

Trewirgie Infants' & Nursery School

Special Educational Needs & Disability Policy 2020-21



Designated Person responsible for managing the provision for children with SEN: Mrs Clair Bateman

Contact details:

Email: cbateman@trewirgie-inf.cornwall.sch.uk

Tel: 01209 216111

1. Introduction & Mission Statement

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 will 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 277 pupils on roll.

As a fully inclusive school we use a graduated approach to SEN in which every child has access, firstly, to high quality class room teaching, then should they need it small group work opportunities and/or individualised teaching programmes and interventions. This is delivered by our team of dedicated and well trained staff, who remain 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.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 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 (July 2014)

It should be read in conjunction with the school's:

- Equality and Diversity Plan
- Accessibility Plan
- School's SEN Information report
- Safeguarding and Child Protection Policy

These can be found on the school website.

This policy has been created Mrs Clair Bateman in liaison with the Head teacher, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

2. Aims and Objectives

Aims

We aim to:

- Ensure a child with SEN will have their needs met
- Ensure that children with SEN have access to a broad, balanced and appropriate curriculum with lessons that are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEN
- Ensure that teaching and learning is multi-sensory
- Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal
- Make sure the views of parents are actively sought in order as they have a vital role to play in supporting their child's education
- Make sure the views of the pupil are sought and taken into account
- Ensure that pupils with SEN join in the activities of the school together with pupils who do not have SEN, so far as that is reasonably practical and compatible with the pupil receiving the necessary SEN provision, the efficient education of other children in the school and the efficient use of resources

Objectives

- The school will manage resources to ensure all children's needs are met
- A pupil's special educational needs will be identified early
- When any pupil is identified as having special educational needs, those needs will be made known to all those who are likely to teach them
- All staff will implement the school's SEN policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEN
- All those responsible for or involved in SEN provision take into account the views and wishes of the child. We will recognise, value and celebrate pupils' achievements at all levels
- The school and parents will work in partnership in identifying and meeting individual needs
- Provision and progress will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Education Health Care Plans (EHC plans) will be reviewed annually in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

The effectiveness and appropriateness of the policy will be continuously monitored by the SENDCo in conjunction with the SEN representatives from the Governing Body using the criteria. The use of resources, identification, programme planning, provision effectiveness and quality, pupil progress, pupil participation, parents as partners, statutory EHC reviews, requests for EHC needs assessments, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

3. Responsibility for the Co-ordination of SEN Provision

The 'responsible person' for SEN is **Mrs Cath Callow, Headteacher**.

The person co-ordinating the day to day provision of education for pupils with special educational needs is **Mrs Clair Bateman, SENDCo**.

The SEN co-ordinator (SENDCo) oversees the SEN provision within the school, liaises with, and reports back to, the Head Teacher, the SEN Governor, the Governing body and the staff. And is a member of the Senior Leadership Team.

The key responsibilities of the SENDCO include (6.90):

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Role of the SEN Governor/Governing Body

The SEN Governor is **Mrs Kerry Raymond**.

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

- Ensure the necessary provision is made for pupils with SEN
- Determine the school's general policy and approach to pupils with SEN in cooperation with the Head teacher and SENDCo
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEN
- 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 Governing Body
- Ensure that parents are notified of a decision by the school to make SEN provision for their child
- Ensure that pupils with SEN are included as far as possible into the activities of the school
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEN provision in the area

Role of 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 the class teacher and/or Head teacher/SENDCo.

4. Admission and Inclusion

All the teachers in school are teachers of children with Special Educational Needs. As such Trewirgie Infants' & Nursery School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with Education Health Care Plans for their special educational needs and those others with less significant barriers to learning.

5. Specialist SEN Provision

Special Provisions for Disability

In line with the Equality Act 2010 Trewirgie Infants' & Nursery School follows the law on disability discrimination, in that it works in only one direction - it protects disabled people but not people who are not disabled. The school therefore is allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. This duty to make reasonable adjustments means that the school will:

- Take reasonable steps to try and avoid disadvantage when the school does something that places a disabled pupil at a disadvantage compared to other pupils
- Provide auxiliary aids or services for any disabled pupil when it is reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. (When a child has an EHC Plan, the Local Authority has to provide auxiliary aids under current education legislation)

The school uses the Equality Acts definition of disability 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.' These children may not always have an Education and Health Care Plan.

Other Specialist Provision

Every opportunity has been taken to ensure that the school building is suitable for those with Special Educational Needs. The school is built on a slope and there are a number of flights of steps within the building, however all year groups do have wheel chair access and there are 2 disabled toilets, accessible with changing facilities. Handrails and vision strips have been fitted to aid the use of steps. Any children that find accessing the school site more challenging and need support with this are supervised accordingly.

There is specific ancillary cover for those children with Education Health Care Plans. All children with EHC Plans that need lunchtime and/or playtime supervision have assigned supervisors at these times.

6. Access to the Curriculum

The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils (such as Read Write Inc), within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

7. Identification of SEN and Assessment- a graduated response

Identification of special educational needs will be undertaken by all staff through the SENDCo and the appropriate records will be maintained. Guidelines and deadlines for procedures are provided and class teachers, with the support of their TAs, are responsible for identifying those with special needs, for writing individualised provision maps IPM's and for seeing parents. Records will be developed through a process of continuous assessment by the class teacher, or as a result of standardised tests of educational achievement administered by the class teacher or a special educational needs teacher/ teaching assistant together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties.

In line with the SEND Code of Practice 0-25 the school promotes the use of the 'assess, plan, do, review' cycle:

Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents/carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate

Plan - following assessment, the teacher, SENCO, parent/carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil (SMART targets)

- the adjustments, support and interventions to be put in place
- a date for review

All planning is pupil **centered** and outcomes focused and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEN
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

The SENDCo supports teachers in the effective implementation of provision.

Review - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

The 'assess, plan, do, review' cycle is recorded on individualised provision maps, which class teachers review termly, in line with pupil progress meetings.

The progress of children with special educational needs will be tracked using this as well as the schools whole school tracking, to ensure they are making appropriate progress. Additionally, the progress of children with an Education Health Care Plan will be reviewed annually, as required by legislation (six monthly for children in the Early Years).

Where necessary pupils will be referred to the SENDCo for diagnostic testing to construct a profile of the child's strengths and weaknesses (e.g. Dyslexia screening).

Detailed records are kept of the pupils receiving extra teaching support using IPM's - Individual Provision Maps. Other records include:

Read Write Inc assessments, phonic check-lists, detailed records of work, the results of standardised and diagnostic tests and assessments against learning objectives as part of the schools online assessment system - Insight; this target setting and tracking system will enable the staff to track pupil progress. A summary of these will be passed on to any receiving school.

As outlined in the Code of Practice 2014 (6.28-6.35) school may identify needs according to 4 main categories of need:

- 1) **Communication & Interaction** – this includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autism spectrum
- 2) **Cognition & learning** – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia,

- 3) ***Social, Emotional & Mental Health*** – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration
- 4) ***Sensory &/or Physical Needs*** – This includes children with sensory, multi-sensory and physical difficulties

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Trewirgie Infants' School we identify the needs of pupils, by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Providing the graduated response at School Support

As part of the graduated response the pupils with SEN are separated into two groups; those whose needs can be met using school resources: SEN Support and those with an EHC Plan.

School Support

The school offers a differentiated curriculum. When a pupil fails to make adequate progress, despite good quality first personalised teaching, differentiation and other arrangements/interventions and shows signs of difficulty in some of the 4 main categories of need then:

- Class teacher/ SENDCo will discuss, look at existing & if necessary collect additional information
- The school will place the pupil on the School Record of Need
- An individualised provision map will outline support that is additional to and different from the differentiated curriculum (referred to as Wave 2 provision), provided in a range of ways including:
 - Classroom organisation and management
 - In-class support by teacher/teacher assistant
 - Withdrawal for individual/small group work with Literacy and/or Numeracy specialist support TA's
 - Home/school reading schemes – e.g. RW Inc activities
 - Behaviour modification programmes – TiS
 - Use of specialist equipment – e.g. ICT, coloured overlays
 - Alternative teaching strategies – e.g. Multi-sensory approach, Visual Thinking Strategies
 - Physical strategies – Fun Fit, OT/physio care plans

This will also include 2 - 4 SMART (Specific, Measurable, Achievable, Relevant , Timed) targets.

The resources allocated to pupils who do not have an EHC Plan will be deployed to implement this provision at the SEN Support level as outlined in the 2014 Code of Practice. Parents and pupils will be informed and involved in decisions taken at this stage.

Initial Concerns Lists

Within each class there will be a group of children that are 'On Alert'. This may be because they are not SEN, but progress and attainment is impacted by:-

- Disability
- Attendance and Punctuality
- Disruptive Behaviour
- Health and Welfare - e.g. concerns over their mental health or the family is currently experiencing challenges
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

Or a child may be placed on this list if they are just below age related expectations for attainment and/or progress. Pupils at this level of need DO NOT form part of the School's RON and, in line with the Code of Practice; the School ensures that everything is done at an early a stage as possible to avoid the need for SEN Support. These children are tracked closely and if a child does not make sufficient progress as a result of focused support and interventions (for at least 2 terms) they may be placed on the school Record of Need at School Support.

More Complex Needs

If a pupil does not make progress and pupil's achievement is significantly below their peers, despite the school taking the action outlined, they may require different interventions and/or an increased level of support or advice may need be sought (referred to as Wave 3 provision), from the appropriate support services including:

- SEN Support Services
- Educational Psychological Services
- Behaviour Support Services
- Cognition & Learning Service
- Physical and Medical Needs Advisory Service
- Autism Spectrum (AS) Team
- Social Services
- Hearing Support Team
- Vision Support Team
- Health Service including: Speech & Language Therapists, Occupational Therapists, Physiotherapists.
- Early Years Inclusion Service Team
- Education Welfare Service
- Education Out of School Services
- Family Services
- Early Support
- Parent Partnership Service
- Contact a Parent Service
- Alternative and Augmentative Communication (AAC) Team
- Children IN Care (CICESS)
- Child Adolescent Mental Health Service CAMHS
- Outreach from Specialist schools, such as Pencalenick & Nancealverne

- Other agencies such as Dreadnought, Penhaligon's Friends.

All referrals are made through the SENDCo. Parental permission and involvement is always sought, using joint multi – agency meetings when necessary and appropriate.

The individualised provision map will be amended accordingly. This will set out fresh strategies for supporting the child's progress. The delivery of interventions continue to be the responsibility of the class teacher but with increased advice and support from others. The SENDCo will routinely monitor the impact of interventions and provision.

At the School Support level of need staff apply the **ASSESS – PLAN –DO –REVIEW cycle**. The level of support put in place will depend upon individual need. The provision that is currently available for pupils is outlined in Trewirgie Infant & Nursery School's SEN Information Report, which reflects the schools graduated approach and inclusive ethos.

If, after these levels of support have been in place and a child progresses, progress has been made and their level of achievement is in line with National Expectations, they can be removed from the School Record of Need.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties that cannot be met at School Support, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care (EHC) Plan will be taken at a progress review. A decision will take into account the evidence from the school 'Assess, Plan, Do, Review' cycles. It considers the impact of strategies that have been put into place over at least 2 cycles. If a child is not making progress and there is evidence that they fit Cornwall Council's criteria for starting an EHC assessment, then an EHC request will be made by the school.

Cornwall's Criteria for starting an EHC assessment is:

- The special educational needs are long term, severe and complex AND
- The level/severity of special educational need remains, despite sustained, relevant and purposeful measures taken by the educational setting and external agencies; using a graduated response which includes successive assess, plan, do, review cycles AND
- The necessary special educational needs provision cannot reasonably be provided within the resources normally available to mainstream educational settings

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo

- Educational professionals - including the Educational Psychologist
- Social Care
- Health professionals e.g. Occupational Therapists, Speech & Language Therapists

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Following the application, a decision will be made by a panel of people from education, health and social care about whether or not a full EHC Statutory Assessment will be made. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following a Statutory Assessment, a panel of professionals meet again to decide if the child's needs are not being met by the support that is ordinarily available and if the Council agree to issue an EHC Plan. If it is agreed to issue an EHC Plan then:

- An EHC Plan will be provided by Cornwall Council. The school and the child's parents will be involved developing and producing the plan
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support

If the panel decide not to issue an EHC Plan after an assessment has been made the parents have a right to appeal this decision.

Further information about EHC Plans can found via Cornwall Council's website:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/education-health-and-care-needs-assessments-and-planning/>

Or by contacting the SENDIASS- the Special Education Needs and Disability Information, Advice and Support Service on 01736 751921 or through <https://www.cornwallsendiass.org.uk/>

8. Allocation of Resources for Pupils with SEN

All pupils with SEND have access to the school's budget depending on their level of need. For those with the most complex needs, additional funding (High level needs - HLN) is retained by the Local Authority. The SENDCo will refer individual applications to the Local Authority Statutory Assessment Team who present individual cases to a multi-agency panel to determine whether the level and complexity of need meets the threshold for this funding. It is the responsibility of the SENDCo, senior leadership team and governors in consultation with the parents to agree how the allocation of resources is used.

There are three levels of support for pupils with SEND:

Universal level - funding is provided on a per-learner basis for all those attending the educational setting. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.

Targeted level funding - mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.

Specialist or personalised level - top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the Local Authority.

It is important to note that the level and combinations of provision may change over time.

At Trewirgie Infant & Nursery School funds are allocated so that support is available to all children when they need this. As well as classroom based interventions, the school runs a number of additional interventions including Sensory sessions, Nurture groups, Year 1 & 2 Maths small group sessions, small groups of SEN children in Read Write Inc groups and individual Speech & Language support, all of which are run by members of the SEN team. This is over and above ancillary support given to the children with EHC Plans. Staff follow guidance in deciding who should be on the SEN record of need but no child is excluded from support should they need it.

9. Working in Partnership with Parents

Trewirgie Infants' School believes that a close working relationship with parents is vital in order to ensure;

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo and SEN Team may also signpost parents of pupils with SEN to the Local Authority Family Information Service www.cornwallfisdirectory.org.uk/ or to the Early Help Hub, when specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor Mrs Kerry Raymond may be contacted at any time in relation to SEN matters.

10. Listening to Pupils'

The pupil's views will always be ascertained, although this may not be through direct discussion with the pupil, depending on the age of the child.

However, children should be enabled/encouraged to participate in all decision-making processes in their education, including the setting of learning targets and contributing to provision maps, discussions about choices of schools, contributions to the assessment of their needs and annual

reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

11. Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of a bi-annual parent questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated termly. These are updated by the class teacher and are monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12. Staff Development & Training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENDCo attends relevant SEN courses, SENCo network meetings - to keep up to date with local and national SEN updates, and facilitates/signposts relevant SEN focused external training opportunities for all staff. Support Staff are encouraged to take an active part in all school functions/training including leading after-school clubs.

The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

13. Transition and Links with other schools

Transition arrangements at the end/beginning of each academic year are in place so that each teacher passes on up to date and all relevant information regarding a child's SEN. The children will visit their new class and spend two days there. When there is a more complex need the SENDCo also meets with each class teacher to discuss transition arrangements.

As children enter Year 2 we will begin to think about which school children are transferring to. In July there are transition days when all the Year 2's go to the Junior school they are transferring to. If needed extended transition arrangements will be put in place for individual children.

For children with an EHC Plan the SENDCo will raise the subject of transition at the annual review meeting in their Year 1 in school, so that parents can think about the most appropriate provision for their child and start looking at schools. Some children with complex learning needs may require specialist provision and parents may choose to apply for a secondary ARB placement or special school. This application must be submitted through the process of EHCP/statement review within the Annual Review held in the autumn term of Year 2. Decisions are usually made in February. Meetings are arranged with the transferring junior school and individual transition plans are developed. Some children may need regular visits to their new school. They may need to

take pictures and ask questions before they feel comfortable with the move. We will support each child individually to ensure their transition is a success.

The SENDCo passes on all information to the schools which our pupils move on to. All transfer of documentation and records are recorded and receipted, following which Trewirgie Infant & Nursery School destroys any other records in accordance with GDPR.

14. Supporting Pupils with Medical Needs

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 SEN 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 members 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. Please refer to the school policy – Supporting Children with Medical Needs.

15. Complaints Procedure

Parents who believe their child's needs are not being met within school are asked to meet initially with the SENDCo and/or Head teacher to talk through their concerns. Where concerns persist parents are asked to write to the chair of governors. They can refer to the Complaints Policy:

<http://www.trewirgie-inf.cornwall.sch.uk/for-parents/policies>

16. Storing and Managing Information

Documents relating to pupils on the SEND Record of Need will be stored with their Pupil File in cabinets in the SLT/SENDCo's office, which are locked overnight. The SENDCo transfers all records when the pupil leaves Trewirgie Infant & Nursery School and a signed receipt is obtained. The school is GDPR compliant and all records are destroyed following their transfer.

This policy will be reviewed and updated annually. The SENDCo will also report annually to the Governing Body concerning the effectiveness of the policy.

Date reviewed: Nov 2020

Signed by Headteacher: C Callow

Date: November 2020

Signed by Chair of Governors: Mrs Kerry Raymond

Date: November 2020

To be reviewed: Nov 2021