

Corfield C of E Infant School Accessibility Plan 2025

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

Accessibility Plan

Table 1 – Access to the curriculum

As part of these activities, the school will continue to seek and follow the advice of the LA services, such as specialist advisers, SEND advisers, and of appropriate health professions from the local NHS Trusts.

Access to the Curriculum					
Item	Target	Strategies	Timescale	Responsibility	Success Criteria
1	To identify children allocated Corfield C of E Infant School for the next academic year who may need specialist provision.	At least one visit per child to settings providing pre-school provision.	May to September annually. (Extra times during the year may be needed for nursery pupils)	Head teacher SENCO Business Officer (to book)	Provision set in place ready for when children start school.
2	To establish and maintain close liaison with parents/carers.	Parents/Carers of children with an IEP, IF or EHCP are invited to review these with the class teacher, SENCO and HT.	Termly (3 times per Year – More if needed).	Class Teacher SENCO Head teacher	Parents of children with SEND feel involved in supporting their child and are given the opportunity to provide input into their child's plan.
3	To establish and maintain close liaison with outside agencies for pupils with additional needs.	SENCO to attend any network meetings and specific training opportunities. Time allowed for staff to attend relevant meetings for the children they are teaching.	Ongoing	SENCO Head teacher	All relevant staff have been able to attend relevant network meetings for their role. Teaching staff are able to attend meetings such as EHCP, IF, IEP. This will enable them to better meet the needs of a child.
4	To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including visits.	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in school.	Ongoing	Head teacher EVC SENCO Class Teacher	All pupils are accessing and experiencing the opportunities available.

5	To include pupils with a disability, medical condition or other access needs as fully as possible in extracurricular provision.	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in school.	Ongoing	Head teacher SENCO Class Teacher	All pupils are accessing and experiencing the opportunities available.
6	To regularly review the curriculum and teaching plans to ensure children have access to all parts.	Medium Term plans will ensure all children can access everything planned on them e.g. visits, specific practical lessons.	Ongoing	Head teacher Class Teachers SENCO	Planning meets the needs of the current cohort of children.
7	Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs.	Annual training cycle includes SEND and specific training as identified.	Ongoing	Head teacher Class Teacher SENCO	Access to learning opportunities have been provided for all staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from the opportunities is shared with colleagues to promote awareness for all relevant staff.
8	Ensure pupils needs can be met, using ICT equipment/ resources when required.	Recommendations from external agencies.	Ongoing	Head teacher SENCO ICT technician	Children have access to relevant and supportive equipment to meet their needs.

Table 2 – Access to the physical Environment

The school is a single-story building. The entrance to the main reception area is flat and easily accessible. All other doors into Key Stage 1 cloakrooms/classrooms are flat with no steps or ramps required. External access to the Reception classroom is via steps or a ramp. Reception class has flat access to the school hall. The school corridors are unobstructed.

Internal doors can only be kept open when absolutely necessary using door wedges. This is not encouraged as they are fire doors. There is a disabled toilet in the main corridor. This meets the requirements of current staff/pupils.

Internal signage meets regulations: The fire alarm is a ringing bell (no pager or flashing lights available) automatic fire detection system with call points located at appropriate places around the building (i.e. all exit points). Visitors to the school are normally accompanied if they do not attend regularly, and the member of staff accompanying the visitor is responsible to ensure they leave the building.

A Personal Evacuation Plan should be completed for all pupils, staff and visitors who require one and the findings communicated.

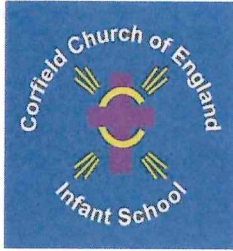
Access to the Physical Environment					
Item	Target	Strategies	Timescale	Responsibility	Success Criteria
1	All access points to the school are kept clear and easily accessible.	Regular checks to be made to ensure all outside areas are kept in good order. All access points to be kept clear of clutter. Head teacher and caretaker to make regular checks as part of H and S walk.	Weekly and Monthly	Caretaker Head teacher	All areas are accessible to all.
2	There are regular reviews of needs for current pupils	Reviews of IEP'S, Inclusion funding, EHCP	Termly	SENCO Class Teacher	All current pupils are able to access areas required for learning.
3	Personal evacuation plans are completed for children who are identified as requiring one.	Liaise with parents and healthcare staff to identify needs and put in place appropriate evacuation arrangements.	As required	Head teacher SENCO Class Teacher	All children requiring a Personal Evacuation Plan have an up to date and properly communicated plan, which has been practiced to ensure it can be implemented successfully.
4	All learning areas are accessible for pupils.	Regular review of layout of classroom to ensure it meets	As required	Head teacher SENCO	Children are not excluded from learning opportunities because

		the needs of the children using the space at the time.		they cannot access around the classroom or equipment.
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Table 3 – Access to Information

As part of these activities the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Access to Information					
Item	Target	Strategies	Timescale	Responsibility	Success Criteria
1	Provision of written material to pupils to meet their needs.	Use of coloured paper, text, size, iPad, visual timetables.	Ongoing, as required	Class Teacher SENCO Head teacher	Pupils always have access to written materials which meet their needs at the appropriate time.
2	Review of documentation on website to check accessibility for parents/carers e.g. EAL, those with a disability.	Use relevant programs and strategies to create/ make available accessible documents.	Yearly checks + ongoing monitoring	Head teacher Governors SENCO Class Teachers	Website reviewed and updated as necessary to be accessible to all.
3	Written materials produced by the school to be available in alternative formats when required.	School to contact other agencies as and when required for support.	Ongoing	Head teacher	Pupils/Parents always have access to written materials which meet their needs at the appropriate time.



Corfield C of E Infant School

Accessibility Statement 2025

Date	September 2025
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Accessibility Statement

At Corfield C of E Infant School we are committed to ensuring equal treatment for all, including those with any form of disability. By 'all' we mean anyone involved in the school community including employees, pupils, parents, carers and governors.

We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers, governors and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2014 Framework:

- ❖ Promoting the spiritual, moral, cultural, mental and physical development of pupils at our school and of society.

- ❖ Preparing pupils at the school for the opportunities, responsibilities and experiences of later life.

Although this plan is a requirement for pupils, the school also has duty to staff and visitors, who will benefit from any amendments, in particular in relation to the building access.

The Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- ❖ Eliminate discrimination and other conduct that is prohibited by the Act. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- ❖ Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- ❖ The equality duty covers the nine protected characteristics: age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The school and governing board is required by law to prepare an accessibility plan and “further such plans at such times as may be prescribed”.

The purpose of this document is to plan for:

- ❖ Increasing the extent to which disabled pupils can participate in the school’s curriculum (See table 1 access to curriculum).
- ❖ Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school (see table 2 access to the physical environment).
- ❖ Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (table 3 access to information).

Definition of Disability

Disability is defined by the Equality Act 2010 as:

“When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities”.

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Action Plan

To audit school resources to ensure a range of resources/materials are available for everyday use for pupils and staff.

If a child or adult with a specific disability which has not already been catered for comes to the school on a regular basis, their needs will be addressed as a priority.



Corfield C of E Infant School

Equality Policy 2025

Date	September 2025
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Legal Framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, gender reassignment, and of maternity and pregnancy), religion or belief, gender reassignment, and sexual identify.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1:

All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, national origin or national status.
- Whatever their gender or gender identity.
- Whatever their religious or non-religious affiliation or faith background.

- Whatever their sexual orientation.

Principle 2:

We recognise, respect and value difference.

Treating people equally, (Principle 1 above) does not necessarily involve treating them all the same.

Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability - so that reasonable adjustments are made.
- Ethnicity - so that different cultural backgrounds and experiences of prejudice are recognised.
- Gender - so that the different needs and experiences of girls and boys, and women and men are recognised.
- Religion, belief or faith background.
- Sexual identity.

Principle 3:

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4:

We actively observe and promote good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whatever their age.
- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.

- Whatever their gender and sexual identify, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5:

We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious backgrounds.
- Girls and boys, women and men.

Principle 6:

We consult and involve widely.

We engage with a range of groups and individuals to ensure that those affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- Disabled people as well as non-disabled.
- People from a range of ethnic, cultural and religious backgrounds.
- Both women and men, and both girls and boys.
- People with different sexual identities.

Principle 7:

Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled.
- People of a wide range of ethnic, cultural and religious backgrounds.
- Both women and men, and both girls and boys.
- People with different sexual identities.

Principle 8:

We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9:

Measurable objectives.

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate. Our equality objectives are integrated into the school improvement plan. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Ethos and organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:
 - Pupils' progress, attainment and achievement.
 - Pupils' personal development, welfare and well-being.
 - Teaching styles and strategies.
 - Admissions and attendance.
 - Staff recruitment, retention and professional development.
 - Care, guidance and support.
 - Behaviour, discipline and exclusions.
 - Working in partnership with parents, carers and guardians.
 - Working with the wider community.

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:
 - Prejudices around disability and special educational needs.

- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.
 - Prejudices reflecting sexism and homophobia
8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
 9. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

10. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
11. A member of the governing body has a watching brief regarding the implementation of the policy.
12. The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
13. A senior member of staff has day to day responsibility for co-ordinating implementation of the policy.
14. All staff are expected to:
 - Promote an inclusive and collaborative ethos in their classroom.
 - Deal with any prejudice-related incidents that may occur.
 - Plan and deliver curricula and lessons that reflect the principles in paragraph 4 above.
 - Support pupils in their class for whom English is an additional language.
 - Keep up-to-date with equalities legislation relevant to their work.

Information and resources

15. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

16. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesions in appropriate detail.

Religious observance

17. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

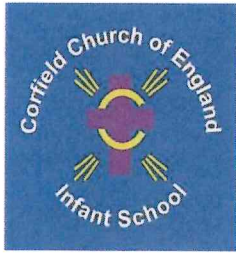
18. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

19. Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitoring and review

20. We collect, study, and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
21. In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.



Corfield C of E Infant School

Special Educational Needs and Disabilities Policy 2025

Date	September 2025
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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 on to 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

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.