

The Priory CE VA Primary School

Inspiring a generation to learn, flourish and achieve in a caring, Christian community.



SEND Information Report

November 2023 – November 2024

SEND Information Report			
Approval	Board of Governors	Chairman	Geoff Tabor
Headteacher	Sarah Richardson	Ratification	December 2024
Date of last review	November 2023	Date of this review	November 2024
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SEND provision at The Priory CE Primary School.

The Priory CE VA Primary school is a mainstream one form entry Church of England school in the centre of Christchurch that caters for children from years R (EYFS) to 6.

At the Priory CE VA Primary School, we offer a caring, nurturing, positive and inclusive environment where all children, regardless of their starting point, can flourish and reach their full potential. We ensure that all pupils are fully integrated into our school community and have access to a broad and balanced curriculum.

We have high aspirations for all of our pupils, including those with SEN and disabilities and will provide them with high quality learning opportunities to ensure that they achieve excellence.

We focus on individual need and every child is encouraged to develop his/her potential – intellectually, emotionally, physically and socially. All children are entitled to experience success and we want our pupils to develop a positive view of themselves so that they can become confident and happy individuals and independent successful learners.

Ms Russell, our accredited SENCO (Special Educational Needs coordinator) and inclusion lead is accountable for making sure all practitioners understand their responsibilities and work within the 2014 Code of practice. Alongside the Headteacher, they ensure that the school complies with the requirements of the 2010 Equality Act. The SENCO also supports educators in their understanding that progress is not linear and that children's needs change over time. Some children will come into school with SEND needs, others will present with needs as they progress through school, while others may overcome earlier difficulties.

We are part of a teaching alliance with Linwood special school.

Our provision for pupils with SEND has included supporting children with needs in all categories of SEND: Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties, in both receptive and expressive language skills, selective mutism.
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety.
- Sensory and/or physical needs, for example, processing difficulties, sensory difficulties, diabetes.
- Moderate/severe/profound and multiple learning difficulties, for example Global Delay

Many of our SEND children have a combination of these difficulties.

Legislation and Guidance.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice Jan 2015](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- [Equality Act 2010 part 4](#)
- [Special Educational Needs in Mainstream Schools](#) Guidance Report from EEF presents five recommendations for mainstream schools, these have been used to inform our school development plan and SEND provision.

Identification and assessment of pupils with special educational needs.

Our teachers are responsible and accountable for the development and progress of the pupils in their class.

"Good quality teaching for pupils with SEND is good quality teaching for all."

We assess each pupil's current skills and levels of attainment on entry to school, which will build on information from previous settings and Key Stages, and include information provided by parents / carers, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than learning, for example, social and emotional needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Quality First teaching is the first step in responding to pupils who are experiencing difficulty and should be targeted at their weaknesses.

This might include:

- differentiating and adapting work for pupils who need this.
- providing 'dynamic interventions' for difficulties recognised in the lesson and then revisited in a small group with an adult.
- pre-teaching new concepts before they are taught in the lesson.
- scaffolding
- providing visual and concrete resources.
- flexible grouping
- explicit teaching of cognitive and metacognitive strategies.

Where interventions are needed, they must be impactful and targeted at breaking down the child's barriers to learning. Intervention spaces and timings are planned across the school to maximise their impact.

Class teachers and the Senior Leadership Team closely monitor the progress of all pupils in the school and meet regularly to discuss attainment and achievement.

There are also weekly opportunities to raise concerns about individual pupils through staff meetings. Half termly meetings are held with the SEN Governor. This is an opportunity to ensure that the school is meeting the changing needs of all pupils and to provide challenge and support to the SENCO.

If a pupil continues to struggle with the curriculum despite the above support, we will consider whether they have a special educational need. If a pupil continues to struggle with their social and emotional development, communication and interaction development, or sensory and physical development we will consider whether they have a special educational need. To do this we may conduct further observations and assessments and have discussions involving the class teacher, SENCO, parents and the pupil.

SEN Support

If it is decided that a pupil requires special educational provision (provision that is additional to and different from that which is available to other pupils at the school) they will be added to the SEN register under the category of SEN Support. Parents will be invited to school to discuss an Individual Education Plan or Behaviour Support Plan for their child, which will state the targets that are tailored to individual need and the support that will be provided to meet these. The views of the pupil are also sought.

The provision given at SEN Support will be individual to each child, according to their SEN but it could include:

- a special learning programme, individually or in a small focus group
- extra support from a teacher or teaching assistant
- working in a small group or help to take part in class activities
- a pastoral intervention from our ELSA, either individually or as a small group
- a referral to outside agencies for their assessment and advice. Agencies include: Speech and Language Therapy, Paediatrician, CAMHS, Early Help, Educational Psychologist, Outreach support from specialist schools. The SENCO is responsible for coordinating these referrals.
- specialist teaching.

The IEP is reviewed by the teacher with parents and the pupil. The review informs the process of the "assess, plan, do, review" cycle.

EHCP

The Priory CE VA Primary School will support most pupils with SEN at SEN Support. However, some pupils with more severe, complex and long-term SEN may need an Education, Health & Care (EHC) Plan, especially if they have not made progress at SEN Support. If we feel this is the case, we will discuss this with parents. Parents can also contact the SENCO if they feel their child might need an EHC Plan.

EHC Plans are issued by the Local Authority following an education, health and care (EHC) needs assessment. The Priory CE VA Primary School will work with parents and other services to request an EHC needs assessment where it is felt this will be beneficial.

Coming off the SEN register.

A pupil will be removed from the SEN register if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Following the Annual Review of the EHCP, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Review Meeting. The pupil will continue to be monitored using the school's tracking systems.

The school follows the graduated response detailed in the SEND Code of Practice.

How we consult with parents of pupils with special educational needs and involve them in the education of their child.

As a school we ensure that parents are kept informed with regards to a child's SEND status. Class teachers meet with parents as soon as a concern is identified. If the child is going to be placed on the SEND register, parents are informed via a meeting with the class teacher and/or SENCO. A letter confirming this will be given to parents along with the child's IEP.

IEP's have SMART targets which are based on the recommendations of EHCP's, external agencies such as SALT, OT as appropriate and teacher assessment. The Individual Education Plan (IEP) is written by the teacher in consultation with the child and parents. The SENCO monitors and offers advice. These are reviewed termly and new targets set as needed. The review informs the process of the "assess, plan, do, review" cycle.

The SENCO will signpost parents to support services and is available to discuss parents concerns. Parents are also informed when their child is removed from the SEN register.

Other ways that the school endeavours to involve parents include using Google Classroom, parent workshops, open evenings, annual reports, work exhibitions, the Priory Twitter account and newsletters. Each class has a weekly blog so that parents are kept involved with what their child is learning in their class.

How we consult with pupils with special educational needs and involve them in their education.

We believe that building strong, caring relationships with children is key to them feeling happy and being successful at school. We support children to have a voice with regard to their learning.

Children with SEN have an Individual Education Plan (IEP) or Behaviour Support Plan which is written by the teacher in consultation with the pupil, parents and SENCO if appropriate. The IEP begins by giving a brief profile of the pupil, their interests and what they find challenging. This is written alongside the pupil. The IEP outlines approaches which the pupil engages with in order to ensure that they are taught in a way that they learn best.

Teacher pupil teacher conferencing allows pupils to evaluate provision made for them and gives an opportunity for them to say what will help them in the future. Pupils are encouraged to set their own target on their IEP. Pupils are encouraged and supported to give their views for annual reviews when they have an EHCP. They are also involved in the request for EHCP assessment through the questionnaires. Pupils with medical conditions or intimate care needs are always consulted, as are their parents, as to any arrangements that are put in place for them.

Our approach to teaching pupils with SEN.

“Every teacher is a teacher of special educational needs”

High quality teaching and aspirational target setting is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We are an inclusive school and, as such, encourage teachers to plan for children to remain in class as much as possible.

When a child has an identified SEN the teacher may deploy themselves or the class teaching assistant to support the child’s understanding and access in a lesson. This enables children with SEN to learn alongside their peers. Pupils could receive interventions either 1:1 or in small groups with a teacher, teaching assistant or ELSA (Emotional Literacy Support Assistant).

We also provide the following interventions:

- Dynamic interventions provide additional support for pupils who have found English or Maths covered in the morning difficult or may pre-teach areas to be covered the following day. Pupils could receive intervention either 1:1 or in small groups with a teacher or teaching assistant.
- Priory CE VA Primary School employs one ELSA (Emotional Literacy Support Assistant who supports pupils with social, emotional and mental health needs. Our ELSA can support pupils individually or in a small group. Examples of support offered in the past year include bereavement, friendship, self-esteem, resilience and anxiety. Other ways of supporting these pupils include PSHE lessons and social skills groups. ELSA support for individuals can be requested by parents, pupils or members of staff.
- We also benefit from the advice from other external agencies, for example SALT, Outreach and the Educational Psychologist and school implements the strategies suggested.

Adaptions made to the curriculum and learning environment for pupils with SEN.

We make the following adaptations to ensure all pupils’ needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, careful consideration to seating arrangements, providing extra breaks and providing a more practical curriculum in the afternoon.
- Differentiating our resources, such as using visual and practical resources, using larger fonts or a different coloured paper for worksheets. Resources such as coloured overlays and reading rulers, pencil grips, ICT programmes, mind mapping, sensory boxes and visual timetables have all been used to enable children with SEND to access learning in an inclusive environment. Additional support for learning includes meet and greet, individual workstations, use of social stories to introduce new situations or moving to a new class or school.
- Adapting our staffing.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using simple, clear language and breaking down activities into smaller and achievable chunks etc.
- The Priory CE Primary school has a sensory area. It is equipped with black out blinds and sensory equipment such as an interactive infinity light tunnel, fibre-optic carpet space, a dark tent and projector with sensory discs to support pupils with sensory needs.

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. The school has a range of specialist SEND facilities in place.

- wheelchair access
- accessible toilets with handrail.
- all weather sports area
- markings to assist pupils and adults with visual impairment.

Please also see Supporting Pupils with Medical Needs Policy.

Additional support for learning

We employ a number of teaching assistants (full and part time).

Teaching assistants will support pupils on a 1:1 basis when there is a specific programme provided by external professionals to follow up, where individual need is differentiated to a very different level, where precision teaching takes place and for emotional and social support.

We work with the following agencies to provide support for pupils with SEN: Speech and Language Therapy, Paediatrician, CAMHS, Early Help, Educational Psychologist, Outreach support from specialist schools.

Support for improving emotional and social development.

We provide support for pupils to improve their emotional and social development in the following ways:

- Our qualified ELSA is employed to support individuals and groups of children on a wide range of social and emotional issues.
- Pupil teacher conferencing, listening to the views of children.
- PSHE (Jigsaw) and Trick Box whole school programmes.
- Pupils are encouraged to have roles of responsibility.
- We have a zero-tolerance approach to bullying – achieving gold standard on the Diana Trust anti-bullying programme.

Arrangements for assessing and reviewing pupils' progress towards outcomes.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

1. **Assess** – as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so.
2. **Plan** - the teacher and our SENCO will plan the support needed, involving the pupil and their parents. A review date will be agreed. It is the responsibility of the class teacher to update the Individual Learning Plan. This is overseen by the SENCO.
3. **Do** – our SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. **Review** – everyone, including the pupil and their parents will decide how effective the support has been. Parents/ carers will be invited in to school by the class teacher to discuss this and we will then adapt the support in light of the pupil's progress.

This will be formally reviewed at least 6 monthly or more frequently as a child achieves their targets. The SENCO will also attend any of these meetings if required.

Additionally, pupils with EHC Plans have an Annual Review held at the school, each year. The pupil, their parents and any relevant professionals are invited to this. Annual Reviews at The Priory CE VA Primary School are person centred and focus on the pupil's progress. They also:

- consider whether the outcomes in the EHC Plan are still appropriate
- review the special educational provision in place
- review any health or social care provision currently in place
- consider whether the EHC plan is still needed or needs amending.

The Engagement Model may be used to assess some children who have an EHCP.

Transfer arrangements to a new school or a new class.

The Priory CE VA Primary School is committed to ensuring that parents have confidence in the arrangements for pupils entering the school, progressing through year groups and when transferring to their next school.

Before pupils start in Reception, they are visited at home by the Reception teacher and TA. The pupils attend for one session in the Summer term where they will be given the opportunity to meet their new teacher, teaching assistant(s) and become more familiar with the setting.

Parents are invited in June to an information evening with the Headteacher and Reception teacher where routines of the school day will be explained. There are always opportunities for parents to ask any questions they may have. A simple social story is provided for all pupils joining Reception.

When joining our school from another school or pre-school setting, the class teacher and SENCO will ensure they have read the pupil's file and any reports from the previous setting and will discuss the pupil's needs with the previous school or setting. Visits to the pre-school or previous setting will be made as necessary. They will also meet with parents to ensure the transfer to the school is as smooth as possible. Some pupils will require additional transition arrangements when joining The Priory and when moving up a year within the school. Additional visits to the classroom may be arranged and a social story made for the pupil to take home over the summer to share with parents/carers.

In Year 6 the SENCO and class teacher will discuss the specific needs of your child with the SENCO of the pupil's secondary school. Pupils can participate in a transition programme with our feeder Secondary school, relating to various aspects of transition, to support their understanding of the changes ahead. Teachers and teaching assistants from our cluster secondary schools also visit Year 6 pupils and begin to build relationships.

Examples of provision we put in place to ensure a smooth transition and to support our children when they are moving school include things such as extra class visits, social stories, taking photographs of the new staff and making transition books.

The children's confidential files are forwarded to the new school setting. The files contain educational information about the child which supports a smooth transition for the child as well as a continuous education from one school to another.

Expertise and training of staff.

We are committed to our staff professional development and staff are well-supported to support the pupils' needs in the school, either from direct training or from visiting specialist schools in the locality.

We use specialist staff for speech and language therapy, and for advice and support in managing individual needs. We are also part of a teaching alliance with Linwood and Springwood specialist schools.

We encourage our staff to take an interest in CPD opportunities which relate to SEND. Training needs are identified through analysis of need with the SENCO and senior leadership team ensuring that training opportunities match school priorities and pupils needs. The SENCO will also provide information on specific special educational needs for new staff.

We request support from specialist teachers through Outreach where appropriate or enlist specialist settings to support training needs such as Autism Level 2 and Dyslexic Friendly Classrooms training for whole school staff. Educational Psychologists work closely with teachers and the Inclusion Leader to ensure that the most appropriate strategies are in place to support individual children. The Inclusion Leader ensures that this learning is disseminated to other staff working with pupils with similar needs.

Safeguarding, Attendance, Pupil and Parent (SAPP) meetings within school provide the opportunity for DSLs, including the Head, Assistant Head, Attendance Lead and Inclusion Lead to monitor attendance and provide support for vulnerable families. We make use of our School Navigator to support, and the SENCO/ELSA Supervision forums allow for professional reflection. New strategies and ideas are disseminated amongst all staff in school to ensure that we use the most innovative ways forward to support and engage all learners.

Additional training may also be arranged to support pupils with specific medical needs and will be arranged with relevant medical professionals.

Over the past year, staff have received training in:

- Whole School phonics training
- Safeguarding – LA provider (whole school)
- PDA
- EpiPen training
- Understanding Autism
- Precision teaching
- ELSA ongoing training and supervision sessions with the Educational Psychologist. They also attend meetings for pastoral care workers.
- Selective Mutism
- Emotional Regulation

- ADHD Awareness
- PEICD
- Reducing parental conflict

The SENCO attends termly Inclusion Briefing Learning Network meetings and SEN Leadership meetings half-termly and is aware of local and national developments.

Equipment and facilities that support pupils with special educational needs.

The Priory CE Primary school has several break out spaces like the “Nest and Glade” where interventions may take place. It also has a sensory area, equipped with black out blinds and sensory equipment such as a fibre-optic carpet space and projector with sensory discs to support pupils with sensory needs. The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. The school has a range of specialist SEND facilities in place.

- wheelchair access
- accessible toilets with handrail.
- all weather sports area
- markings to assist pupils and adults with visual impairment.

Please also see Supporting Pupils with Medical Needs Policy.

How the effectiveness of the provision made for pupils with SEN is evaluated.

We evaluate the effectiveness of provision for pupils with SEN by:

- Feedback from our pupils, parents and professionals working with the school. This is carried out through termly reviews of Individual Learning Plans, Support Plans, Annual Reviews of EHCPs and pupil teacher conferencing. This helps to inform our future provision.
- RAG rating our IEPs.
- Analysis of lessons, planning documents and pupil books to take account of differentiation and progress.
- Progress data, including use the school’s tracking system and comparative national data to monitor the level and rate of progress for pupils with SEN and disabilities
- Success towards outcomes included on SEN Support and EHC Plans
- External evaluations or inspections
- Regular Pupil Progress meetings between the class teacher and SLT.
- Meetings between the SENCO and SEN Governor at least termly.
- Learning walks – SLT, SEN Governor.
- Reviewing the impact of interventions.
- Monitoring by the SENCO
- SENCO organises an annual staff questionnaire which helps to identify what went well and how we can improve our provision.
- Our School Development Plan

How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN.

The Priory Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities, leadership opportunities and trips. We recognise that we may have to adapt to make this happen.

Working with other agencies.

The school values a multi-agency approach to supporting pupils with SEND as we believe that this promotes the best outcomes for these pupils. We currently work closely with speech and language therapists and the Outreach service.

The school works closely with BCP Early Help with the aim of early identification and support to families experiencing difficulties. This includes families of pupils with SEND.

The school is part of a teaching alliance, which gives support and training for teachers in a wide range of special educational needs.

Contact details of the SENCO

Ms Sarah Russell is the SENCO and as such has responsibility for coordinating the support and provision for children identified as SEN and those with a Disability. She is also the designated teacher for Looked After Children.

Ms Russell can be contacted by arranging a face to face meeting via the office, by email through the office address or by telephoning the school.

Email: office@prioryceprimary.co.uk

Telephone: 01202 484105

Concerns or complaints.

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent has concerns about how their child's needs are being met, they should contact the class teacher in the first instance. However, if a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the SENCO.

Ms Sarah Russell is the SENCO and can be contacted by arranging a face to face meeting via the office, by email through the office address or by telephoning the school.

Email: office@prioryceprimary.co.uk

Telephone: 01202 484105

If the concern remains unresolved, the Headteacher, Mrs Sarah Richardson, can be contacted on the contact details above.

If after speaking with the Headteacher, concerns remain, the SEN Governor, Mrs Genevieve Ross, can be contacted on the contact details above.

Further details can be found within our Complaints Policy which is available on our website.

Contact details of support services for parents of pupils with SEN.

Links are detailed in the SEND section of our school website.

Where the Local Authority's local offer is published.

The SEND Local Offer provides information and guidance on local services and activities for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). The Local Offer is published on the BCP website <https://www.bournemouth.gov.uk/childreducation/send-and-local-offer/special-educational-needs-and-disability-local-offer.aspx>

Admissions

The governors will admit any pupil whose final EHCP names the school. Where possible, such children will be admitted within the PAN.

Please refer to the Admissions and Equality Policies.

Facilities provided and steps taken to support disabled pupils.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

The Priory Primary School supports access for disabled pupils by:

- providing flat or ramped access to all key school entrances;
- providing an accessible toilet and changing facilities;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring plumbing and heating are regularly serviced and not too noisy wherever possible.

Information

The Priory Primary School makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

Please also refer to our Admissions Policy and Accessibility Plan, which can be found on the school website.