

Bowdon Preparatory School

Special Educational Needs and Disability Plan 2024-2027

INTRODUCTION

ETHOS AND AIMS:

Bowdon Preparatory School aim to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all our pupils, and we strive to ensure that each and every one can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seeks to remove any barriers to entry to our school for pupils with special educational needs and/or disabilities. We strive to be fully inclusive and welcoming.

In accordance with Schedule 10 of the Equality Act 2010, Bowdon Preparatory School is required to have a 3- year accessibility plan which addresses:

- How we plan to increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum.
- How we can improve the provision of information to disabled pupils (which is already in writing for pupils who are not disabled); and
- How we can improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services of the school.

The Equality Act defines disability as follows: 'A physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities. This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014.

Our Learning Support Department ensures that the underpinning principles of the Code of Practice are adhered to through focus upon:

- The views, wishes and feelings of the child, and the child's parent/guardians/carers
- The need to support the child to facilitate the development of the child and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

CONTEXT:

As from September 2025, Bowdon Preparatory School has 1 pupil with an Education, Health and Care Plan (EHCP) in place. There are 32 pupils who have Medical Care Plans. There 6 pupils in Lower School and 27 in the Prep department with perceived, identified or diagnosed needs; that is 33 pupils across the school with SPLDs on the Learning Support register. Approximately 85% of those pupils receive at least twice weekly intervention. Pupils with direct intervention in place are included on a provision map of intervention support plans, as do some pupils with past interventions, a diagnosis and access arrangements. Individual requirements within the plan are constantly reviewed to ensure they include the most relevant information. The focus is upon practical adaptations, strategies to employ and assessment data to refer to so that classroom teachers can support learning and deliver the curriculum effectively. Teachers are informed of all pupils with support or access arrangements in place on a whole school provision map. Screening data and most recent assessments impacting changes in access arrangements are shared separately and information is disseminated by the SENDCo. We have identified pupils with medical disabilities (including asthma, mild allergies, epilepsy and congenital heart disease). All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as extra-curricular clubs and school trips).

The SENDA plan falls within our school commitment to accessibility and works with the Senior Leadership Team management team as part of the following commitment framework:

- Review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- Make recommendations with a view to improving the accessibility of its education for pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
- Prepare the school's disability inclusion, SEND and learning support statements.
- Prepare the school's accessibility plan.
- Review such plans and policies as necessary.

- To ensure the plan is reviewed annually by a member of the Governing Body and that the full SENDA plan is available on request.

ACCESS TO THE CURRICULUM:

We are a non-selective primary school which prepares pupils for selective examination within the wider area and transition into high school education. Pupils receiving help from the Learning Support team are still candidates for 11+, and independent school examinations and interviews; full support is offered in these areas by the school. In a few cases, pupils with severe and specific learning difficulties can be catered for on the understanding that it may be appropriate for school (in conversation with parents) to discuss providing a reduced timetable or a more vocational based curriculum. On some occasions parents may be advised that pupil provision would be best at an alternative or local authority secondary school.

We aim to provide pupils with special needs the greatest possible access to a broad and balanced curriculum alongside their peers. This includes those pupils with EHCPs and those for whom English is an additional language. Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with Continued Professional Development designed to raise their awareness of disabilities and possible barriers to learning, to enable them to minimise any potential difficulties for pupils through inclusive, adaptive practice. We promote the importance of using language that does not offend, amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials. As part of school development, EDI action plans are proactive in reviewing intersectionality and ensuring inclusion.

PHYSICAL ENVIRONMENT:

As a school we aim to move beyond compliance and create flexible learning environments where every child can succeed; we implement flexible seating, adaptive technologies, and multiple means of engagement in teaching to accommodate those with physical disabilities and neurodivergent pupils with different learning needs, styles and abilities. Bowdon Preparatory School is a Victorian building, within a conservation area and we must work within the constraints of planning for any physical adjustments to the site in relation to accessibility. We do, however, make every attempt we can to make reasonable adjustments for disabled access; this includes both those adjustments which are financially and structurally possible and those adjustments which are of a temporary nature. For example, we seek to provide auxiliary aids or provide routes for a wheelchair user as, and when, required. The Bursar, SENDCo and Business Committee work together regarding the provision of reasonable adjustments and consults with outside agencies (Trafford Local Authority/professionals and parents) in adapting the

site for individual pupils' needs. With regard to future developments, we also seek to ensure that new facilities include disabled access as an integral part of the new building projects across the site, where practical.

Risk assessments and procedures are in place to include assessment of the individual needs of some disabled pupils, and a personal emergency evacuation plan (PEEP) is agreed with parents, and if appropriate pupils.

IDENTIFICATION AND ASSESSMENT:

To ensure excellent school provision and equitable opportunities:

- The process of identification and assessment normally starts with liaison with parents and previous settings before a pupil enters Bowdon Preparatory School. Parents are requested to identify any needs and then invited to visit the school to discuss possible Learning Support requirements of the pupil. Communication with other schools and individual assessments are then carried out as appropriate and recommendations discussed.
- Whole year group assessments in years 1-6, identify progress, and any gaps in learning and where there are gaps, barriers to learning and whether any pupils need support. Assessment is broad and covers reading comprehension, and spelling, maths and mental arithmetic and developed ability, offering verbal reasoning and non-verbal reasoning potential; writing is assessed formally on a termly basis; this along with formative teacher assessment gives a range of information to ascertain effective learning characteristics. Access arrangements for examinations follow diagnosis and recommendation of an identified need, as well as NICE guidelines of three relevant scores under 85.
- Pupils identified in screening with scores of between SS 90-99 will be highlighted and monitored by the SENDCo and subject departments. They are flagged as being 'monitored' on records with a request that teachers complete a 'Cause for Concern' form. If this happens then they will have further assessments and recommendations made for interventions. Those below 90 will be offered appropriate learning intervention.
- The effectiveness of any assessment and intervention should be influenced by the involvement and interest of all parties concerned, the staff, the parents and pupils. A graduated approach is based upon the Code of Practice.
- Pupil's progress is discussed and monitored in light of whole school testing and tracking and termly reports are completed by teaching staff as part of the normal school report cycle.

- Pupils and teachers are informed of access arrangements in Year 4, and we ensure that these adjustments are in place for internal exams and the majority of in class assessments.

Bowdon Preparatory School will treat disabled pupils as favourably as able-bodied pupils, where reasonable adjustments can be made. The school will continue to improve access in the following ways:

- Increase the extent to which all pupils can participate in the whole curriculum, including I.T.
- Improve the delivery to disabled pupils
- Use diverse knowledge and monitor improvements to the physical environment to increase access and engagement
- Improve communication by making written information available to pupils, parents and staff in a range of ways

The school has identified tasks which will improve access for disabled pupils in the document below

1. Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum.
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Target	Strategy	Outcome	Responsibility	Date completed	Budget	Impact
Increase lap-top use and access to I.T.	Improve I.T. provision and access to printers with necessary controls in place	Greater, more effective use of I.T. to support Teaching and Learning	I.T. support	Ongoing: Sept 2025- 24 laptops (Prep) 24 iPads (pre-prep) 8 iPads (EYFS)	£13,500 Plus wifi upgrade £47,800	Early, efficient access to I.T. is improving pupils learning outcomes through improved staff and pupil confidence, and computing skills.
Improve identification of pupils with Specific Learning Difficulties	Review information given by parents and previous settings on entry	Pupils with SpLDs identified and referred for help	SENCo	Ongoing: Feb 2025-SALT resource pack	£500	Pupils are being identified earlier for SALT

(SpLD)				purchased to identify early speech and language needs. ‘British Dyslexia Association’ L7 Training for SENDCo to improve early identification and deliver specialist teaching training	£2950	Specific specialist teaching of dyslexia will be in place from Feb 2026
Continued Professional Development for teachers and learning support staff on adaptive best practice	Undertake an audit on staff training requirements and as identified supporting relevant areas: visually or hearing-impaired pupils, neuro-diversity, and early identification and support of SALT needs	All teaching staff can fully meet the requirements of the disabled pupil’s need with regards to accessing the curriculum	SENCo All teaching staff SENCo delivers CPD	Ongoing: All teaching staff completed ‘Neuro-diversity’ CPD Sept 2024 CD All staff offered EDI training Oct 2024 CD All teaching staff completed ‘Adaptive teaching’ CPD Sept 2025 CD Subscription to ‘The School Training Company’	Time ISA course £120 Time £650 p/a	Audit identified gaps for CPD- for whole school or independent CPD. Staff are trained in best adaptive practice and all pupils should have positive learning outcomes.

Improve life-choices/opportunities through understanding of impact of SEND	Review the specific needs in terms of including difficulty with social interactions and communication, cognitive rigidity, basic daily living skills such as executive functioning skills, relationships and future aspirations	Teachers are aware of relevant issues and can ensure that the pupil has equal access to life preparation learning. Use of other professional advice is made available.	SENCo	Ongoing: seek relevant agencies		Life choices will be equitable
Improve identification of pupils with mental health difficulties				Ongoing: Designated SEMH lead on ELT L5 Counselling Training for H Lloyd-Wilson	£2,000pa management point £1800	Improved leadership of SEMH and increased awareness of mental health issues Opportunities to increase positive mental health through dramatic arts.
All out-of-school activities including school trips are planned and risk assessed to ensure the participation of the pupil, where possible	Review all out of school provision to ensure compliance with legislation and ensure access available to pupils with disabilities. Ensure risk assessment, and PEEP, if necessary, in place with Trip Planning Form.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislation.	Phase Leaders-residentials Head of Departments-clubs Teaching staff-day trips	Ongoing	Time	Increased access to clubs and residential activities
Classrooms are optimally organised to promote the participation, self-	Review and implement a preferred layout of furniture/equipment to	School environments-physical, communication, curriculum- are accessible	Teaching staff with reference	Ongoing reviews Classrooms checked	Time	Accessibility for all; efficient, effective lessons in suitable,

organisation and independence of the pupil.	support the learning process in individual classrooms. Implementation of form teachers being full-time staff members. Restructured timetable in Prep department to include 5 minutes 'mindfulness/ organisational time. Extended PSHE sessions on inclusion, positive learning and relationships and well-being. Reconstituted groupings and TA support to focus on minimising gaps and extending learning.	to all pupils. Furniture size/height are suitable for effective learning. Pupils benefit from consistency of the day/staff. Lessons start/end on time without the need to adjust or accommodate the needs of individual pupils. All pupils receiving Quality First Teaching Pupils develop self-help and organisational skills. Pupils not overwhelmed during transitional time between lessons. Pupils have opportunities to discuss EDI and well-being is promoted. Pupils are placed in inclusive groups for optimum learning.	Head of Prep and SENCO Bursar/Site staff as required	Timetables/staffing arrangements in place Sept 2024 Refurbishment of a science room to encourage more independent, collaborative learning Sept 2025 Refurbishment of I.T. room to encourage more independent, collaborative learning in I.T. and homework club	£8000 £2000	flexible learning rooms Pupils are increasingly able to work with effective collaborative skills and independence
Training for raising awareness of disability issues.	Provide training for staff and Governors Identify a SEND Governor	Discussion of intersectionality to ensure a more inclusive environment and deeper understanding. Disseminated by SENCo at Governing Body meeting	Designated EDI/SEND Governor-SENCo	Ongoing		Inclusivity shown

2. Improving the delivery to disabled pupils,

a. within a reasonable time b. in ways which are determined after taking account of their disabilities and any preferences expressed by them, or their parents, of information which is provided in writing for pupils who are not disabled.						
Target	Strategy	Outcome	Responsibility	Completed	Budget	Impact
Availability of written material in alternative formats for pupils, parents and staff	Seek advice on best materials/technologies and services available for converting written information into alternative formats such as symbol or translation software. Use recommended paper colours for written text.	Ability to provide written information in different formats as required, which includes large print, audio versions, preferred fonts, visuals, language changes, and printing on recommended coloured paper	Bursar Office staff SENDCo Relevant teaching and learning and support staff	Reviewed annually School menus and procedures translated and in pictorial form for LTAs		Formats appropriate for those who use them.
Review documentation to ensure accessibility for pupils, parents and staff with visual impairment	Seek advice from V.I. team regarding alternative formats and use of IT software to produce customised materials. Undertake SNICTA assessment with team to support access.	Formats will be made available	SENCo Relevant teaching and learning and support staff	Reviewed annually		Visually impaired individuals have full access to school life
Review documentation to ensure accessibility for pupils, parents and staff with hearing impairment	Seek advice from H.I. team regarding alternative methods and technology available. Liaise with pupil to determine specific requirements. Provide best equipment such as hearing loops to facilitate access in all areas of school.	Formats will be made available	SENCo Relevant teaching and learning and support staff	Reviewed annually		Hearing impaired individuals have full access to school life

Review documentation to ensure accessibility for pupils, parents and staff with neurodivergence	Seek advice from ASD/ADHD teams and follow recommendations from individual assessments to ensure optimum access available.	Formats made available	SENCo Relevant teaching and learning and support staff	Reviewed annually	Sept 2025 WIDGITs subscription purchased £**	Neurodivergent pupils have full access to school life
Maintain awareness of adults working in the school and the need of good communication systems for those with visual and hidden disabilities	Arrange suitable training. Consider disability etiquette training	Awareness raised. Equity considered.	SLT SENCo All staff-teaching, office LTA and site staff	Reviewed annually LTA received overview on SEND Sept 2024 Office staff aware Sept 2024		Awareness of all groups within school raised. All treated equitably.
Enhance parental access to school information	Review communication systems with inbuilt capability to support parents with SEND/neurodivergence	Formats made available. Awareness raised.	SLT SENCo Office staff	Reviewed annually		Parents with SEND/neurodivergence have full access to information relevant to them

Access to premises:

Access to premises is addressed on an individual basis. Bowdon Preparatory School encourages the parents of those whom special physical access arrangements may be necessary to visit the school at the earliest opportunity to discuss how the prospective pupil's needs may be

3. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and associated services provided or offered by the school						
Target	Strategy	Outcome	Responsibility	Completed	Budget	Impact
To provide facilities and access routes for the welfare of pupils, staff and visitors	Enable wheelchair or supported route within ground floor of the school,	Improvement in welfare provision and accessibility for pupils,	Bursar Business Committee	Ongoing school development		Access and facilities are better

with disabilities, where practical.	with access to toilets, meeting rooms, some classrooms and assembly points. To provide removable ramps as appropriate for two steps. Consider disabled toilet provision, within future planning.	staff and visitors with disabilities				
Continue to ensure risk assessments and PEEPs are provided for pupils and staff with disabilities	Be complaint with legislation and ensure access available to pupils and staff with disabilities	All RA and PEEPS are compliant working documents	Bursar SLT	Annual review		Safety procedures of those with disabilities are effective
Develop a sensory/quiet 'well- being area' for pupils with sensory overload to use during structured and non-structured times within the school day.	Within future planning, consider the conversion, within school, or build outside to create a room/space that meets with the needs of pupils with sensory overload- this could be an adaptation of a smaller room within school or the playground area.	Suitable, positive space is available for pupils who feel overwhelmed by sensory overload.	Bursar Business Committee SENCo/SLT	Ongoing school development		Sensory area will improve well-being
Raise awareness of adults working at and for school regarding access requirements for different types of disability	All staff receive adequate training and advice.	Whole school community aware of issues relating to access. Staff show awareness of diversity within the school community	Bursar SENCo/SLT	Ongoing		Barriers are understood

Ensure the accessibility plan is reviewed annually and before any future refurbishments are undertaken	Be complaint with legislation and ensure access available to pupils and staff with disabilities both current and those who may join in the future	Improved accessibility to school environment for pupils, staff and visitors with disability	Bursar Business Committee SLT	Annually		Refurbishment plans reflect wider need
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