



## **St Erme with Trispen Community Primary School**

**School Lane, Trispen, Truro, Cornwall. TR4 9BJ**

**Tel. 01872 279539. Email. [secretary@st-erme.cornwall.sch.uk](mailto:secretary@st-erme.cornwall.sch.uk)**

# **St Erme with Trispen Community Primary School Policy for Special Educational Needs and Disabilities 2021-22**

Revised: September 2021 Review Date: September 2022

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## **1. Introduction & Mission Statement**

Our School is a vibrant, warm, kind and caring school where everyone is valued and cared for as an individual and children are at the centre of all we do.

At St Erme with Trispen School we consider all children to have individual needs, however some children may be more able or may need some extra support and intervention to enable them to achieve their full potential, in order to thrive. As part of our caring and nurturing ethos, our aim is to identify and meet any individual needs early. 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 all work together to focus on specific learning targets.

We are a fully inclusive school and 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 programs 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, in which they can enjoy and immerse themselves in learning. At St Erme we believe in developing the 'whole child' so by the time all children leave we aim for all pupils to be confident, independent and well rounded individuals that have the skills to reach their full potential not only in their learning, but also in life.

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 and local offer
- Safeguarding and Child Protection Policy

These can be found on the school website:

## **2. Principles and Objectives**

Principles

- a child with SEN will have their needs met
- the views of the pupil should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum

- staff will 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 those responsible for or involved in SEN provision take into account the views and wishes of the child
- 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 SENCO in conjunction with the SEN representatives from the Governing Body using the criteria listed elsewhere. 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 **Nicola Neale**, Headteacher.

The person co-ordinating the day to day provision of education for pupils with special educational needs is **Nicola Neale** SENCo.

The SEN co-ordinator (SENCo) oversees the SEN provision within the school and liaises with, and reports back to the SEN Governor, the Governing body and the staff. ( as required by Clause 64, of the Children's & Families Bill, 2014).

The key responsibilities of the SENCO 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

The SEN Governor is **Mrs Tracy Carter-Tyson**

#### **4. Admission and Inclusion**

All the teachers in the school are teachers of children with Special Educational Needs. As such St Erme School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy and the school is an Inclusion & Dyslexia Friendly School and has achieved the accreditation for IDFS status.

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 St Erme with Trispen 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 nondisabled 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 a statement of special educational need/ 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.

Staff are deployed to support need - In classes where there are proportionally higher levels of need or larger numbers of children extra support staff may be deployed to support these children either directly or through delivering additional small group interventions. There are full time support staff in EYFS and KS1 as well as ancillary cover for those children with Education Health Care Plans. Many of the staff have received specialist training to support those children with Special Educational Needs. All children with EHC Plans that need lunchtime and/or playtime supervision have assigned supervisors at these times.

Our school is a Trauma Informed School (TIS) school, which works to identify and support children to develop their social and emotional well-being. We have 2 members of staff training to be TIS practitioners who will work with children across the school.

### **ICT and Inclusion**

Through our ICT teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs and those that are gifted and talented. We recognise that ICT is a major motivational tool for SEN and we use a variety of software to the utmost effect to broaden learning experiences.

## **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 SENCo 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, 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 SENCo 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 map (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 centred 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 SENCO 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 special educational needs co-ordinator for diagnostic testing to construct a profile of the child's strengths and weaknesses. Dyslexia

screening is carried out for children who are considered at risk or when a teacher has concerns regarding a child's progress.

Detailed records will be kept of the pupils receiving extra teaching support. These will include: A profile of reading achievement, phonic check-lists, sight vocabulary checklists, detailed records of work, the results of standardised and diagnostic tests, assessments against learning objectives (interim reports), target setting and tracking 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 St Erme with Trispen 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/ SENCo will discuss, look at existing and 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 SEN support), 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. RWInc activities
- Behaviour modification programmes – e.g.Circle of Friends, Time for Talk, Socially

Speaking

- 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 3-4 SMART (Specific, Measurable, Achievable, Relevant , Timed) targets.

The resources allocated to pupils who have do not have EHC Plans 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.

### **Group Provision Maps**

Within each class there will be a group of children that are 'On Alert'. This may be because they are just below age related expectations for attainment and/or progress. These children are placed on a class group provision map, which outlines their targeted group interventions and tracks their progress. If a child does not make sufficient progress as a result of focused support and interventions 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 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 SENCo will routinely monitor the impact of interventions and provision.

At both these levels 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 St Erme with Trispen's School's SEN information Offer, which reflects the

schools graduated approach and inclusive ethos.

If, after these levels of support have been in place and a child progresses so they have made progress 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 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

SENCO

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 County agree to issue an EHC Plan. If it is agreed to issue an EHC Plan then:

- An EHC Plan will be provided by Cornwall County Council. The school and the child's parents will be involved in 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-andlearning/schools-and-colleges/special-educationalneeds-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 SENCO 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 SENCO, 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 St Erme with Trispen School funds are allocated so that support is available to all children when they need this. To this end each EYFS and KS1 class has full time TA support. In classes where there are proportionally higher levels of need or larger numbers of children, extra support staff may be deployed to support these children either directly or through delivering additional interventions. 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**

St Erme with Trispen 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 SENCO may also signpost parents of pupils with SEN to the local authority Family Information Service or the schools Family Support Advisor, 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 Tracy Carter-Tyson 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 an annual parent and pupil 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 SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO 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 SENCo attends relevant SEN courses, SENCo network meeting- to keep up to date with local and national SEN updates and facilitates/signposts relevant SEN focused external training opportunities for all staff.

The SENCO, 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. When there is a more complex need the SENCo also meets with each class teacher to discuss transition arrangements.

As children enter Year six we will begin to think about which secondary school children are transferring to. Some of our local secondary schools offer Saturday workshops and transition days, which children can attend to become familiar with the new environments. The class teacher and the SENCo will meet with the SENCo / head of year of each of the secondary schools and discuss the needs and provision for individual children. If needed extended transition arrangements will be put in place for individual children. The schools offer transition days near to the end of term to familiarise children with their new school.

For children with Statements/ ECH Plan's the SENCo will raise the subject of secondary transition at the annual review meeting in the child's fifth year in school so that parents can think about the most appropriate provision for their child and start looking at secondary 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 by the end of the summer term when the child is in year 5. Decisions are usually made by the following February. Meetings are arranged with the transferring secondary 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 SENCo passes on all information to the secondary schools which our pupils move on to. All transfer of documentation and records are recorded and receipted, following which St Erme with Trispen destroys any other records in accordance with GDPR.

#### **14. Complaints Procedure**

Parents who believe their child's needs are not being met within school are asked to meet initially with the SENCo 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:

[https://www.st-erme.cornwall.sch.uk/website/documents\\_and\\_policies/15121](https://www.st-erme.cornwall.sch.uk/website/documents_and_policies/15121)

#### **15. Storing and Managing Information**

Documents relating to pupils on the SEND record of Need will be saved on CPOMs (paper work prior to 2020 is stored in a Pupil File in a locked cabinets in the Head's office, which is locked overnight. The SENCO passes on all records when a child leaves St Erme with Trispen and a signed receipt is obtained for these. The school is GDPR compliant and all records are destroyed following their transfer.

The school complies with General Data Protection Regulations (GDPR) – March 2018.

The schools 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 information about pupils and families

The SENCO 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 eg Educational Psychologist; Speech & Language Therapist; DSEN Specialists.

Inclusion in the school's award-winning Well-Being Programme eg 1:1 Counselling or mentoring; Play/Art Therapy; Small group therapy

The SENCO ensures that all sensitive personal information, about individual pupils and/or their families, eg their DSEN file, is stored securely and is not freely accessible.

The SENCO 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 DSEN moves to another school, their DSEN 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 SENCo 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 SENCO ensures that no sensitive, personal data about individual pupils with DSEN is visible anywhere in the school including , offices; staffroom; classrooms, unless it is required for Safeguarding eg medical needs such as allergies, in which case, explicit consent is gained.

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: September 2022

Signed by Headteacher: N Neale Date: January 2022

Signed by Chair of governors: Mrs Donna Chapman Date: January 2022

To be reviewed: September 2022