Spring Meadow Infant

and

Nursery School

And the Infant Assessment Unit

Information Report

Updated 1.10.2020 by Alice Carter (SEND Lead)

2nd update 22.02.2021

3rd update 4.10.2021

Brief update 24.4.2022

School Name	Spring Meadow Infant and Nursery School with an Infant Assessment unit		
Type of School	Mainstream Infants with an Infant Assessment Unit and Nursery -Placement allocation for the Infant Assessment Unit is through the Statutory Assessment Team alongside an EHCP. - 10 place Infant Assessment Unit.		
Contacts	Laura Fielding	Head Teacher	head@springmeadow.cambs.sch.uk
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	Alice Carter	SEND Lead/SENDCo	acarter@springmeadow.cambs.sch.uk
	Joanna Stanbridge	SEND Governor	office@springmeadow.cambs.sch.uk

The kinds of special educational needs and disabilities (SEND) for which provision is made at the school.

Our **Special Educational Needs and Disabilities (SEND)** policy outlines our commitment and approach to offering an inclusive curriculum that ensures the best possible progress for all pupils, whatever their need or disability. This policy is available on our school website.

At Spring Meadow Infant and Nursery School, including the Infant Assessment Unit we currently have **25** children who have an Education, Health and Care Plan – EHCP (E). **11** of the **25** children attend the Infant Assessment Unit and **14** attend the mainschool. These children require a highly personalised and closely monitored specialist provision, usually involving specialist support from external services, at wave 4 of the graduated approach.
We also have **24** children who are registered on our SIMs database at SEND Support (K), who all have their own Assess, Plan, Do and Review document which outlines their long-term intervention and support needs at wave 3 of the graduated approach. Children at wave 3 or (K) SEND Support will be given more tailored programmes to aid their development and specialist outside services may work with us in school to help plan these programmes. **3** of these **24** children are currently undergoing an education, health and care plan needs assessment.

The percentage of children currently at the school with SEND (SEND Support and EHCP) including the Infant Assessment Unit is: 23.33 %
Overall SEND Support percentage (wave 3): 11.43 %
Overall EHCP percentage (wave 4): 11.90 %
(This is based on the school having 210 children on roll, dated 24.4.2022)

The percentage of children in the main school with SEND needs (SEND Support and EHCP) is: 18.68%
(This is based on the main school having 198 children, dated 4.10.2021)

In addition to these there are other children for whom we are monitoring and offering short term targeted intervention, through individual or group support at wave 2. Children requiring access to this level of support will have their learning needs specifically planned for by the class teacher and may take part in targeted group support or personalised learning designed to manage any gaps in their learning or to help them progress in areas of difficulty.

Children at wave 1 of our graduated approach will have their needs met through high quality teaching. They may also need reasonable adaptations to be made for them, such as a writing slope, pencil grip, coloured overlay etc.

The special educational needs of our children include speech, language and communication; visual or hearing impairment; attachment difficulties; difficulties with physical development; social, emotional or mental health difficulties or needs relating to pupils with Autistic Spectrum Condition or Attention Deficit Hyperactivity Disorder; and mild to severe or specific learning difficulties in one or more subjects;

The highest areas of need within our school are speech, language and communication needs, Autistic Spectrum Condition needs and social, emotional and mental health needs.

34.7% Autistic Spectrum Condition
28.57% Speech, Language and Communication Needs
22.45% Social, Emotional and Mental Health Needs.

Depending on the level of additional need your child may have we will ensure that we have consulted you, their parent and the people or person who knows them best, with their previous setting or with the professional(s) involved to ensure we have a thorough understanding of their needs. We would read any supporting reports or documents and we will then work with you to plan the individual support, intervention or resources for your child. We also have Level 2 and Level 3 teaching assistants who will help support children either as a named adult, or with specific interventions or as additional classroom support as needed.

We are a welcoming school and want ensure your child's needs are met at every part of the school day. We receive lots of positive verbal feedback and are recommended by specialist professionals including the Visual Impairment Service and the SEND Services Team. Please see the responses below from parents and professional over the last few years:

'From our end, we are pleased with how well our child seems to be settling and adapting to new routines. Our child's transition from preschool to main school has been much more calm and positive than we had anticipated it might be, which we are very pleased with. Thanks to you, the class team and other staff for all of your help so far. We are so pleased we chose Spring Meadow'. Parent, (October 2020)

Parent 31.3.2021: 'Just want to say thank you for everything you have done. *** (TA) is amazing with ***, he has absolutely come on in leaps and bounds since attending Spring Meadow.'

Parent 22.8.2021: 'Alice I honestly can't thank you enough for everything you've done. You have been amazing! *** and I couldn't have done it without your support and guidance. Stay amazing.'

Parent 22.4.2022 'Alice, Thank you for all your help. We are very lucky to have you and Mrs Tomlin. Thanks again'.

Extract from an Educational Psychologist report received 1.10.2021: 'The parent shared that she has been really pleased with everything that the school has done to support *; she said that they are amazing'.***

Professional 21.10.2020: Andrea King from Brookside CAMHS phoned on the 21.10.2020 to let our staff in the Infant Assessment Unit know what an amazing job the team have done to support a pupil. Since leaving Rainbows in July 2020 the pupil has settled into mainstream really well and is making friends. Andrea and the pupil's parents couldn't be happier. Andrea wanted to say a big THANK YOU to the school and the Rainbows team.

Professional 30.09.2021 from the Visual Impairment Team: I have had a lovely time popping in to see *** today. *** seems really happy and to have settled. The reception staff (and breakfast/after school staff) appear to be responding really well to her needs and making adaptions as they get to know her.

Information about the school's policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCo

Our SEND Policy includes information about how we identify and assess children with SEND and how this involves a graduated response. We always inform parents and carers where we have concerns and if you are concerned at all about the development, progress or well-being of your child, please do not hesitate to contact your child's class teacher. She will listen to your concerns and together you can decide how best to support your child. At times, the teacher may feel it is also appropriate to involve the SEND Leader in discussion, particularly where catch–up and interventions have been tried but progress is still not being made. Teachers will log concerns and take appropriate actions. Sometimes children do progress at different rates and sometimes they have missed a significant amount of schooling and a catch-up or targeted intervention programme is enough to address difficulties. At times though a child may have a specific need that impacts upon learning which is best addressed with advice from our SEND Leader and external professionals.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our high-quality teaching, or whether something different or additional is needed.

The SEND Leader at Spring Meadow is: Mrs Alice Carter acarter@springmeadow.cambs.sch.uk

Mrs Alice Carter SEND lead days are all day on a Thursday and a Friday, and a Wednesday morning. She also works in our Nursery on a Monday and Tuesday. While it is best to liaise first with the class teacher of your child, our SEND Leader is also available to make an appointment with to discuss concerns about particular learning needs or disabilities.

The class teacher is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and the delivery of any additional support.
- Writing individual plans that prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEND Policy.

If you have concerns about your child's progress, talk to the class teacher first. You may then be directed to the SEND Leader.

The SEND Leader's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.

- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Monitoring the progress of children on the SEND register ensuring there is a clear system of Assess, Plan, Do, Review, in place, via class wave graduated approach documents and Individual APDR Plans.

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including the provision made for students with SEND.

Arrangements for consulting parents of children with SEND and involving them in their child's education

We involve parents and carers at all levels and will inform them when there are concerns over progress or specific needs. School communicates with parents and carers in a number of ways including via email, newsletters, assemblies, meetings and many other forms. For parents and carers whose child has an additional need we may also provide extra meetings, annual reviews, telephone discussions, additional teacher meetings, TAFs (Team Around the Family meetings) and personalised written feedback. Parent Consultations are available for all parents and carers at least termly. Parents and carers are able to voice their concerns and teachers are always available to meet with parents and carers though an appointment through the school office may be necessary. We signpost parents and carers to activities in the local area which may benefit their child. Parents and carers are made aware of Locality Team parenting courses, Children's Centre activities and other opportunities in and around Ely. Up and coming dates are sent via email.

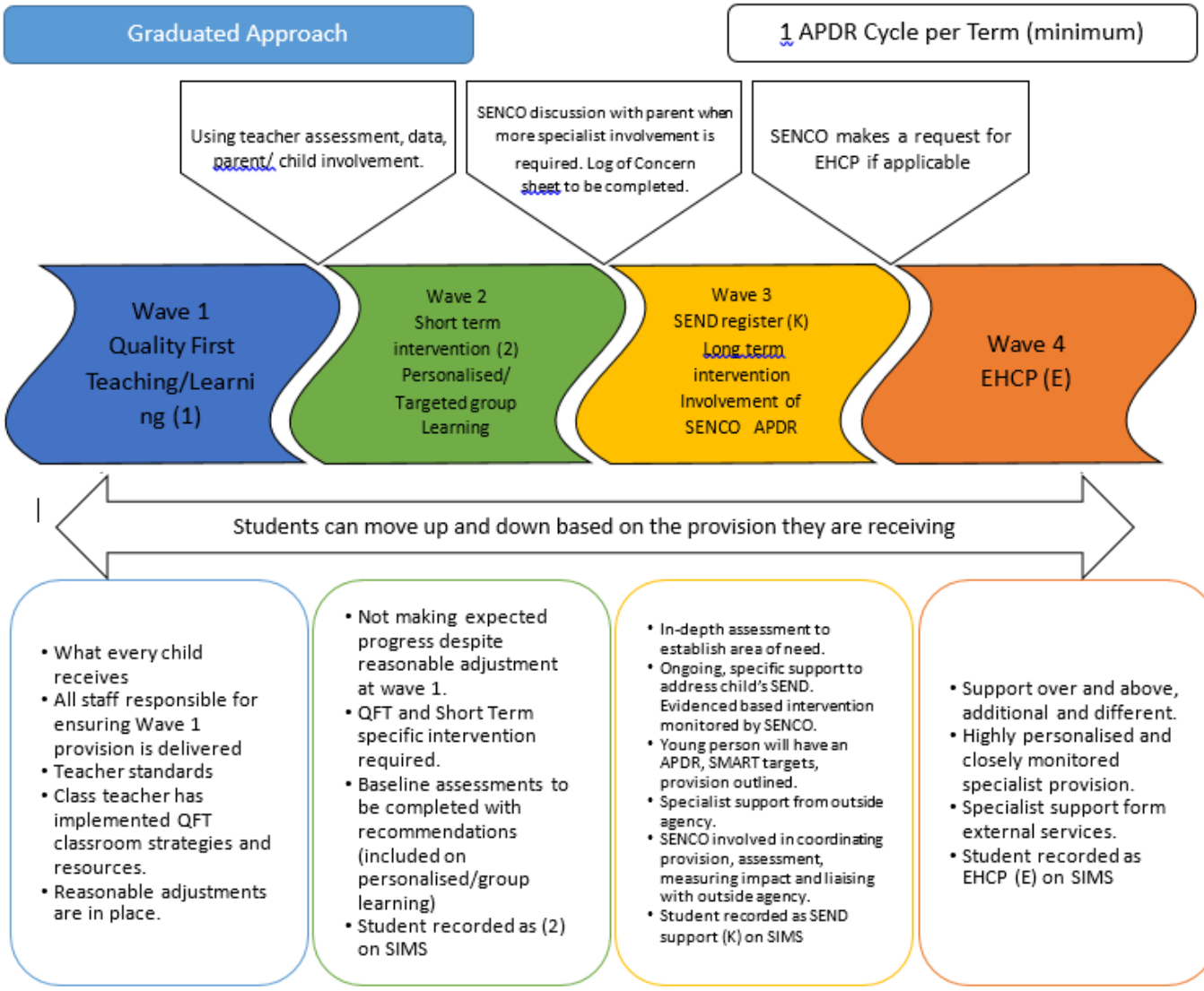
During the corona virus pandemic most meetings are, via the telephone or in the school outside areas or via video conferencing. Despite the challenges Covid has brought us we are committed to involving our parents in their child's education as much as we are able to.

Arrangements for consulting young people with SEND and involving them in their education

All children in Key Stage 1 have their own Literacy and Maths targets in their books that are reviewed regularly with their class teacher. Children with their own Assess, Plan, Do, Review documents will have the chance to talk about their work and experience of school leading up to any review. Children with an Education, Health and Care Plans contribute to their annual review in the best ways to suit their needs, this might be by attending their annual review, drawing a picture about their likes within school, sharing their views with an adult or by film clips or observations. School Council meetings also discuss any concerns raised by any child including those with SEND.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

Spring Meadow Infant and Nursery School undertakes a constant Assess, Plan, Do and Review process where we evaluate our interventions, our teaching and the impact. This allows us to effectively plan our support for pupils with SEND. We use a graduated approach where a child can access appropriate levels of support based on need, this is outlined below:



A pupil at Wave 1 may have small reasonable adjustments that are made to ensure they can access the teaching and learning in the classroom. Adjustments could be: coloured glasses, a writing slope, a triangular pencil etc.

When reasonable adjustments are not enough to ensure the pupil is making the expected progress then the pupil would move to Wave 2. The class teacher will ensure the pupil has targeted group intervention or personalised learning that is targeted to fill the gaps in learning and ensure progress.

If a child is accessing more help and support than the majority of children of that age, or they are working at a level increasingly below age related, often requiring a need for outside agency support then they are placed on the SEND register at 'K' code or Wave 3 and teachers produce an APDR (Assess, Plan, Do, Review) document. This identifies targets and strategies to support that child. This process is discussed with parents and carers at the initial 'plan' meeting and at the 'review' stage and involves children and their thoughts as appropriate.

Children with an Education, Health and Care Plan will also have an APDR as above which links closely to their EHCP. Education, Health and Care Plans are also reviewed annually (or 6 monthly for children under 5). Reviews involve class teachers, parents, professionals, support staff, SEND Leader and children (as appropriate). If it is not appropriate for children to attend the meeting their views will be collected in the best ways for them, this maybe through drawings,

collage, conversations with adults, film clippings, school books etc. Education, Health and Care Plan review meetings can also be called by anyone involved with the child at a time earlier than required, this is often called 'An Emergency Annual Review'. All paperwork for any EHCP annual review is completed by the SEND Leader or Teacher of the Infant Assessment Unit and submitted to the Statutory Assessment Team for updating.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We take every opportunity to ensure a smooth transition for your child either into school from home or from a previous setting or school. We will invite you to tell us about your child, their strengths and difficulties; what works well and what not so well. We share this information with staff in the school that will have contact with your child so they know how best to welcome and support your child.

Our Early Years Foundation Stage (EYFS) teachers and teaching assistants visit or speak to the early years setting your child comes from if applicable; we hold taster sessions in the Nursery or Reception classes and we have a parent meeting for parents/carers. Home visits (or garden visits due to COVID) are carried out in the first week of the Autumn term. Some children may require a gradual transition into school and this will be carefully arranged with parents and the class teacher to ensure the needs of the pupil are best met.

The school liaises well with Ely St Mary's Junior school, which is our feeder school for children to move to Year 3 where appropriate and other transferring schools that may be the choice for that child. Some children have an increased level of transition support, either from early years settings into school/nursery or from infant school to junior school. This can involve additional visits for the pupil and meetings with parents and any professionals involved.

Pupil passports are updated yearly in collaboration with parents and pupils. These include a summary of the pupil's strengths, difficulties, ways to support etc. Passports are then shared with the new class teacher at our annual passport/transition meetings which also includes the current class teacher, support staff (if relevant), parents and pupils (as appropriate).

If your child has an Education, Health and Care Plan this will be reviewed annually and where possible the transferring school will be invited to the annual review. For a pupil joining our school who has an EHCP, the SEND Leader/SENDCo will aim to join the transfer annual review and if possible, visit the pupil in the setting. Additional visits and meetings will also be arranged if required, alongside pupil passport meetings.

In the current corona virus pandemic many of the meetings discussed above have needed to be virtual, via the telephone or in the school outside area. Despite the challenges we are committed to ensure a smooth transition for your child.

The approach to teaching children and young people with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.
High quality teaching or quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Different learning materials or specialist equipment may be used alongside group or individual support, which may involve small groups of children working with TA support or Teacher for specific intervention.

We have the following interventions available:

- Precision Teaching (Reading, phonics, etc)
- 5-minute number box (Maths)

- Numicom firm foundations (Maths)
- 5-minute literacy box (Reading and spelling)
- Toe by Toe (Reading)
- Lexia (Reading and Phonics)
- See and Learn first phrases 1, 2, 3 (Reading)
- Sensory circuits (Gross motor/sensory/following instructions)
- Fizzy motor skills programme (Gross and fine motor)
- Write from the start, book 1 and 2 (Fine motor)
- Speed up programme (Writing/fine motor)
- Lego Therapy (Social Skills)
- Thumbs up social skills programme (Social Skills)
- Attention Autism (Attention and Listening)
- Identi-play (Play skills and following instructions)
- Barrier games (following instructions)
- Talk Boost (Speech and Language)
- Talking Box (Speech and Language Early Years)
- Word Aware (Speech and Language)
- Colourful Semantics (Speech and Language)
- Structured sensory breaks – therapy pattern cards (Sensory)
- Calming routine (Sensory)
- Intensive Interaction trained staff (Communication and Interaction)

We also have ICT based resources to support learning such as Clicker 8 and Communicate in print.

Please refer to our school SEND policy for further information regarding outside agency support and when to request an Education, Health and Care Plan.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

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

- Personalising (differentiating) our curriculum provision to ensure all pupils are able to access it, for example, by setting clear individual targets for each child, by grouping, 1:1 work, teaching style, content of the lesson using adaptive teaching methods, etc.
- Adapting our resources and staffing
- Using recommended aids, such as ICT equipment, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We use skills maps, knowledge organisers as well as termly and annual subject progression documents to plan for the needs of all children across the curriculum. These identify skills and concepts from age 3 to 7 and teachers will deliver the relevant skills to meet the child's needs at that time regardless of their age.
Teachers support children in a variety of ways so they can access learning which has been carefully planned, sometimes the purpose of the session will be organised so a child achieves success in an area without any adult input, this is essential to develop the independence all children require.

We run Sensory Circuits sessions for children who may need this provision and this addresses the following needs: gross motor control; self-confidence and any difficulties in accessing lessons; sensory needs. We can also offer a lunch

time club, as required, where selected children can go and play with a range of toys or complete activities. This is for those who might find lunchtimes difficult or need extra support socially.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Our SEND Lead/SENDCo, Alice Carter has 20 years of experience in this role and has worked as an Infant and Early Years Teacher. Alice Carter is allocated 2.5 days a week to manage SEN provision (Thursday and Friday all day, plus a Wednesday morning)
The Lead Teacher of the Infant Assessment Unit, Sarah Latimer, is also an extremely experienced practitioner. She worked previously as a SENDCo for 12 years alongside being an infant teacher/deputy head teacher and within the SEND Teaching role for the last 6 years. In a previous role, Sarah Latimer has also led parenting programmes to support parents in managing challenging behaviours.

We have a team of **23** teaching assistants, including a higher level teaching assistant (HLTA), who are trained to deliver SEN provision.

Training in 2018-2022 has included the following:

- Child Protection and safeguarding training for all staff including PREVENT training.
- STEP ON training for all teaching staff and teaching assistants.
- STEP ON tutor training for 2 members of staff.
- NASEN high quality teaching training for all teaching staff.
- Supporting children with speech and language needs in mainstream schools training for specific staff.
- SENCO Network meetings and briefings for SEND Lead/SENDCo – termly, throughout the year.
- Talk boost training for 5 members of staff
- Virtual Understanding Autism OU course for all teaching assistants
- Virtual Short Speech and Language course for all teaching assistants
- SEND specific training for all teaching assistants
- 6 bricks of Lego training for all teaching assistants
- Mental Health level 2, 2 teaching assistants
- ELSA training, 1 teaching assistant
- Updating first aid qualifications
- Clicker 8 training for teaching staff
- Visual Impairment and mobility training for 14 staff members
- Moving and Handling training for 3 members of staff
- Intensive Interaction Training for 1 teaching assistant

Staff have the appropriate training to support children with medical issues including asthma and allergies requiring Epipens. Many staff are also First Aid trained.

- ELKLAN trained: Amanda Smith, Julia Kyndt, Carolyn Goodall, Felicina Colbran, Tracey Wymer
- Attention Autism Trained: Amanda Smith
- ELSA trained: Helen Stephens
- Identi-Play trained: Amanda Smith
- Intensive Interaction trained: Amanda Smith
- Social communication in mainstream school trained: Tracey Wymer, Mel Abbott, Lyndsey Oakey, Helen Stephens
- The Nucleus TA training with SEND: Suzanne Jones, Karen Hornsey
- Talk Boost trained: Alice Carter, Suzanne Jones, Vanessa Ward, Carolyn Goodall and Jane Adams.
- Moving and Handling training: Vanessa Ward, Catherine Norris

- Epilepsy training: Catherine Norris.

Our SEND Leader liaises regularly with appropriate outside services and arranges Team Around the Family (TAFs) meetings to help our parents and carers become more informed and be part of the process of exploring and deciding upon the best provision for their child.

Evaluating the effectiveness of the provision made for children and young people with SEND

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

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 6-12 weeks
- Monitoring and observations by the SENCO
- Using whole school provision maps to monitor progress
- Holding annual reviews for pupils with EHC plans which includes gaining parent and pupil voice

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
All school educational visits are planned to ensure all children are included. Staff expertise is required at times to enable a child with a SEND to be included in an event which will always be risk assessed to ensure every child's safety.
All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
No pupil is ever excluded from taking part in these activities because of their SEN or disability.
Spring Meadow Infant and Nursery School is wheelchair friendly and has 3 disabled toilets.

To find out about how we manage our school admissions, accessibly plans and our intimate care information, please go to: http://springmeadow.cambs.sch.uk/school-policies/ (press control and click)

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

Spring Meadow Infant and Nursery School takes the mental health and wellbeing of our pupils very seriously and is developing its provision continuously. The Mental Health Champions for the school are Laura Toth and Laura Fielding. We offer a range of additional support for children with emerging mental health needs including; meet and greet in the morning, access to play therapy and listening sessions with teaching assistants, alternative arrangements for lunchtimes, social and emotional interventions and staggered entry in and out of school.
We access advice from the Emotional Wellbeing Practitioners (EWPs) who can signpost, support and advise professionals to help the child or young person access the right evidence based support such as School Nursing service, GP's or Primary Care, Clinics etc.

All school staff log any bullying concerns and this is passed to our head teacher or deputy head teacher to follow up with parents and pupils as required.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The governors ensure the Head Teacher and SEND Leader make full use of finance and resources and require them to communicate with outside agencies where necessary. The school will seek specialist advice and support where the resources of the school alone are not adequate to meet a child's specific needs and where those needs are impacting significantly on their ability to learn. We will always involve the parents/carers where other professionals are drawn on and we also give parents and carers the opportunity to self-refer or to request meetings.

We have access to support from Speech and Language Specialists; the Local Authority, Specialist Teaching Team, including the Visual Impairment Team and the Hearing Impairment Team; Occupational Therapists; Physiotherapists; the Community Paediatric Team; Educational Psychologists; the locality team (including Family Workers); school nursing team; play therapists and music therapists, independent specialist support teachers; the Social, Emotional and Mental Health Team and CHUMS. Sometimes, outside services help the school plan an appropriate programme of work for pupils to work on in school.

We host drop-ins from our Family Worker, which parents and carers can choose to attend. Advice can also be sought from the school nursing team.

Access to these outside services is mainly virtual due to the Covid 19 pandemic.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

The named SEND Leader is Alice Carter. A member of the governing body, Joanna Stanbridge, takes a special interest in SEND. If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak to the SEND Leader, the Head Teacher, or to any member of the governing body. If you speak to a governor, he or she will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and then contact you within five school days.

If he or she has not resolved the matter to your satisfaction, it will be referred to the governing body, who will consider the complaint, within the framework of the school's general Complaints Procedure.

Appendix 1

What must be included in a SEND Information Report

'*Publishing information: SEN information report 6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:*

• the kinds of SEN that are provided for
• policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
• arrangements for consulting parents of children with SEN and involving them in their child's education
• arrangements for consulting young people with SEN and involving them in their education
• arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
• arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
• the approach to teaching children and young people with SEN
• how adaptations are made to the curriculum and the learning environment of children and young people with SEN
• the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
• evaluating the effectiveness of the provision made for children and young people with SEN
• how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
• support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
• how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
• arrangements for handling complaints from parents of children with SEN about the provision made at the school'

(Special educational needs and disability code of practice: 0 to 25 years. 2015)

From the Children and Families Act 2014 schools must also include:
a) such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs;
(b)information as to—
(i)the arrangements for the admission of disabled persons as pupils at the school;
(ii)the steps taken to prevent disabled pupils from being treated less favourably than other pupils;
(iii)the facilities provided to assist access to the school by disabled pupils;
(iv)the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan)