



# Corfield C of E Infant School

## Special Educational Needs and Disabilities Policy 2025

Date	September 2025
Approved by Governors	
Review Due	September 2026
Minute Number	

## **Rationale**

This policy is designed to promote the successful inclusion of pupils with Special Educational Needs and Disabilities at Corfield C of E Infant School.

We are committed to offering and providing an inclusive environment and curriculum that will ensure the best possible progress for all pupils whatever their needs or abilities. We believe that every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND).

The quality of teaching and learning for pupils with SEND, and the progress made, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. The head teacher and teaching staff, including the SENCO, are all involved in monitoring any patterns in the identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching and learning.

## **Compliance**

This policy reflects the actual practice of the school and complies with the statutory requirements set out in the SEND Code of Practice 0-25 2015, updated 12.9.24.

This policy was created by the school's SENCO, and in consultation with a group of parents who agreed to take part in research for the SENCO's degree which she completed in July 2024 (Post Graduate Certificate in Special Educational Needs and Disabilities coordination). All current reforms were also considered and included.

The SEND Code of Practice is accessible via the school website and on request from the school office.

## **Aim**

All of our children will be able to access a broad, balanced and relevant curriculum, with recognition of their strengths, as well as any areas for development. They will be nurtured to ensure their emotional well-being and self-belief can flourish.

## **Objectives**

- To identify and provide for pupils who have Special Educational Needs and Disabilities.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a "whole pupil, whole school" approach to the management and provision of support for children with Special Educational Needs and Disabilities.
- To provide support and advice for all staff working with pupils with Special Educational Needs and Disabilities.

## **Identification and Assessment**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting pupils' special educational needs in line with the 2015 Code of Practice. The school recognises that early identification is key to improving long-term outcomes for pupils. A range of evidence is collected through the usual assessment and monitoring procedures adopted for all pupils, and action is taken if this suggests that the learner is making less than expected progress, despite high quality targeted teaching and learning.

If this is the case, the pupil will be discussed with the SENCO to decide if additional/different provision is required and if so, what form this provision needs to take.

Provision will be put into place immediately to secure better progress for the pupil. The pupil can also be registered on the school's SEND register if the school decides that the pupil requires support, above and beyond Quality First Teaching, or the involvement of outside agencies to make good progress.

The school recognises that slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a pupil being placed on the SEND register. However, this may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is not a Special Educational Need or Disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

## **What is not SEND?**

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of a servicemen/woman
- Behaviour (if this is not impacting on achievement)
- A medical need

## **Categories of SEND**

The SEND Code of Practice 2015 identifies 4 categories of SEND. Pupils identified will be registered under one or more of the following categories:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

## **Provision**

The range of support each year is developed in response to the identified needs of the pupils within each cohort, and is identified on a Provision Map. Corfield C of E Infant School has

established, and maintains a culture of high expectations of those working with children with SEND, ensuring they include them in all the opportunities available to other children so they can achieve well.

### **Planning, teaching and the curriculum**

Planning at Corfield C of E Infant School focuses on delivering high quality teaching and learning that is differentiated and personalised, and will meet the individual needs of most of the children. Some children need educational provision that includes reasonable adjustments.

All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment.

Teachers use appropriate assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND will be able to study the full national curriculum.

### **One Page Profiles and Provision Maps**

Provision made that is different from or in addition to everyday classroom provision is recorded on a One Page Profile or Provision Map, depending on the level of need. These are developed to support pupil progress in areas where they require additional support. They are written by the class teacher, in conjunction with the child, the parents, support staff and any other professionals that the child works with. A One Page Profile or Provision Map is shared with parents/carers once they have been developed, and again once they have been reviewed by any professionals involved.

#### **A One Page Profile or Provision Map will include:**

- Pupil category of need and main concerns.
- School and external agencies involved and suggested interventions.
- Targets, criteria for success, strategies and outcomes.

One Page Profiles and Provision Maps will be reviewed and updated three times a year with all outcomes recorded. Where a target has been met significantly before a review is due, another target will be added if this is deemed appropriate by the class teacher and SENCO.

### **Emotional Behaviour Support Plan**

Where a pupils needs are related to emotional well-being and behaviour regulation, an Emotional Behaviour Support Plan will be formulated by staff. If appropriate, a referral to an external agency will be made and their report will be followed by staff who support the pupil. This will be reviewed on a termly basis. The individual pupils will be supported using a restorative approach within school. They will be written in alignment with the school's Positive Behaviour Policy.

### **Graduated response**

Where a pupil is identified as having SEND, school takes action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised, with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated response which follows the cycle of 'assess, plan, do and review'.

Pupils identified as having SEND will be supported at an appropriate level. This may be internally, with school supporting and meeting pupils' needs, or if required, school will request additional support and further advice from external agencies to ensure pupil progress and that pupils' needs are met. Professionals from external agencies will be invited to contribute to monitoring and reviews of progress in cases where they are involved in supporting and planning provision for pupils. We will work in collaboration with parents when considering involvement of any external agencies and any proposed support or intervention.

Should a pupil require support that is beyond the usual school funding then an application will be made to the Inclusion Panel for additional support.

### **Education and Health Care Plans (EHCP)**

If the child's needs are unable to be met by using the available resources within school, and if as a result, the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care Needs Assessment will be made to the Local Authority.

A range of written evidence about the child will support the request.

If the outcome is that an EHCP will be provided then the local authority will set out the provision needed and this will be reviewed yearly.

### **Transition**

Pupils with SEND are supported through all aspects of transition with individual needs being the driver for planning, preparation and provision. Transitions can be difficult for a child with SEND and steps are taken to ensure that any transition is as smooth as possible.

When moving classes in school, information about pupils will be passed onto the new class teacher in advance and a planning meeting will take place between the new teacher and current class teacher. One Page Profiles, Emotional Behaviour Support Plans and Provision Maps will be shared with the new teacher and children will spend time in their new classrooms to familiarise themselves before they move classes.

Additional transitions will be made where this has been identified as necessary.

If a pupil moves to a new school before the end of Year 2, their needs will be discussed with the SENCO from the new school and we will ensure that all documents are passed on as quickly as possible.

When pupils join our school in Reception, we support children with SEND through additional visits to school. We work with their Nursery setting to ensure a familiar member of staff is available to visit with them initially to ensure a smooth transition.

When pupils transfer to junior school, the SENCO will discuss the specific needs of pupils with the SENCO of their junior school and transition visits will be arranged between the two schools.

## **Admissions**

For the admission of children with special educational needs and disabilities, the School adheres to the Local Authority Admissions Policy which can be found at: [www.derbyshire.gov.uk/admissions](http://www.derbyshire.gov.uk/admissions)

## **Medical conditions**

'The Children and Families Act 2014 places a duty on maintained schools to plan to support pupils with medical conditions.

Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs and disabilities, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance supporting pupils at school with medical conditions' (DfE, 2014).

Corfield Church of England Infant School adheres to the above, and ensures pupils with medical conditions have their needs met through appropriate arrangements, which often take the form of individual health care plans. Where these are required, they will be developed in liaison with the appropriate medical professionals and the child's parents.

## **Record Keeping**

The school keeps a central register of all pupils who have been identified as having SEND. The register records detail of the child's name, date of birth, year group, main area of need, diagnosis and agency involvement. This is updated regularly to reflect the changing needs of the children. The SENCO, Head Teacher and School Business Officer keep copies of the school register and class teachers keep their own class records.

Each child identified as having SEND has their own individual file. This contains information regarding any observations, One Page Profiles/Emotional Behaviour Support Plans/Provision Maps, medical reports, minutes of review meetings, assessment information and reports from any external agencies. These files are kept within a secure locked cupboard in the SENCO's room and any SEND information is kept securely by all staff (according to GDPR May 2018).

## **SEND Information Report**

The school sets out its SEND information in the SEND Information Report developed in conjunction with the staff, parents/carers and governors of the school. This report is accessible on the school's website, and is intended to provide parents/carers with the information that they require to make informed decisions about their child's education.

The 4 key aims of our local offer are for it to be collaborative, accessible, comprehensive and transparent.

## **Roles and Responsibilities**

### **Special Educational Needs Co-ordinator (SENCO)**

The SENCO is responsible for:

- The day-to-day operation of the school's SEND policy.
- Supervising the provision of school-based support for pupils, in consultation with parents, class teachers and teaching assistants.

- Monitoring quality of experience for pupils with Special Educational Needs and Disabilities, including One Page Profiles/Emotional Behaviour Support Plans/Provision Maps, differentiation and other intervention strategies.
- Liaising with teachers and teaching assistants to ensure high quality progression and continuity for pupils.
- Offering support to all staff relating to SEND issues.
- Managing the Annual Review process and evaluation for all pupils with EHC Plans and Inclusion Panel funding.
- Liaising with the Governing Body and Head Teacher to ensure the smooth running of the admission process for children with EHC Plans, including SEND updates on each termly Head teacher's report to Governors.
- Liaison with medical staff and other external agencies in relation to pupils' needs.
- Liaison with parents/carers.

### The Head Teacher

The Head teacher is responsible for:

- The allocation of resources
- The operational management of staffing for special needs provision within the school, including the provision of staff for children with Inclusion funding and EHC plans.

### Governing Body

The Governing Body, through the nominated Governor for SEND, liaises closely with the SENCO and the Head Teacher on the following areas:

- Relevant documents and legislation
- Admissions
- Continuing Professional Development
- The progress of EHCP procedures
- The LA role in providing resources to meet the needs of children who are funded through the enhanced resources
- Finance for SEND
- The success and relevance of the curriculum for children with SEND.

### The SEND Governor

The SEND Governor will:

- Report back to each Full Governing Body meeting
- Liaise with the Chair of Governors and the Head teacher before dealing with any grievances or complaints that may arise.

### The Teaching Staff

All teaching staff have a responsibility:

- To be involved in the development of the school's SEND policy
- To be fully aware of procedures set out in the SEND policy for identifying, assessing and making provision for pupils with SEND.
- To take responsibility for any plans and reviews required, and the day-to-day planning and assessing of any pupils within their class with SEND.

### **Resources**

Each classroom has a selection of sensory resources to aid children's concentration and emotional regulation. These are freely available for the children that need them. In some classrooms, children are provided with their own personal basket of sensory resources as necessary.

Specialist equipment and resources will be updated as necessary, in consultation with professionals e.g. Physiotherapists, Occupational Health professionals, School Nurse, etc... to ensure that individual children's needs are met.

### **Funding**

Resources will be allocated according to a priority of needs as agreed by the Head Teacher, the SENCO and the class teachers involved. Applications will be made to the Local Authority where the school feels a pupil meets the criteria for additional funding in the form of Inclusion Panel funding.

### **In-Service training in relation to SEND**

To maintain and develop the quality of our provision, staff undertake appropriate training.

Appropriate in-service training is available to teaching and non-teaching staff.

Our SENCO, who is also our schools Autism and Neurodiversity Advocate, has delivered Autism Awareness training to all staff. This will be updated and revisited throughout the year.

### **Complaints**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

### **Review of the SEND Policy**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body undertakes a thorough review of both policy and practice each year.