

SEND Information Report 2019

How does the school know if children/young people need extra help?

Frederick Gent School is a mainstream school. Our guiding principle is one of inclusion and our aim is to identify and break down possible barriers to learning for all students with Special Educational Needs and/or Disabilities (SEND).

We aim to ensure that:

- Students with learning difficulties and/or disabilities are able to access a broad, balanced and relevant curriculum
- Students with SEND are given opportunities to reach their full potential within an inclusive environment
- Individual learning needs are met whilst raising self-esteem
- We identify students with SEND as early as possible in line with the 2014 Code of Practice
- We work closely with parents and partner agencies to support students with SEND
- We use all resources efficiently to put a range of provision in place
- We keep up to date with current SEND good practice and methodology and offer support and training to staff in school

There are four types of Special Educational Needs and Disabilities

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory or physical

A pupil has SEND where their learning difficulty or disability calls for different or additional support from that which is normally available to pupils of the same age.

Students with SEND are identified as early as possible using information from various sources: primary school settings; National Curriculum assessments (SATs); cognitive ability tests (CATs); reading and spelling tests; teacher assessment and school monitoring procedures; parental/guardian concern; partner agencies; and previous school records/reports. This information forms the basis for planning support programmes to meet the needs of individual or groups of students and to inform lesson planning.

If a student is identified as having SEND then they will be added to the SEN register for as long as the support is required.

What should I do if I think my child may have special educational needs?

Your main point of contact at school should always be your child's tutor. Start by contacting the tutor to discuss your concerns. You may then need to speak to the Achievement Leader or Special Educational Needs and Disabilities Co-ordinator (SENDCO).

How will I know how my child is doing and how will you help me to support my child's learning?

Parents are made aware of the progress their child should be making, as well as the progress they are actually making, through school progress reports and Parents Evenings. At Parents Evenings teachers will discuss learning within their subject and how parents can support this outside of school. Tutors play a key role in contacting parents about things that have happened in school and ways in which parents and school can work together to support students. Parents are able to meet with staff from the SEND team to discuss individual learning difficulties.

The students' study guide which travels between school and home every day is a useful way for parents and the child's tutor and subject teachers to keep in touch. Comments can be shared and responded to as needed.

If your child has an Education, Health Care Plan (EHP) then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCO and attended by parents/carers, teachers and partner agencies involved in the student's education.

How does the school know how well my child is doing?

As part of their professional standards, teachers monitor and review all students' progress throughout the year.

Student progress data is collected each term to enable tutors and subject teachers to track the progress that students are making and to intervene if students are experiencing difficulties. The overall progress of students with SEND as well as within individual curriculum subjects is analysed each term. Governors are kept up to date with Action Impact reports.

The effectiveness of additional support programmes provided by teaching assistants and mentors is also monitored through formal and informal assessments.

The school's behaviour management system provides staff with evidence that shows how well a student is engaging in school.

How will the school staff support my child?

Subject teachers are responsible for the progress of all students in their lessons. They are trained to teach children of all abilities and are expected to make the curriculum available to all.

The Special Educational Needs and Disabilities Coordinator (SENDCO):

- works with the Headteacher and governing body to determine the strategic development of SEND policy and provision in the school.
- oversees the day-to-day operation of the school's SEND policy and co-ordinates provision efficiently for children with SEND

- ensures that teachers and support staff understand the individual needs of students with SEND and provides training where required
- supports parents of pupils with SEND, including liaison with Derbyshire Information, Advice and Support Service (DIASS)
- liaises with primary and other secondary schools, the local authority and its support services, educational psychologists, health and social care professionals, and independent or voluntary bodies
- supports students with SEND through transition phases and liaises with partner agencies
- works with the Headteacher 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 SENDCO is supported by the SEND team which includes an additional support area (Phase) manager, teaching assistants (TAs) at Level 2 and Level 3 and a mentor at level 3. HLTAs work within the English and Maths departments to provide specific targeted support in these subject areas.

How will the curriculum be matched to my child's/young person's needs?

In all lessons subject teachers plan to differentiate work in order to meet the needs of students with SEND and to help them make at least expected progress. The SENDCO issues an information booklet which is updated in consultation with staff to support teachers in their planning. Student profiles, where appropriate, also inform planning. In some lessons teaching assistants are directed by staff to support students to develop skills. Some students receive focussed individual or group support within Curriculum Areas to improve literacy and numeracy skills that will impact on progress across the curriculum.

In all curriculum areas students are grouped by ability. Subject teachers will also differentiate the activities and resources within their lessons in a variety of ways to help students access the learning e.g.

- Visual, auditory or kinaesthetic activities
- Small group learning
- Alternate learning at home activities
- Adapting or providing extra resources and materials

During Year 9, students will begin their GCSE and BTEC courses which help them to prepare for the next steps in their education. Students and parents are offered advice and careers guidance at the appropriate time to support them in making the right choices for their future.

For students with SEND, the learning support department is open at lunchtime and after school every day so that students can receive personal support with reading or homework issues. There are also homework clubs and subject specific support sessions after school which are open to all students.

How is the decision made about the type and how much support my child will receive?

Provision is arranged to meet a student's needs given the resources available. This approach reflects the fact that different students need different levels of support to make expected progress.

There is ongoing consultation between the SENDCO, subject teachers, Heads of Curriculum areas and Heads of Year to discuss the students' needs and appropriate support.

There is ongoing communication with parents/carers regarding additional support for students with SEND.

How will my child be included in activities outside the school classroom including school trips?

All students are entitled to be included in all aspects of the school community and we aim for all students to be included in school trips and out of school hours learning opportunities.

A risk assessment is carried out prior to any off-site activity to ensure that everyone's health and safety will not be compromised. We will make every effort to make reasonable adjustments to enable a student to participate but in the unlikely event that it is considered unsafe for a student to take part in an activity then alternative relevant activities will be provided in school.

What support will there be for my child's overall wellbeing?

The tutor is at the heart of the school's pastoral system and day to day contact with students enables the tutor to gain an overall view of the students' wellbeing. In addition to tutors there is a team of mentors trained to support students with social and emotional difficulties.

The learning support department provides a quiet area for students who struggle with social situations which is open during lunchtimes. There are also teaching assistants available at the end of the day for students who may wish to discuss their school day with staff before heading home.

Procedures are in place to support students with medical needs and the school follows Derbyshire County Council policy regarding the administrations of medications. Parents should contact the Achievement Leader with any concerns.

What specialist services and expertise are available at or accessed by the school?

The SENDCO liaises with a range of specialist services to ensure provision for students is appropriate and meets their needs. These include:

- Health – GPs, school nurse, clinical psychologist and psychiatrists (CAHMs), paediatricians, speech and language therapists, occupational therapists, physiotherapists
- Social Care services – multi-agency teams (MAT), social workers, child protection teams
- Derbyshire Educational Psychology Service
- Derbyshire Careers Service
- Derbyshire specialist teacher advisors – visual impairment, hearing impairment, physical impairment
- Derbyshire local inclusion officer

What training have the staff supporting SEND had or what training are they having?

SEND training is an ongoing programme of professional development for staff.

- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as the SENDCO or other staff with relevant expertise.
- The school works closely with other school sharing training opportunities and network meetings

How accessible is the school both indoors and outdoors?

The school is mainly single storey with lift access available to the first floor of the two storey building. Ground floors are fully accessible for wheelchair users. The site has 7 disabled toilets including one which is large enough to accommodate changing and has shower facilities. Car parks have bays for disabled badge holders. The internal decor of all buildings includes high contrast colour schemes to support students with visual impairments.

How are parents involved in the school? How can I get involved?

Frederick Gent School is committed to promoting a genuinely inclusive approach where students and parents participate as fully as possible in the decision making process that determines support and provision. In order to achieve the best possible educational and other outcomes for students the views, wishes and feeling of students and their parents will be taken into account. This is particularly important at transition points to ensure appropriate decisions are made and students are prepared effectively for adulthood.

The school welcomes the involvement of parents in the wider life of school. The views of parents are highly valued and the school conducts a perceptions survey every two years to seek feedback on a wide range of topics which inform whole school planning.

Strong partnerships with parents support student progress and parents have the opportunity to meet with subject teachers at Parents Evenings and tutors at various events. We encourage parents to use the student Study Guide to keep in regular contact with tutors or to telephone to make an appointment if you wish to discuss a concern in detail.

Parents are able to meet with staff from the SEND team to discuss individual learning difficulties. Meetings for parents of students with SEND are held termly. If your child has an Education, Health Care Plan (EHCP) or Statement of SEND, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCO and attended by parents/carers, teachers and partner agencies involved in the student's education.

Students' views are highly valued and their opinions are sought on many aspects of school life using a variety of methods:

- Students are able to express their views in tutor forums and via year councils and School Council where students are elected each year to represent their peers. The School Council is consulted in whole school developments, decides on charity fundraising priorities and provides feedback to the Head teacher routinely throughout the school year
- Groups of students are regularly involved in the interview process for new members of staff
- The school conducts a student perception survey every two years to seek feedback on a wide range of topics which inform whole school planning.
- Year 11 students leaving the school complete an exit questionnaire
- Students taking part in an intervention programme will discuss their progress and contribute their views to target setting.
- If your child has an EHCP or Statement of SEND their views will be sought before any review meetings.

Who can I contact for further information?

A parents/carers first point of contact should be the child's tutor to share concerns.

Parents/carers can also arrange to meet the SENDCO, Mrs D Steel by telephoning 01773 811737 or email office@fgs.derbyshire.sch.uk

Derbyshire Information and Advice Service for SEND (DIASS) is a free, impartial service which provides support, guidance and information about education issues to parents of children who have Special Educational Needs and/or Disabilities, 01629 533688
<http://www.derbyshireiass.co.uk>

You can follow this link to Derbyshire Local offer website www.derbyshiresendlocaloffer.org

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Contact the school admin office by telephoning 01773 811737 or email office@fgs.derbyshire.sch.uk

A smooth transition from Key Stage 2 to 3 is very important to us and the school takes great care in preparing students for the changes ahead. Students will learn effectively when they feel prepared, comfortable and safe in the school environment. Parents and students in Year 5 and 6 are invited to an open evening in September where guided tours enable them to see different areas of the school in action. The school works closely with our partner primary schools to organize

programme of activities, visits and experience of secondary school life during Year 6. Furthermore, there is a parallel programme of additional activities for those students who are especially vulnerable and nervous about change which is organised by our team of mentors.

The SENDCO and other senior leaders meet with Year 6 class teachers to gather information on students' strengths and needs which is shared with secondary school teachers and built into planning. The SENDCO also attends Annual Review meetings in Years 5 and /or 6 to establish the needs of students with EHCP or Statements of SEN. Personalised visits for individual students and parents can also be arranged with the SENDCO. Early in the first term parents/carers of new Year 7 students are invited to meet their child's tutor to introduce themselves, share information and establish contact with the school.

Students embark on their GCSE and BTEC studies in Year 9 which help them to prepare for the next steps in their education. Students are provided with a wide range of support to help them make appropriate decisions regarding option choices for GCSE and BTEC. Parents are also invited to an information evening that is attended not only by Frederick Gent staff but also post-16 providers. Independent careers advice is also provided.

During Year 10 students have the opportunity to complete one week of Work Experience and students with SEND are given additional support where necessary.

Students with an EHCP or a Statement of SEND who are moving onto further education or training are fully supported by staff to help plan and organise support for the move to college or vocational training. The SEND team liaises with Derbyshire specialist advisory teachers to support individual students with SEND e.g. to accompany a student with a visual impairment on college visits.

In-year starters – all students admitted to the school after the start of the academic year are screened on entry to identify any areas of need and to provide information to staff about the student's learning. Contact is always made with the previous school to ensure the transfer of information and the child's school file. If a young person is leaving Frederick Gent School in year, contact is made with the new school to ensure the transfer of information and the child's school file. The following is a link to Derbyshire secondary schools admissions website
[:www.derbyshire.gov.uk/admissions](http://www.derbyshire.gov.uk/admissions)