



Disability Equality Scheme and Access Plan

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“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done. The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place”

Bert Massie Chairman Disability Rights Commission

Bolshaw Primary School



Disability Scheme and Access Plan

5-year period covered by the plan: **May 2012 - May 2016**

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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The school's accessibility plan will be resourced, implemented and reviewed and revised annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1A: The purpose and direction of the school's plan: vision and values

At Bolshaw Primary School we aim to work in joint partnership with all members of the community to make teaching and learning exciting and enjoyable, support and challenge every child to achieve at the highest possible level and create a safe and secure environment where every child is happy and valued.

Bolshaw Primary School has high ambitions for all of its pupils and expects them to participate and achieve in every aspect of school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school aims to:

- set suitable learning challenges;
- respond to pupils' diverse needs;

- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability.

Definition of disability

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

The DDA defines a disabled person as someone who has **'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'** (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA **'substantial'** means **'more than minor or trivial'**. **'Long-term'** means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Disability and special educational needs

Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement or who are at *School Action Plus* will count as disabled. However, not all children who are defined as disabled

will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and DDA disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia Emotional Behavioural Difficulties (EBD - social factors) Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor Impairment (long term) Learning difficulties Hearing impairment / Deaf Visual Impairment/Blind Incontinence Signifiant Dyslexia Epilepsy Non -verbal ADHD Autism EBD (factors other than social e.g. medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental health Issues Disfigurement Eating disorder Lack of limbs Sickle cell Anaemia Gross Obesity Very Short Stature

1B: Information from pupil data and school audit

Bolshaw is a community primary school located on the outskirts of Heald Green in Stockport. We are a one form entry primary school with no attached nursery. There are seven classes of full mixed-ability cohorts from Reception to Year 6, Within the current school population of 210 pupils 20% of our pupils have special educational needs and are on the SEN register. This includes children with a Statement of Special Educational Need; children with a School Action Plus Individual Education Plan or Individual Behaviour Plan (SAP / IEP / IBP) and children with a School Action Individual Education Plan or Individual behaviour Plan (SA / IEP / IBP) 1.9% of children have an IHP's (Individual Health Plan)

Disabled pupils currently in school have the following needs:

- Moderate Learning Difficulties (MLD);
- Autistic Spectrum Disorders (ASD - including Aspergers Syndrome);
- Diabetes;
- Emotional, Behavioural (and Social) Difficulties (EB(S)D);
- Epilepsy;
- Downs Syndrome
- Prader Willi
- Attention Deficit and Hyperactivity Disorder (ADHD),
- Hearing Impairment (HI);
- Specific Learning Difficulties (SpLD - including Dyslexia and Dyspraxia);
- Speech Language and Communication Needs (SLCN);

- Visual Impairment (VI);
- Previously we have also worked with pupils with Cerebral Palsy and Muscular Dystrophy, Dwarfism, Cystic Fibrosis, Genetic disorder, very severe learning difficulties and profound and multiple learning difficulties.

The school's strengths and weaknesses in working with disabled pupils

School staff have experience of working with a wide range of disabled pupils. Training is provided through a cycle of staff INSET, staff meetings and professional development to raise awareness of needs and also of strategies for effective classroom practice in meeting needs. The SENCo and Learning Mentor work closely together and in joint partnership with class teachers, teaching assistants, learning support assistants and mid day supervisors to ensure that children's needs are met and that staff have relevant information.

All classes have supply teacher files which contain overviews of children's special needs / disabilities as well as medical information and IEPs/ IBPs for more detailed information. The Senior Leadership Team ensure that training is provided for all staff within a training cycle for a range of conditions.

As a school we endeavour to employ supply teachers as little as possible. However, this can be unavoidable at times and therefore it is school policy that teachers will inform supply teachers about each pupil with special needs/disabilities in their class and outline their strengths, difficulties and strategies for supporting the pupil in the classroom to ensure as much continuity as possible for the pupils.

The school subscribes to the LA training for teaching and support staff. Further specific training is undertaken as appropriate and is identified through staff development meetings (Performance Management/Appraisal) and through priorities identified in the School Development Plan. There is regular liaison with a range of Outside Agencies who offer training, advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- The Learning Support Service, LSS;
- LA Special Educational Needs Team
- Children with Disabilities Team
- The Educational Service for the Sensory Impaired, SIS;
- Speech and Language Therapy Service, Sp&L;
- Occupational Therapy Service, OT;
- Children's Physiotherapy Service;
- Children & Adult Mental Health Service, CAMHS;
- Educational Psychology Service, EP;
- Behaviour Support Service, BSS;
- Jigsaw Education Mental Health Team, which supports pupils in primary schools who are experiencing mental health difficulties which are affecting their emotional, social and educational abilities.
- Primary and Secondary Inclusion Service
- The Kite Project which aims to meet the mental health needs of Stockport's children and young people aged 0-18 years who are recognised as Children in Need or Looked After Children.

- ASD Partnership Project
- Stockport Portage Service
- Stockport Disability Database
- Children's Equipment and Adaptations Service
- Stockport Parent Partnership
- Schools Nursing Service
- Stockport Young Carers
- MOSAIC Stockport's young people's drug and alcohol service.
- National Support Agencies related to children with disabilities in school

Robust systems are in place to ensure the smooth transition of pupils from Bolshaw to their secondary placement, (mainly Kingsway High School). Liaison and the sharing of information regarding disabled pupils with a statement of SEN or on School Action Plus usually begins with either the SENCo or Resource Base Manager from the secondary school attending the Year 5 transfer review. Our Learning Mentor works with pupils on a 1:1 and with small groups of children on transition work/activities in Year 5 and carries on with the transition support throughout Year 6. Further transition meetings are arranged during Year 6 and additional visits to their allocated secondary school during the Summer Term prior to transfer. Individual meetings / transition days are arranged if necessary. Bolshaw staff also liaise with parents and the Secondary school staff to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil. The SENCo and Learning Mentor works with the Year 6-7 coordinator in organising the tutor groups for the Year 7 classes and special consideration is given to the placement of any disabled students.

All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness training for all pupils is part of the Years 5 and 6 Citizenship programme.

Over the last three years, schemes of work have been reviewed to ensure that the curriculum at FS, KS1 & KS2 is appropriate and accessible for all learners. This has included maintaining breadth and balance, effective differentiation and motivational activities, (including visits, visitors and strong development of the creative arts).

An effective bank of resources has been built up within the SEN department to support teachers and teaching assistants and the SENCO/SLT monitor teaching, to ensure that all work is appropriately differentiated and accessible to all pupils.

Provision maps are in place to show the range of resources and support mechanisms in place for disabled pupils and those with special educational needs across the school - see appendix 1.

The school is on one level and pupils who are non-mobile can access all areas of the building. However, although doors are wheelchair accessible they are not all electronically operated and could present some difficulty for non-mobile pupils.

Provision for disabled pupils will be reviewed annually when classes and classrooms are organised.

Areas for Development:

- Raising of awareness for **all** staff of what the DDA expects of them
- Raising of awareness for **all** governors of what the DDA expects of them
- Regular updating of school register of disabled pupils in the school and the pattern of their participation in the life of the school
- Training and INSET for staff to ensure appropriate differentiation of work across the curriculum
- Monitoring and analysis of patterns of attendance and exclusion for disabled pupils
- Setting up a discrete grouping on the school data management system covering '**Disabled Pupils**' to facilitate the detailed analysis of outcome data for disabled pupils - e.g. end of Key Stage outcomes, progress measured by optional SATs
- Detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas such as PE, Art and ICT.
- Monitoring and detailing achievements in extra-curricular activities, broader outcomes such as those set out in *Every Child Matters*
- Reviewing resources in school (e.g. rise and fall tables etc.) to provide maximum support
- Ensure access into all areas of the building (possibility of ramps needed)
- Provide provision for disabled toilet facilities.

1C: Views of those consulted during the development of the plan

For pupils with a statement of SEN or those on School Action Plus of the SEN Register, the views and aspirations of disabled pupils are formally gathered annually through the Annual Review process. This seeks to establish what is going well and also any concerns or barriers to progress from the pupil's point of view. Their parents also have the opportunity to express their views either in writing or simply verbally at the review meeting. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them. All children with Individual Education Plans (IEPs) and Individual Behaviour Plans (IBP's) have review meetings twice a year to which parents and child's views are sought.

Areas for development;

- Amendments of DES as a result of information gathered from parents/carers.
- Liaison with the LA to collect information on the number of disabled people recruited and employed at Bolshaw Primary School and analysis of their views and roles.

Making it happen

2A: Management, coordination and implementation

The governing body has responsibility for the school accessibility plan. The progress toward meeting the targets set in the plan will be reported on annually through the School Profile. This plan, together with the school's SEN Policy, will be reviewed and revised annually, in consultation with disabled stakeholders and representatives of the Inclusion Team and the Governing Body.

"Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, SLT, teachers, SENCO, teaching assistants, administrative staff, midday staff, caretaker & cleaners and governors themselves."

2B Getting hold of the school's plan.

The Disability Equality Scheme and the Accessibility Plan for Bolshaw School is available on request from the school and on our school website. We have tried to ensure that the plan is readable and free of jargon. We would welcome your feedback if you feel that anything is unclear or if you have any queries.

Areas for development:

- Ensure that all school plans reflect priorities for developing access for disabled pupils, including the School Development Plan, Asset Management Plan, School Evaluation Form, Health and Safety Policies, Safeguarding Children Policies
- Publish the Disability Equality Scheme and Accessibility Plan on the school website.

Appendix 1

Bolshaw Primary School

Whole School Provision Map - 2012-2016

Each class has a Support Map for the children in their class who require additional support. The following gives a broad overview of provision in school.

Provisions common to all Year Groups:

Resource	Time/Cost	Accessed By
Whole-school target setting across core subject areas	3x per year	All pupils.
IEPs / IBPs drawn up and issued as appropriate	SENCo / Class teacher / Learning Mentor TA/LSA time	Statemented pupils and targeted pupils on SA+ SA, monitor curriculum access
Information on pupils with Statement and SAP / SA to staff	SENCO Time	Staff / teachers /teaching assistants/ learning assistants/ supply teacher file
Individual/ paired teaching with LSS (Statement and SAP)	LSS buy back	Targeted pupils
Differentiated materials and resources	School leaders budgets	
In-class / lunchtime support for statemented / SAP pupils if required	(delegated funding and school budget)	Targeted pupils
General in-class LSA support	School budget funding	Benefits all classes
Small group support from SENCo	School budget funding	Targeted pupils
Small group support / 1:1 support from Learning Mentor	School budget funding	Targeted pupils
KS1&2 Monitoring in Literacy and Numeracy		
Use of signs / symbols / Visual Timetables etc		
Makaton signing	School budget funding	Targeted pupils
Referral to Outside Agencies	SENCo Time / Agency time	Targeted pupils
Access to Speech and Language Advice / Programme	SENCo / Learning Mentor /TA's / Learning Support Assistants	Targeted pupils
Access to Physiotherapy Advice / Programme	SENCo / Learning Mentor /TA's / Learning Support Assistants	Targeted pupils
Access to Occupational Therapy Advice / Programme	SENCo / Learning Mentor /TA's / Learning Support Assistants	Targeted pupils

Access to Advice / Programmes from Educational Service for the Sensory Impaired	SENCo / Learning Mentor / TA's / Learning Support Assistants	Targeted pupils
Access to Primary Behaviour Support Advice / Jigsaw / Programme	SENCo / Learning Mentor / TA's / Learning Support Assistants	Targeted pupils
Access to CAMHs / Educational Psychology Service Advice	SENCo / Learning Mentor / TA's / Learning Support Assistants	Targeted pupils
Whole-school rewards and sanctions policy		All pupils

Additional Provision for Transition

Year	Provision / Resource	Time/Cost	Accessed by
Transition (Year 5/6)	Primary Liaison - SENCo, Learning Mentor attends transition reviews	SENCo, Learning Mentor Time	Year 6 pupils with Statement or SAP
	Parental visits - Year 5 parents - prior to making choice of secondary school	Parental arrangements	Year 5 parents
	Pastoral visits from secondary schools to school	HoKS3 + HoY7	All pupils due to transfer
	SENCo, Learning Mentor visits school to gather information	SENCo, Learning Mentor, Class teacher Time	Year 6 pupils on SA, SAP or Statement
	Enrichment visits during the year (e.g ICT/sport/music/drama etc)	Teacher time	All Yr5/6 pupils
	Ongoing liaison work between subject departments and school	SENCo, Learning Mentor Time	Targeted Year 6 pupils
	Parental visits to secondary schools - Open Evening and individual visits if required	SENCo, Learning Mentor, Time	Pupils with SEN due to transfer + parents
	Pupil Induction Day at secondary schools	1 day	All pupils due to transfer
	Additional visits to secondary schools for targeted pupils	SENCo, Learning Mentor Time	Year 6 pupils with Statement + other targeted pupils
	New Intake Evening at secondary schools- information for parents of new intake	Evening arrangement	All parents of Yr 6 pupils due to transfer
	SENCO, class Teacher and Learning Mentor and Year Leader meet to discuss SEN issues and formation of Tutor Groups	SENCo, Learning Mentor/ class teacher + Year Leader time	All pupils in Year 6
	Learning Mentor - small group support / 1:1 support - focus on transition	Learning Mentor time	Targeted pupils in Yr 6 + families - starts in Year 5 if required
New Reception Intake	New intake evening - information for parents	Headteacher / Governors/ Bolshaw Kids Club/ Teacher/ TA/learning support assistant / SENCo time / PTA	All parents of Reception new intake
	2 X ½ days New entrants afternoons - Teddy Bears Picnic & storytimes	Teacher/ TA/learning support assistant	All pupils of Reception of new intake

	Individual visits to nurseries to pass on information and discuss individual pupil's needs with class teacher	Teacher/ TA/learning support assistant	All pupils of Reception
	Staggered intake - 1 week of mornings, 1 week of $\frac{1}{2}$ days plus lunch, 1 week finishing school day at 2pm	Teacher/ TA/learning support assistant	All pupils of Reception
	Additional visits to nursery, additional visits to school, additional meetings with parents 1:1, additional support resources (e.g personalised books to familiarise pupils with school staff / routines etc)	Teacher/ TA/learning support assistant / SENCo time	Reception pupils with Statement + other targeted pupils
Foundation Stage into Key Stage One	Transition evening - information for parents	Headteacher / Teachers/ TA/learning support assistant / SENCo time	All parents of Reception
Key Stage One transition into key Stage Two	Transition evening - information for parents	Headteacher / Teachers/ TA/learning support assistant / SENCo time	All parents of Reception
	Joining KS2 for lunch arrangements x 2 days	Teachers/ TA/learning support assistant / SENCo time / mid day staff	All pupils of Reception
All classes	2 x visits to new classroom for lessons and 'getting to know' me activities with new class teacher	Teachers/ TA/learning support assistant / SENCo time	All pupils
	Teachers visit children in current classroom for observations	Teachers/ TA/learning support assistant / SENCo time	All pupils
	Whole school focus implementing initiatives / assemblies / activities based on SEAL topic Changes in summer term	Teachers/ TA/learning support assistant / SENCo time	All pupils
	Learning Mentor - small group support / 1:1 support - focus on transition / changes	Learning Mentor time	Pupils with Statement + other targeted pupils

Appendix 2

Bolshaw Primary School Access Plan 2012 - 2016

At Bolshaw Primary School we are committed to an inclusive curriculum and we aim to increase access to the school's facilities for all by:

- a) Ensuring disabled pupils can participate in the school curriculum.
- b) Improving the physical environment of the school
- c) Improving the delivery to disabled pupils of information, which is already in writing to pupils who are not disabled.

This Plan is underpinned by the following features of the school:

- There is effective planning and liaison between appropriate school and support services working with individual pupils within school
- The Special Needs Coordinator and Learning Mentor have sufficient liaison time for agencies, support staff and families
- The Learning Mentor supports children on a 1:1, in small groups and with families.
- As a school we have high expectations of all pupils. We aim to establish a positive ethos within the school and within teams of staff within the school. We aim to adopt a 'problem-solving' attitude in order to overcome barriers to learning for individuals
- We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all pupils
- We have a robust system in place for transition, transfers and re-integration of pupils. This includes gathering and sharing accurate information on the pupils' strengths, weaknesses and progress trends, together with strategies employed and evaluations of outcomes.

Audit of existing Achievement / Provision

1A Curriculum

We believe that we have made good progress in the following areas:

- Clear focus on medium term planning at the level of schemes of work
- Clear assessment of current curriculum levels in core subjects
- Deployment of teaching assistants / learning support assistants for learning, pastoral and inclusion support
- Liaison with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour)
- Access to specialist advice and support
- Organising TA/ LSA deployment to cover a mix of curriculum needs

- Ensuring that Access Arrangements are made for SATs, (Extra time / Reader/ Amanuensis etc)
- Setting clear learning objectives in each lesson and making sure that these are clear to the pupils
- Undertaking target setting for all pupils
- Monitoring progress of all groups of children and of intervention support
- Children more aware of their own target setting in Literacy and Maths and knowing their next steps for learning.
- Ensuring that pupils are involved in target setting and IEPs, IBPs
- Using 'P Scales' where appropriate to measure the progress and achievement of specific pupils and set attainable targets with high expectations
- Encouraging and supporting the development of clear, well presented visual aids and word walls in many classrooms to support the learning of all
- Encouraging the use of writing frames to give structured support with writing
- Ensuring that school visits and trips are accessible for all pupils
- Using a range of teaching methods and styles to facilitate access for all pupils - e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles - visual/ auditory / kinaesthetic, etc.
- Setting for phonics teaching from R to Yr 2 - with a view to be rolled out throughout Ks2
- Raising awareness of Disability Training through the Year 5/6 Citizenship programme
- The acceptance of all ability groups as part of the school community
- Development of mutual support and understanding between colleagues in working with pupils with disabilities, assemblies and class work, to promote mutual respect.
- Development of partnerships with outside agencies and members of the local community who have disabilities. Enhancing the range of visits to school to deliver talks, assemblies and workshops to children
- Release time for SENCo and Learning Mentor to work with groups of children and meet with parents and outside agencies
- Accessibility of IEP's IBPs for staff working with children
- Specialist TA / Learning Support Assistant training

Further Development

- Establishing a bank of some Specialist resources available to support specific needs (scissors, ruler, adapted computer keyboard, adapted computer mouse, large key calculator etc)
- Review of training needs
- How the school plans to continually develop awareness of disability through the curriculum
- Decide if information needs to be given in alternative formats
- Review of reading books / ICT resources to ensure disabled children and adults are portrayed positively

1B Physical Access

We believe that we have made good progress in the following areas:

- Review of wheelchair access to front of school
- Washing and changing facilities (shower) available in men's toilet in entrance hall
- Adequate space to meet with parents and carers available
- Space for small group work and individual work for targeted learners
- Development of a physical environment that is safe and welcoming. Each individual may see themselves reflected in displays around the school
- New electric school bell installed
- Labelling of equipment and resources in all classrooms so that pupils can find their way around more easily
- Lockers available for all Y6 and Y5 pupils to store bags and equipment
- Adapted furniture to meet the needs of all learners - e.g. chairs and tables and work areas
- ICT provision screens enlarged
- Front entrance bell accessible for all visitors

Further Development

- Review of handrails and wheelchair access
- Feasibility of electronic door access throughout school on all entrances
- Adjust height of coat pegs for disabled children if needed
- Colour contrast when decorating bays
- Try and identify parents/carers who may be disabled
- Review access to playground equipment for disabled pupils
- Disabled toilet in entrance hall
- Enlarge screen in hall
- Allocate a disabled parking space in car park. Dropped kerbs to facilitate wheelchair access
- Availability of storage for equipment and personal possessions
- Development of sound system around school
- Provision of shade areas in playground / school field
- Development of entrance hall to office - more welcoming and accessible

Information Access

We believe that we have made good progress in the following areas:

- Visual timetables and information supported by signs/symbols for targeted pupils
- Regular formal and informal discussions with parents about their children's individual needs.
- Learning Mentor availability to support pupils and families
- Approachability / Availability of all staff.
- Detailed information on IEP's IBP's and at review meetings

- More child friendly IEPs and IBPs to involving the children in setting their own targets
- Use of school website and VLE
- Asking about any disability or health condition parents and carers might have in our first communication we have with them.
- Adapted journals for targeted pupils
- Home-school liaison books
- Yearly planners for Year 5 and 6 pupils

Further Development

- Annual review of provision for information access i.e. simplified language, picture symbol systems
- Report annually on progress made to promote disability equality. Liaising with all stakeholders to present information.
- Review information on the School Profile and Prospectus.