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| Special Educational Needs and Disability Policy 2025-2026 |
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**Designated Person responsible for managing the provision for children with SEND: Clair Bateman supported by Lisa Marie Clarke**

**Contact details:** **cbateman@trewirgieinf.tpacademytrust.org**

We care, we help, we succeed

**LClarke@trewirgieinf.tpacademytrust.org**

**SECTION 1 – COMPLIANCE AND GENERAL STATEMENT**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

* Equality Act 2010: advice for schools DfE Feb 2013
* SEND Code of Practice 0 -25 Years (April 2015)
* Schools SEN Information Report Regulations (2014)
* Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015)
* Safeguarding Policy
* Accessibility Plan
* Teachers’ Standards (2012)
* United Nations Convention on Rights of the Child (1991)
* Education and Childcare during Covid-19 Guidance (2020)

This Policy has been created to ensure compliance with the Department of Education’s SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by Clair Bateman in liaison with the Headteacher, SEN LMC, SLT and staff, with due regard to the input of parents and pupils with SEND.

Trewirgie Infants’& Nursery School is a fully inclusive school, with every child’s individual needs at its heart. We consider that all children have individual needs, however there are some children that may need more support and additional interventions to ensure they achieve their full potential. We work together with parents and if needed any outside agencies to meet an individual’s needs. This enables us to target support and interventions effectively so we can work together to focus on specific learning targets and needs.

Trewirgie is a large Infants’ and Nursery School with 295 pupils on roll, June 2025.

As a fully inclusive school we use a graduated approach to SEN in which every child has access to high quality class room teaching, small group work and/or individualised teaching programmes and interventions if required. This is delivered by our team of dedicated and well trained staff, who are committed to ensuring all children have access to a stimulating and varied curriculum. At Trewirgie Infants we believe in supporting the ‘whole’ child so interventions are not only academic, but also based upon supporting children emotionally.

In compliance with the SEN Code of Practice, 2015 and SEN Reforms, we use a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration of placing a child onto the school Record of Need (RON). Should a pupil require provision that is additional or different they will be placed on the RON under one single category, namely SEN Support. Each child’s provision will be identified and monitored using Individual Provision Mapping.

This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEN.

**SECTION 2 – AIM (THE LONGER VIEW)**

The overarching aim of this policy is to ensure that the needs of pupils with SEND and the barriers to their learning, are accurately identified and effectively met to enable them to achieve and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23)

To this end, we aim to:

1. Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
2. Ensure that lessons are stimulating, enjoyable and well adapted to meet the needs of all pupils, including those with SEND.
3. Ensure that teaching and learning is multi-sensory.
4. Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.
5. Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils’ literacy skills has the highest priority.
6. Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

Objectives:

Through the application of this policy we wish to:

1. Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
2. Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
3. To operate a ‘whole pupil, whole school’ approach to the management and provision of support for SEND.
4. Ensure all staff implement the school’s SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.
5. Ensure that there is no discrimination or prejudice.
6. Ensure all pupils have access to an appropriately differentiated curriculum.
7. Recognise, value and celebrate pupils’ achievements at all levels.
8. Work in partnership with parents/carers in supporting their child’s education.
9. Guide and support all school staff, governors and parents on SEND issues.
10. Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
11. Provide appropriate resources and ensure their maximum and proper use.
12. Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs where appropriate.
13. To provide an appropriately qualified Special Educational Needs Co-ordinator (SENCO) who will oversee and work with the SEND Inclusion Policy.
14. To provide support and advice for all staff working with pupils who have SEND.
15. Support pupils with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23)
16. Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)

**SECTION THREE – IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

A child has a learning difficulty or disability if he/she has:

* greater difficulty in learning than the majority of children of his/her age.

and/or

* a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

1. sets suitable learning challenges
2. responds to pupils’ diverse learning needs
3. aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

* Communication and Interaction
* Cognition and Learning
* Sensory and/or Physical Needs
* Social, Mental and Emotional Health.

Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The school will always take needs that are NOT SEND but that may impact on progress and attainment into account for example:

* Attendance and Punctuality
* Health and Welfare
* EAL
* Being in receipt of Pupil Premium
* Being a Looked After Child (LAC)
* Being the child of a Serviceman/woman

The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a child’s behaviour will be described as an underlying response to a need which the School has recognised and identified clearly.

**SECTION 4 – A GRADUATED APPROACH TO SUPPORT OF SEND**

At Trewirgie Infants School all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants. High quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who have SEND. ‘Quality First’ teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Close liaison is maintained with all members of staff by the SENCO to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer at Trewirgie Infants School can be found in the School Offer in the SEND section of the School’s Website and on the local authority website:

https://fis.cornwall.gov.uk/synergyweb/CornwallFIS/Enquiries/Search.aspx?searchID=4

**Levels of Need**

Trewirgie Infants’ School’s Graduated Response consists of two levels as follows:

**SEN Support**

Pupils are placed on the RON at this level after assessment and consultation between the SENCO and Class Teacher when it is established that they have a significant learning difficulty and require provision that is **additional and different**.

At this point, parents/carers will be informed of the decision and the School will continue to work in partnership with them, listening to their views and those of the pupil and involving them proactively in planning and decision making. This will take the form of a half-termly ‘Assess-Plan-Do-Review Cycle.’

 **Assess**

* Teacher’s high quality, accurate formative assessment and experience of child
* Pupil progress, attainment and behaviour
* Development & attainment in comparison to peers
* Views and experiences of parents
* The child’s own views
* If relevant, assessments, views of and advice from external services.

**Plan**

A plan will be put in place by SENCO & class teacher in consultation with parents and child. It will include:

* The outcomes agreed for the next half term
* The support and interventions to be put in place
* The expected impact on progress, development or behaviour
* A clear date for review
* The plan will be recorded on the pupil’s Individual Provision Map
* A copy will be given to the parents

**Do**

* The class teacher remains responsible for working with the child on a daily basis and to direct TAs or specialist staff to plan and assess the impact of interventions
* The SENCO supports the class teacher in the further assessment of the child’s particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support

**Review**

* Parents will be invited to attend review meetings at least termly in order to monitor/ review the effectiveness of the support and the impact on the child’s progress
* A new plan will be put in place and added to the on-going Individual Provision Map
* Parents will receive copies of all notes recorded at the review.

**Involving Specialists**

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

**Education, Health and Care Plan**

Pupils who require specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of a Statutory Assessment. This is completed by the SENCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then consider the application and issue an EHCP as appropriate.

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved invited to attend.

In addition, pupils with an EHCP are subject to the Assess-Plan-Do-Review Cycle.

**Education, care and emotional development for those with complex additional learning needs**

**Geevor**

Trewirgie provision for students with additional needs who would benefit from a more specialist place in which to thrive and learn.

Geevor classroom is a sensory space that will focus on the needs of the individuals within it. There is an outdoor playground and learning space near to the Geevor building.

The class is led by our SEN specialist HLTA, along with our team of skilled, trained teaching assistants. Working closely with parents and other support services we are able to support the development of each individual student to ensure they are happy and ready to learn.

Geevor gives individual support, but with the benefit of opportunities in the life of the wider Trewirgie Infants’ School. Children accessing Geevor also have a ‘partner” classroom which they will access with their peers when it meets their needs.

Geevor recognises that not all young people will follow the same journey throughout their time in the school. As such, Geevor is in place to help identify the right journey into life in school and beyond.

Everyone has access to a broad and balanced curriculum, but the detail for these young people is very different – making sure they leave the school with the right skills they need to move into the next stage of their education.

The detail for each student can include:

• Involvement in lessons in their partner class where appropriate and requested

• Access to subject specialist HLTAs within Geevor.

• Access to specific interventions within Geevor to promote working memory and knowledge retention, alongside repeat concepts, and overlearning – these will be decided on a needs basis and will be individual to the child, for example colourful semantics, intensive interaction or sensory circuits.

• Phonics/English and numeracy core skill development

• A recognition of external professionals and support systems which can enhance their access to daily education and learning. We work closely with all external agencies including specific plans for Speech and Language tTherapy, Occupational Therapy, Sensory Processing and Education Psychologists.

• Access to a modified timetable which creates shorter sessions of learning, and considers the need for physical breaks.

• Development of self-regulation and personal wellbeing strategies to support positive mental health and relationships.

• Adaptations to the curriculum and learning environment which can include resourcing and access support through TA interventions.

• Daily communication between home and school with information sharing and mentoring through Tapestry.

As children progress through school we prepare them for the next step. Successful transition is a team effort with parents, Geevor staff and professionals.

In spite of challenges our hope is that each child thrives and enjoys school and all it has to offer them at this stage of their life.

**The SENCO is responsible for:**

1. Assessing specific needs of students with SEND, including application for Statutory assessment
2. Managing the screening of pupils for dyslexia
3. Line managing the SEN team
4. Liaising with other schools to aid transition
5. Ensuring all relevant information is forwarded on to a new school
6. Day-to-day operation of the school’s SEND Policy
7. Liaising and advising class teachers and support staff
8. Maintaining the SEN Record of Need and the records of all pupils with SEND
9. Liaising with parents/carers of pupils with SEND
10. Liaising with external services including the Educational Psychology Service, Social Care, Early Support etc
11. Planning, attending/holding review meetings for pupils with SEND including those with an EHCP

**SECTION 5 - CRITERIA FOR EXITING THE SEN RECORD OF NEED**

The SENCO has responsibility for the removal of a pupil from support on the Record of Need at Trewirgie Infants School. The decision will be dependent upon appropriate progress made towards set targets and in conjunction with relevant teaching staff/outside agencies and parents.

**SECTION 6 – SUPPORTING PUPILS AND FAMILIES**

* Families of pupils with SEN are guided towards the Cornwall Family Information Service (FIS), with regard to the LA Local Offer for SEN in accordance with Regulation 51, Part 4.

https://fis.cornwall.gov.uk/synergyweb/CornwallFIS/Enquiries/Search.aspx?searchID=4

* Trewirgie Infants School has provided a link on the school website on which there is information on the provision for families who have a child with a SEN and/or Disability in line with current requirements (The School Offer). The website includes the SEN Policy and Annual SEN Information Report in accordance with Regulation 51, Part 3 section 69(3)(a) of the Act.
* Admission arrangements can be found on the school website
* The school’s policy on managing the medical conditions of pupils can be found on the website
* Transition meetings between class teachers to discuss the needs of individual pupils with SEND take place throughout the summer term and will include the transfer of records including all Individual Provision Maps.

**SECTION 7 – SUPPORTING PUPILS AT TREWIRGIE INFANTS SCHOOL WITH MEDICAL CONDITIONS**

* The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.
* **Some** pupils may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed
* The school has a number of staff trained in Paediatric and General First Aid and where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. See the school policy for supporting Pupils with Medical Conditions for more detailed information including the name of the member of staff who leads on this aspect of care.
* The school follows all guidance from the DfE on Covid-19 Procedures
* The school follows guidance published by the DfE which can be found at [www.sendgateway.org.uk](http://www.sendgateway.org.uk)

**SECTION 8 – MONITORING AND EVALUATION OF SEND**

Please refer to information given in Section 4 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through on-going daily, weekly, termly and annual reviews, on an individual and cumulative basis in conjunction with the LMC, Headteacher, SLT, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

**SECTION 9 – TRAINING AND RESOURCES**

* All professional development needs are identified through the school’s appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan
* The SENCO undertakes an annual Audit of Staff Skills and SEND Knowledge in order to recognise and address gaps within the school and individuals
* The Headteacher oversees the professional development of all teaching staff and teaching assistants. Training occurs during whole school training days, staff meetings and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school
* Newly appointed teaching and support staff undertake an induction meeting with the SENCO who will explain systems and structures in place around the school’s SEN provision and practice and to discuss the needs of individual pupils
* The SENCO regularly attends continuing professional development training courses and hosts/attends SEND network meetings in order to keep up to date with local and national developments in SEND
* Support Staff are encouraged to take an active part in all school functions/training including leading after-school clubs

**SECTION 10 – ROLES AND RESPONSIBILITIES**

**Role of the SEND LMC**

Named SEND LMC: Emma Guppy Wilcox

The LMC has regard to the SEN code of Practice (2015) when carrying out duties towards all pupils with SEND, consequently it is their responsibility to:

* Ensure the necessary provision is made for pupils with SEND
* Determine the school’s general policy and approach to pupils with SEN in cooperation with the Headteacher and SENCO
* Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND
* Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents
* Ensure that the school’s progress in implementing the policy and its impact on pupils are regularly reported to the LMC
* Ensure that parents are notified of a decision by the school to make SEND provision for their child
* Ensure that pupils with SEND are included as far as possible into the activities of the school
* Consult with the LA and the Governing bodies/LMC’s of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

**Role of the Teaching Assistants**

Teaching Assistants and Higher Level Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and class teachers. The learning of **all pupils** remain the responsibility of the class teacher at all times.

Teaching Assistants are managed by Clair Bateman.

**SECTION 11 – STORING AND MANAGING INFORMATION**

* The school complies with General Data Protection Regulations (GDPR) – May 2018.
* The school uses the DfE’s Data Protection: a toolkit for schools (April 2018) as guidance.
* All staff have received GDPR training and are aware of confidentiality requirements with regard to information about pupils and families.
* The SENDCO understands that elements of special educational needs data are sensitive and it is the school’s policy to treat it with the same ‘high status’ as ‘Special Category Personal data’ set out in law (see the school’s GDPR Policy and Privacy Notices.)
* Explicit consent is always sought from parents/carers for the following:
	+ Involvement of outside professionals to observe/assess or work with their child e.g. Educational Psychologist; Speech & Language Therapist; SEND Specialists.
	+ Inclusion in the school’s Pastoral programme e.g. 1:1 TiS intervention; Reflection club; Small group therapy
* The SENDCO ensures that all sensitive personal information, about individual pupils and/or their families, e.g. their SEND file, is stored securely on Provision Map
* The SENDCO ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the school are sent through encrypted, secure e mails.
* When a pupil with SEND moves to another school, their SEND files are, wherever possible, delivered to the receiving school by hand and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the SENDCo not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school.
* The SENDCo ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including , offices; staffroom; classrooms, unless it is required for Safeguarding e.g. medical needs such as allergies, in which case, explicit consent is gained.

**SECTION 12 – REVIEWING THE SEN POLICY**

The Policy will be reviewed annually to comply with requirements for SEND.

**SECTION 13 – ACCESSIBILITY**

Please refer to the Accessibility Plan. This can be viewed on the school website.

**SECTION 14 – DEALING WITH COMPLAINTS**

The school’s standard complaints system applies. More information can be found on the school website.

**SECTION 15 – BULLYING**

Please refer to the school’s Behaviour Policy which is available on the school website.

**SECTION 16 – SAFEGUARDING**

Safeguarding

Children with Special Educational Needs and disabilities can face additional safeguarding challenges.

All staff at Trewirgie Infants School are aware of these challenges. Further details can be found in the school’s Safeguarding Policy which is available on the school website.

**Designated Safeguarding Lead**

Clair Bateman

**Designated Teacher for Looked After Children**

Clair Bateman

**Designated Member of Staff responsible for PPG/LAC Funding**

Clair Bateman

**Designated Member of Staff responsible for managing the School’s responsibility for meeting the medical needs of pupils**

Clair Bateman

**Designated SEND LMC**

Emma Guppy Wilcox

Policy Agreed:

Date July 2025 ………………………………………………………………………………………….

Signed – LMC Chair ………………………………..……………………………………………………….

Review Date July 2026 …………………………………………………………………………………