



SEN Policy and Information Report

2025 - 2026

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Contents

1. Introduction.....	2
2. Aims.....	3
3. Legislation and guidance.....	3
4. Definitions.....	4
5. Roles and responsibilities.....	4
6. SEN information report.....	5
7. Monitoring arrangements.....	13
8. Links with other policies and documents.....	13

1. Introduction

East Bergholt Primary School is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs or disabilities (SEND). The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

The Governing Body believes that all children, regardless of ability and individual needs should be valued equally. Different special educational needs are recognised and met through a varied and flexible provision throughout the curriculum. We recognise that education is a partnership. We therefore aim to involve staff, parents, children and governors in the creation of a happy and secure environment, where there is a shared sense of purpose, supported by mutual trust and respect.

In our most recent OFSTED inspection (March 2019), the following points were reported regarding the progress of SEND children in our school:

- ‘The school’s reliable information about progress showed that pupils with SEND are making good progress over time. This was also seen in our joint visits to lessons where these pupils were actively engaged in learning. Teachers made reasonable adjustments to ensure that pupils with SEND had full access to learning. Teaching assistants provided good support by carefully breaking tasks down into smaller achievable steps.
- ‘The work seen in their books also showed that pupils with SEND are making good progress over time. A very small number of pupils with physical disabilities were making outstanding progress in physical education (PE). Pupils with speech, language and communication needs and those with hearing impairments make equally good progress towards their individual targets as other pupils’.

East Bergholt CEVC Primary School seeks to provide an excellent and varied education in a Christian setting with high aspirations for all. All feel valued and each pupil has the opportunity to develop personally and academically throughout their time with us giving everyone opportunity to succeed in every aspect of school life.

2. Aims

This policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

East Bergholt CEVC Primary School aims to:

- Create an environment that meets the special educational needs of every pupil in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN and/or disabilities.
- For all staff to have regard to the Code of Practice (DfE, 2014) on the identification and assessment of special educational needs and/or disabilities. This will enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs
- Identify and provide for pupils with special educational needs using a range of teaching and learning strategies, differentiation, monitoring and assessment to support their progress.
- Identify the roles and responsibilities of all staff in providing for children's special educational needs
- Encourage an effective parent partnership in developing and implementing a joint learning approach at home and school.
- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- Ensure effective support for pupils with medical conditions as this will allow full as possible inclusion in all activities through consultation with health and social care professionals.
- Enable all pupils (through reasonable inclusive adjustments) to have full access to all elements of the school curriculum.
- Encourage and support children to participate in all decision-making processes that occur in their education, seeking their views and taking them into account.
- Work in cooperation with the Local Authority and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of all pupils with SEN and/or disabilities.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

4. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. This means provision that it goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised classroom teaching. It may take the form of additional support from within school or require involvement of specialist staff or resources.

5. Roles and responsibilities

5.1 The SENCO

The SENCO is Mrs. Laura Tuttlebee. Roles and responsibilities include:

- Have qualified teacher status and achieve a National Award in Special Educational Needs Coordination.
- Work with the head teachers and SEND Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

5.2 The Headteachers

The Headteacher is Mrs. Clare Sampson. She will:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

5.3 The SEND Governor

The SEND Governor is Mr. Chris Burns. Roles and responsibilities include:

- Meet with the SENCO every term and provide a written report.
- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteachers and SENCO to determine the strategic development of the SEN policy and provision in the school.

5.4 Class teachers

All teachers are teachers of SEND pupils, and as such provide quality first teaching which takes account of the particular individual needs of pupils with special educational needs in the classroom.

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

6. SEN Information Report

6.1 Areas of Need

The SEN Code of Practice refers to four main areas of Special Educational Needs. These areas are explained below:

- **Communication and interaction:** For example; the autistic spectrum disorder, Asperger's Syndrome or speech and language difficulties. Young people may have a delay or disorder in or more of the following: Attention/Interaction Skills; Understanding/Receptive Language; Speech/Expressive Language.
- **Cognition and learning:** Young people may have difficulties with the skills needed for effective learning or may have a specific learning disability such as dyslexia, dyscalculia or dyspraxia.
- **Social, emotional and mental health difficulties:** For example; attention deficit hyperactivity disorder (ADHD). Young people may have difficulties with social and emotional development which may include anxiety, attachment disorders or issues with self-image.
- **Sensory and/or physical and/or medical needs:** For example, visual impairments, hearing impairments, processing difficulties, epilepsy, and diabetes. Young people may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration.

6.2 Identifying pupils with SEN and assessing their needs

We work on the principle that early identification of additional needs is essential. The school conducts regular assessments, for example: Foundation Stage baseline assessment, Phonics Screening in Year 1, termly assessments in English and Maths. In addition, informal assessment takes place through teacher observation, discussion with teaching assistants, discussion with the child and parents and marking and evaluation of work.

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

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this information to determine the level of support needed.

The school will take a graduated approach: the majority of children with SEN or disabilities will have their needs met within the school. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

6.3 Consulting and involving pupils and parents

The school is committed to working with parents in the best interests of the child, and recognises the role of the parent as the primary educator and carer of the child. Parents play a vital role in supporting the education of the child and have a responsibility to engage with the school when it consults with them on decisions affecting the child and to inform the school of any changes in circumstance that may affect the child.

Parents will be involved in the identification of SEND and informed when the school makes special education provision for the child. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

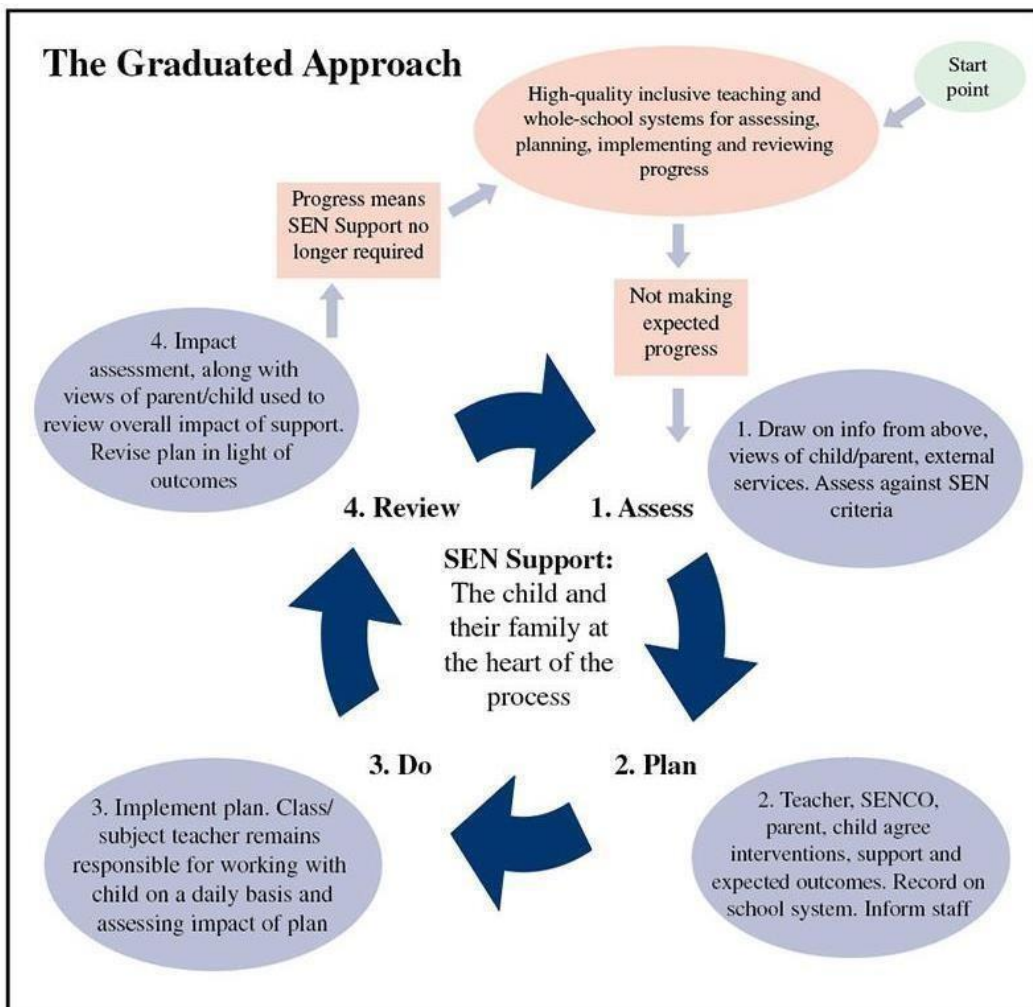
Thereafter, parents will be involved in any reviews of provision and the school will ensure that parents are kept regularly informed about their child's progress.

6.4 Assessing and reviewing pupils' progress towards outcomes

The school follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behavior.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Children with SEN at our school will be provided with regular targets through their Personal Learning Plan (PLP). These will be supported by a provision map outlining the support strategies in place. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.



6.5 Supporting pupils moving between phases and preparing for adulthood

East Bergholt Primary School understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. We will share information with the school, college, or other setting the pupil is moving to.

These include:

- Meetings between the previous or receiving schools prior to the pupil joining/leaving.
- Mrs. Tuttlebee, where appropriate, attends the SENCO Transfer meeting for Y6 pupils.
- All pupils have a transition session where they spend the morning with their new class teacher.
- Mrs. Tuttlebee is always willing to meet parents/carers prior to their child joining the school.
- East Bergholt High School runs extra transition sessions with vulnerable year 6 pupils before transition

Where a pupil may have more specialised needs, a separate meeting is arranged with Mrs. Tuttlebee (SENCO), the secondary school SENCO, the parents/carers, and where appropriate the pupil. Bespoke transition plans can be developed and implemented for individuals.

6.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have or may have SEN. The next stage would be targeted interventions followed by specialist interventions (support from outside agencies). These interventions would be provided as part of the Assess, plan, do review, graduated response. Examples of the range of universal, targeted and specialist interventions we provide, can be found in appendix 1.



The majority of children with SEND or disabilities will have their needs met within the school. However, some children may require an Educational, Health and Care needs assessment. In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the education provider, having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

If an EHC needs assessment is undertaken, the local authority will then decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make specific and/or additional provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care. Children with EHC plans have an annual review meeting a year from the point their EHCP was awarded.

6.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- School accessibility plan is available on our website
- Modification of the environment to meet the physical, sensory or medical needs of a child.

6.8 Additional support for learning

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. Learning opportunities are designed so that all pupils in the class can take part using a variety of teaching methods including those designed to meet the needs of learners who respond better when taught in a visual or kinesthetic way.

Additional adult support may be used in a variety of ways: small groups, one to one support in or out of class, or to support the class teacher to plan for or work with a pupil or pupils with special needs. If appropriate the learning environment will be adapted and specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus intervention group. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head teachers to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the SENCO.

Occasionally a pupil may need more expert support from an outside agency such as;

- Referral to the Specialist Education Services (SES) and Psychology and Therapeutic Services (P&TS)
- The SEN Specialist Support Team (advisers for visual and hearing impairment and physical needs)
- The Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health Service)
- Primary Mental Health – wellbeing hub
- Social Services
- School Nurse

- Physiotherapists
- Occupational Therapist
- Speech and Language Therapist

We obtain parental permission before referring a pupil to an outside agency for support with their learning etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

6.9 Expertise and training of staff

Our SENCO, Mrs. Tuttlebee, has 5 years' experience in this role and is currently in her 18th year of teaching. She has experience of teaching in KS1 and KS2, whilst also being a Youth mental health first aider, deputy designated safeguarding lead and designated teacher for looked-after and previously looked-after children.

Mrs. Tuttlebee is available in school, Monday to Friday. Feel free to arrange an appointment at a time which is suitable for you, our office staff will help arrange this.

We have staff who have had experience of the children with cerebral palsy, autism, Down's syndrome, diabetes, FASD, ADHD, visual and hearing impairments, manual handling, Speech and language difficulties, attachment and trauma. If a child with a specific condition is to be educated at our school, appropriate training will be given. For further information on support we offer, please refer to appendix 1.

6.10 Accessibility, Securing equipment and facilities

As a school we are happy to discuss individual access requirements.

- Our school is fully wheelchair accessible, there is a wheelchair accessible toilet and all doors are wide enough for wheelchair users. There is a ramp that can be moved around if needed.
- Pupils' specific learning needs are supported through the use of technology (computers, radio aids) where appropriate.
- There are disabled parking spaces.
- The Governors for East Bergholt Primary School monitor and review the accessibility plan. The accessibility plan is available under the key documents section of our school website or can be obtained from the school office.
- Individual teachers and support staff are supported by attending training led by Local Authority professionals e.g. ASD, visual impairments, dyslexia and attachment as it becomes available.
- Where a pupil requires further equipment or specific furniture or adaptations to the building, the school will liaise with the appropriate outside agencies and the Local Authority as appropriate

6.11 Evaluating the effectiveness of SEN provision

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

- Regularly reviewing pupils' individual progress towards their targets in their provision maps
- Reviewing the impact of interventions after an agreed number of weeks
- Using pupil questionnaires
- capturing pupil voice by talking with SEN pupils
- lesson visits
- work sampling
- data analysis
- monitoring by the SENCO
- using provision maps and PLPs
- termly review of higher needs top up funding for qualifying individuals
- holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

The intention of East Bergholt Primary, is that pupils with SEND have the same opportunities as other pupils in the school.

- All pupils have access to a broad and balanced curriculum at our school.
- We set high expectations for every pupil, whatever their prior attainment.
- Teachers use appropriate assessment to set targets that are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.
- We will always make reasonable adjustments to ensure children are treated equally. This may include adaptations to the curriculum, teaching strategies, resources, access arrangements and the learning environment.
- We also ensure all children have the opportunity to access activities and trips outside the school grounds. In line with the school's inclusion policy and equalities policy, no child will be excluded from participation in extra-curricular activities and school trips and the school will endeavor to make all its facilities accessible to all pupils in line with its accessibility plan.
- All pupils are encouraged to go on our residential trip(s)
- If there are concerns about the participation of a pupil with SEND, schools will complete a risk assessment (involving parents and carers) to identify risks and plan reasonable adjustments to meet needs and protect the pupils' safety and the safety of others (if appropriate). If it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.
- The school's inclusion policy, curriculum plans and accessibility plan should be read in conjunction with this policy.
- The Governors for East Bergholt Primary School monitor and review the accessibility plan. The accessibility plan is available under the key documents section of our school website or can be obtained from the school office.

Admissions:

If you are a prospective parent with a child with additional needs, then you are very welcome to visit the school and talk to Mrs. Tuttlebee and/or our Governor responsible for children with special needs, Mr. Chris Burns

This school follows the Suffolk County Council Co-Ordinated Admissions Policy. Places will be offered to those children with an EHC Needs Assessment that names the school as the appropriate school for the child, even if it is not the catchment school. In making the decision to name a school, parent's views will be considered carefully by local authority staff.

The best way to find out if this school will meet your child's needs is to visit the school. Please contact us to arrange an appointment. Parents will be responsible for transporting their child to the school if they do not qualify for free or discretionary transport under the Suffolk County Council home to school transport policy. Please contact SCC for further information.

5.13 Support for improving emotional and social development

- The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties detailed in the list of interventions in appendix 1.
- Designated mental health lead is Laura Tuttlebee
- Safeguarding and child protection procedures are in place. The designated safeguarding leads are Clare Sampson, Laura Tuttlebee, Neil Jackson and Emily Smith.
- Our behaviour policy is followed by all staff.
- Attendance is monitored regularly to ensure all children have good attendance and arrive punctually. Please speak to the school office if you would like more information about attendance.

5.14 Working with other agencies

The school will seek advice or support from outside agencies when necessary. External agency support is requested by the SENCO. Outside agencies will then provide support through school observations, professional discussions, attendance at annual reviews/multi-agency meetings and written reports. Some of the agencies we work with are listed below. This list is not exhaustive.

- Educational psychologists
- Physiotherapists
- Hearing Impairment Advisor
- Visual Impairment advisor
- Occupational Therapist
- Speech and Language Therapist
- School nursing team
- Primary Mental Health Team

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Head teacher in the first instance. They will then be referred to the school's complaints policy to follow.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

SENDIASS – provide free confidential and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers.

sendiass@suffolk.gov.uk or call 01473 265210

5.17 Contact details for raising concerns

If you want more information or have concerns please see your class teacher or our SENCO Mrs. Tuttlebee.

Mrs. Tuttlebee can be contacted through the school office; admin@eastbergholt-pri.suffolk.sch.uk or 01206 298202

5.18 The local authority local offer

The Suffolk Local Offer can be accessed here:

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

6. Monitoring arrangements

This policy and information report will be reviewed by Laura Tuttlebee, SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Anti-Bullying
- Behaviour policy
- Equality information, duty and objectives
- Inclusion
- Safeguarding
- Supporting pupils with medical conditions

Appendix 1

Interventions at East Bergholt Primary School

Social Skills programmes/support including strategies to enhance self-esteem run by trained teaching assistants

- Drawing and Talking programme
- Circle of Friends
- Cognitive Behaviour Therapy.
- CAMHS advice (Child and Adolescent Mental Health Service)
- Educational Psychologist support
- An open door for parents to come to school and share their knowledge of their child
- Friends for Life
- Staff trained as Mental Health First Aiders

Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)

- Laptops available for children who would benefit from access to this technology
- Use of sound system for hearing impaired children

Strategies/programmes to support speech, language and communication

- Programmes put in place by Speech and Language Service actioned in school by trained support staff
- Visual timetables
- Visual prompts to support learning
- In house speech and language support delivered by trained support staff
- PECS (Picture Exchange Communication System) trained support staff
- Staff trained in the use of communication aids

Mentoring activities

- Individual/small group weekly mentor sessions

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- Gym trail
- Hand Gym
- Sensory circuits
- Resources such as seat wedge, writing slope, pencil grips

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Regular meetings with individual programmes of support
- Access via referral to School nurse, CAMHS
- Drawing and Talking programmes delivered by trained support staff
- Cognitive, behaviour therapy interventions
- Mental Health First Aider
- Primary Mental Health Practitioner visit every half term

<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> • Bearing Away/Bear Necessities/Dancing Bears • Computer programs to support literacy such as Clicker • Multi-sensory learning • Visual support • Little Wandle • Toe by Toe • Nessy • Maths Whizz
<p>Strategies to support or modify behaviour</p> <ul style="list-style-type: none"> • Individual Behaviour Plans • Individual support from a teaching assistant • Referral to other agencies with Suffolk • Common Assessment Framework (CAF) • Parent Partnership officer support for families • Parenting advice • Visual prompts • Emotions resources
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> • Plus 1 • Power of 2 • Numicon (both in small groups and as a classroom resource)
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • Differentiated work in class • Modifications to the curriculum – aids to access curriculum as recommended by other professionals • Assessment by SENCO/Advisory teacher/Educational Psychologist
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Individual programmes with targets and rewards • Tasks broken down into small achievable steps • ‘First and then’ approach
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> • Teaching assistant support for children with more complex SEND
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> • Working together with parents to formulate a plan of action • Shared outcomes of assessment to plan a way forward • Multi agency meetings both formal and informal • Preparation of application for request for EHC Plan if appropriate
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> • Work with School Nursing Service to support children with medical protocols • All staff are First Aid trained • Anaphylaxis awareness training and use of an Auto- adrenaline injector • Children’s medical condition requirements are made aware to all staff so appropriate action can be taken. • All staff trained in diabetes awareness.