended to meet the needs of each child.

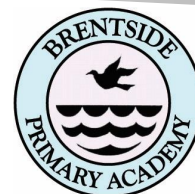
16.0 FUNDING AND ALLOCATION OF RESOURCES

BPA receives an additional amount of money to support special educational provision to meet children's SEND. The government has recommends that schools should use this allocation to pay for up to £6000 worth of special

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educational provision to meet a child's SEND. If a pupil with SEND needs more than £6000 worth of special educational provision, the local authority can be asked to provide top up funding.

Some students with an EHCP will be allocated a personal budget. A SEND personal budget is a sum of money made available by the Local Authority because it will not be possible to meet the child or young person's learning needs from the baseline funding made available to schools. It can be used to arrange and pay for some of the support agreed in the child or young person's Education, Health and Care plan. The amount that is allocated depends on the needs and outcomes identified in the plan, and can alter as they change.

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17.0 RESOURCES

Where needs are identified as being severe and requiring a higher level of support, the school will consult with parents. Where there are complex needs with additional medical and/or social care needs, the school may consult with parents and apply for an Education, Health and Care Plan.

A child identified with SEND may require additional arrangements and adjustments, in accordance with national guidance, to enable them to fully access tests and assessments such as Key Stage 2 SATs. This may be in the form of a reader, a scribe, additional time or rest breaks. The needs of Year 6 pupils will be discussed and assessed against national criteria to determine eligibility to apply for access arrangements.

The school commissions the services of our own independent Speech and Language Therapy service and Play Therapy services, works alongside NHS Speech and Language Therapy, and buys into the Ealing Educational Psychology service to support pupils with SEND. We also work in partnership with Ealing NHS occupational Therapy service who will assess, and deliver programs and training for those pupils who have OT needs as part of their EHCP.

BPA will work in partnership with the local authority SEND department to support pupils with SEND.

18.0 SUPPORT THAT IS AVAILABLE FOR IMPROVING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AT BPA

We are committed to enabling all pupils to form positive relationships, develop emotional resilience, and foster effective social skills. These skills are developed through direct teaching; e.g. PSHE, SEAL, circle time and indirectly through conversations that adults have with pupils throughout the day. Zones of Regulation is used and identified school wide. The strategic use of our sensory/emotional regulation room, 'The Haven', is fundamental to our vision where all students develop skills of independence.

19.0 TRAINING AND CPD

The school recognises the need to train all our staff on SEND knowledge and strategies and funding is available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

- Regular CPD sessions to support pupils with additional needs.
- SENDCo and/or other staff attend training and disseminate to the rest of the school.
- The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through provision management analysis.
- Where Health Care Plans are in place, medical training support from the School Nurse or appropriate professional is sought.
- As part of the induction programme for new staff, all meet with the SENDCo who explains the structures and systems in place around the school's SEND provision and practice and to discuss the needs of individual pupils. This is also within our induction for all staff at the beginning of each academic year.

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20.0 INFORMATION MANAGEMENT AND STORAGE

Intervention support plans, Pupil Passports, pupil files and provision maps are working documents, and therefore teachers need regular access to the SEND files. These are stored in a SEND file in each classroom, where children cannot access them but so that other adults employed by the school and employed to work with the identified children can access this information easily.

More detailed and personal documents are held by the SENDCo in a secure location in the SEND room.

When a child transitions to a new school, it is important that the information is passed on to the appropriate named person.

Parents/guardians are entitled to view their own child's documents. All information must be kept confidential between all parties involved.

The SENDCo and Headteacher will review the SEND policy annually to ensure it complies with all current legislation and guidelines set by the Government. The reviewed policy will then be passed to Governors for discussion and approval.

21.0 ACCESSIBILITY

When a pupil starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the pupil, their parents, teachers and other relevant professionals prior to them starting the school. Facilities currently in place are:

- The school site is wheelchair accessible.
- Disabled toilets are available.

All children, if required, can have access to a variety of resources such as pen/pencil grips, coloured overlays, highlighters and visual prompts on desks and classroom walls. Additional aids such as writing slopes and spellcheckers are available as necessary. Alternative forms of recording are encouraged such as mind maps, oral presentations and the use of ICT.

Individual needs can be discussed with the class teacher and SENDCo. If needed, we seek advice from various outside agencies to help with assessing the needs of pupils to ensure that they are able to access the school and are learning to the best of their ability. Advice from Occupational Therapists, Physiotherapists, and other professionals will be sought and implemented where necessary.

For full details, please see the BPA Accessibility Plan.