

Policy and Procedure Number:	C14	September 2020
Management Area:	WHOLE SCHOOL	Section C
SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)		

**THE FREDERICK GENT
SCHOOL S.E.N.D POLICY
IS ON THE FOLLOWING
PAGES**

Date last reviewed:	Governors' minute number:	
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Special Educational Needs & Disabilities Policy

2020-21

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and young people with disabilities:**

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**The Senior Leader with responsibility for children and young people with
disabilities is Suzanne Gascoigne, Assistant Headteacher**

**The Governor with responsibility for children and young
people with disabilities is Sandra Fitton-Wilde**

Date: September 2020

Review Date: Annually

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 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 (2014)*
 - *Schools SEN Information Report Regulations 2014*
- *Statutory Guidance on Supporting pupils at school with medical conditions April 2014*
 - *Teachers Standards 2012*

This policy has been created by the School's SENDCo with the SEND Governor, in liaison with the Senior Leadership Team, all staff and parents of pupils with SEND

Frederick Gent School

Special Educational Needs & Disabilities Policy

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Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can get more information on this new pathway on Derbyshire's SEND Local Offer website:

<https://localoffer.derbyshire.gov.uk/#/directory>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services voluntary and community sectors.

Mission Statement

Frederick Gent School is committed to providing an appropriate and high quality education to all students. We believe that all students, including those identified as having learning difficulties and/or disabilities have an entitlement to a broad, balanced and relevant curriculum, which is accessible to them. 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. Our aim is for all students to be fully included in all aspects of school life and to ensure that students with SEND are given opportunities to reach their full potential within an inclusive environment.

1. Aims and objectives 'Every Teacher is a Teacher of SEND'.

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
- Ensure that all students with SEND are appropriately involved in all decisions affecting their future provision and make successful transitions at all relevant key stages.
- Promote independence, equality and consideration for others. We value a high quality and inspiring learning environment, with high levels of engagement and participation. We believe in supporting and caring for one another.
- Ensure that we celebrate the wide range of our students' achievement. We recognise that every individual has a talent and can succeed, bringing a unique contribution to the school
- Equip students with the skills and attributes necessary for adult life, helping them to realise their potential, aiming to make a difference by exceeding expectation and celebrating all achievement.
- Create a welcoming atmosphere for parents.

Objectives:

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENDCo.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the *SENDCo and Head Teacher* and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Frederick Gent School receives further support from a wide range of organisations including Derbyshire Behaviour Support Service, Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Autism Outreach, Careers Service, School Health, Local Multi-Agency teams.
- **Create a school environment where pupils can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. The tutor community helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for

participation in school life (e.g. membership of the School Council, affiliation with sports teams and other clubs).

2. Roles and Responsibilities

- The person responsible for overseeing the provision for children with SEND is Mr Christopher Woollard, Headteacher
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Dawn Steel (SENDCo).
- The Designated teacher with specific Safeguarding responsibility is Mrs Rachael Skelton
- The member of staff responsible for managing Pupil Premium Grant (PPG) is Mr Christopher Woollard
- The member of staff responsible for managing provision for Looked After Children (LAC) is Mrs Rachael Skelton
- The member of staff responsible for managing the school's responsibility for meeting the medical needs of SEND pupils is Mrs Dawn Steel (SENDCo).

The role of the SENDCo

Whilst the Headteacher has overall responsibility for the management of SEND provision, the SENDCo, working alongside the Assistant Head, plays a crucial role in the school's strategic SEND and inclusion provision. This involves working with the Head and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the Policy
- Managing the co-ordination of provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Liaising with parents
- Making a contribution to Inset
- Liaising with external agencies eg LA support services, Health and Social Services, Multi-Agency teams, Careers guidance and voluntary bodies etc.
- Informing parents that SEND provision has been made for their child

The role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that appropriate educational provision is made for SEND students
- Ensuring that a 'responsible person' is identified; their task being to inform staff about the needs of the students with SEND and ensuring that this information is available to all those involved with the teaching and supporting of SEND students
- Ensuring that SEND are fully involved in school activities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting on the school's SEND provision

The role of the Subject Teacher

The Code of Practice 2014 clearly acknowledges the importance allocated to the subject teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification, assessment of, and subsequent provision for, SEND students.
- Making themselves aware of the SEND students and their needs.
- Collaborating with the SENDCo in order to identify the action required to assist the student to make academic progress.
- Differentiating learning within lessons to ensure that individual learning needs are met.
- Being accountable for the progress and attainment of their classes, including where these students access support from SEND TAs or specialist staff.
- Working with SEND students on a daily basis and closely monitoring their progress.

- Developing constructive relationships with parents

The role of the Teaching Assistant

The role of the Teaching Assistant is to support the Subject Teacher in fulfilling their responsibilities to students, especially those with SEND.

The role of the Headteacher

The Headteacher's responsibilities include:

- The strategic management of all aspects of the school including the SEND provision or delegating this to the SENDCo / Assistant Head
- Keeping the Governing Body informed about SEND within the school or delegating this task to the SENDCo / Assistant Head
- Working closely with the SENDCO / Assistant Head
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

The Role of the Student

All young people should be involved in making decisions where practicable right from the start of their education. The ways in which young people are encouraged to participate should reflect the young person's evolving maturity. Participation in education is a process that will necessitate all young people being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will become more secure and effective students during their school years.

The Role of the Parent/Carer

The school recognises that parents have a unique overview of their child's needs and will have their own views on how best to support their child. This gives them a key role in partnership with the school in delivering an appropriate education.

The school will make available at request, to all parents of students with SEND, details of the independent parent support service, available through the LA.

3. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND Support records such as the SEND Register, provision maps and student profiles for individual pupils.

All staff can access the following documents on the shared file:

- The Frederick Gent School SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs including pupil profiles and strategy sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through The Derbyshire SEND Local Offer.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus.

Transition

The Achievement Leader, SENDCo and Pastoral Assistant work closely to ensure the successful transition of appropriate information to the school prior to students starting at Frederick Gent School / moving to another placement.

This is done using some or all of the following strategies:

- All students and parents/carers are given the opportunity to visit their prospective new placement in advance of their transfer
- All information regarding SEND records is transferred and encouraged to be transferred from other schools for students starting at Frederick Gent School.

There is a strong transition plan which includes:

- Working closely with primary schools, parents/carers and young people.
- SENDCo attending annual reviews for Year 5/6 students.
- Mentor led transition sessions for students who have been identified by junior schools as needing additional support.
- Personalised transition plans for students with additional needs.

5. Facilities for pupils with SEND

Frederick Gent 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 décor of all buildings includes high contrast colour schemes to support students with visual impairments. Some classrooms have adjustable tables and equipment within them to allow students in wheelchairs to access the equipment.

6. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. (9 hours of support per identified pupil) Some pupils with SEND may access additional funding. This additional funding can be acquired by applying to Derbyshire County Council. The SENDCo will refer individual applications to the Local Council, who will determine whether the level and complexity of need meets the threshold for this funding. Additional funding for students with SEND within Derbyshire to support students with SEND is allocated under the following streams:

- GRIP – Graduated Response for Individual Pupil. This can be applied for from the LA if a student with an underlying 'learning need' requires provision over and above that which the school can provide through their normally available resources but is not subject to a Statement of Special Educational Needs or Education and Health Care Plan (EHCP).
- TAPS – Temporary Additional Pupil Support. This can be applied for from the LA if a student requires provision over and above that which the school can provide through their normally available resources due to an underlying social, emotional or mental health need but is not subject to a Statement of Special Educational Needs & Disabilities or EHCP. Students eligible for this support have no underlying learning difficulties.
- EHCP – Education and Health Care Plan. Specific funds are allocated to students who will have life-long needs.

It is the responsibility of the senior leadership team, SENDCo and governors to agree how the allocation of resources is used.

A number of SEND pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

7. Identification of pupils needs

Identification:

See definition of **Special Educational Needs & Disabilities** at start of policy.

A graduated approach: 'Every Teacher is a Teacher of SEND'.

Quality First Teaching: 'The baseline of learning for *all* pupils'.

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Pupil progress and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEND Support:

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the subject teacher, working with the SENDCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will

also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a pupil with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, Achievement Leader, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The tutor, Achievement Leader and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants, mentors and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviewing pupil progress will be made during termly monitoring runs and pre-agreed intervention review dates. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

Having followed the process of ASSESS, PLAN, DO, REVIEW of SEND provision, there will be occasions when the provision required to meet the needs of an individual student will exceed the schools normally available resources. The process for the application for GRIP, TAPS or an EHCP are outlined below

GRIP (Graduated Response for Individual Pupils) /TAPS funding applications

GRIP or TAPS funding applications will be made where the cost of special educational provision required to meet the needs of an individual pupil exceeds the schools normally available resources, without the need for an EHCP. If successful, GRIP / TAPS funding will be allocated straight away, without the 20 week assessment period for an EHCP Needs Assessment. The school will provide evidence of

- SEND of the pupil and how it was identified
- Support and provision in place to meet that need
- The cost of the provision for the individual as well as the whole school information on funding streams
- Evidence of interventions in place based on best practice
- Evidence of progress
- Impact of current provision
- Any involvement of external agencies, including evidence of how advice has been acted on

The funding will remain in place for a year, at which time the provision of the allocated resources will be reviewed.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties 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 pupil 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 involving parents, SENDCo and Achievement Leader if applicable.

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

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://localoffer.derbyshire.gov.uk/#/directory/5220>

Or by contacting Derbyshire County Council SEN team:

SEN Team
Derbyshire County Council
County Hall
Matlock
Derbyshire
DE4 3AG

Email – sen.admin@derbyshire.gov.uk

Or by contacting Derbyshire Information, Advice and Support Service
for SEN - 01629 533668

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. 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.
3. 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 Personal Review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

An online link to the Derbyshire SEND Local Offer can be found on the school website homepage. For further information please contact the SENDCo.

Criteria for exiting the SEND register

Should data collections show that a pupil is making effective progress, in line with national expectations over a sustained time period, then a pupil may be taken off the SEN register. The SENDCo will liaise with teachers, tutor, achievement leader and parents.

A pupil on the SEND register for emotional and social needs may exit the SEND register if they are making expected progress and their registered needs are no longer a barrier to learning. The SENDCo will liaise with the above individuals.

Tests and Examinations: Access arrangements

Additional arrangements can be made for some pupils to enable them to access external exams, **provided that these arrangements reflect everyday classroom practice and provision**. This might include additional time, rest breaks or the use of a reader, scribe or word processor. The SENDCo will inform parents/ carers about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognized by JQA (Joint Council for Qualifications) can be accepted for access arrangements for public examinations.

8. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with parents for other flexible arrangements to be made.

Ensuring Access to the Curriculum for Pupils with SEND:

The SENDCo and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- In-class provision and support are deployed effectively to ensure that the curriculum is appropriately personalised.
- Individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

In service training

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. 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.

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided within school. Specialist outside agencies provide twilight training sessions to allow staff to further develop skills and knowledge in relation to specific learning needs / difficulties.

The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the school.

9. Working in partnerships with parents

Frederick Gent School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

Frederick Gent School is committed to promoting a genuinely inclusive approach where students and parents/carers 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 feelings of students and their parents/carers 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.

Effective planning should help parents/carers and young people with SEND express their needs, wishes and goals, and should:

- Focus on the young person as an individual, not their SEND label.
- Be easy for young people and their parents/ carers to understand.
- Highlight the young person's strengths and capabilities.
- Enable the young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Brings together relevant professionals to discuss and agree together the overall approach

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 link governor may be contacted at any time in relation to SEND matters.

10. Supporting children in school with medical conditions

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school 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.

These children may have Special Educational Needs & Disabilities (with or without an EHC Plan or Statement) and/ or social care needs. The school will follow the SEND Code of Practice (2014) in all cases.

Where appropriate, a Health Care Plan may be needed. School will liaise with parents and health professionals to ensure the needs of the child are met. Staff working with pupils with specific medical needs will receive regular training, as will staff who administer medicines. School will work in accordance with the Supporting Pupils at School with Medical Conditions document (published by the DFE, April 2014). Please see the school's policy for supporting pupils with medical conditions for further detail.

11. Links with support agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil.

Frederick Gent School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENDCo and Assistant Head are the designated persons responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Physical, Hearing and Physical Impairment Services
- Language and Learning Support Service
- Specialist Outreach Services eg Autism Outreach
- Multi-Agency Teams

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

12. Evaluating the success of provision

The success of the school's SEND policy and provision is evaluated through:

- Analysis of student tracking data and test results for individual students and cohorts
- Consideration of each student's success in meeting individual targets
- School self-evaluation
- The School Improvement Plan / Learning Support Improvement Plan
- The annual SEND Report to Governors

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils during the academic year. Parental engagement and participation are considered key elements of successful provision to support our students with SEND – meetings for parents of students with a Statement or EHCP are held half-termly, with meetings for parents of students at SEND support held termly, to gather feedback and review provision. Requests for Individual meetings / feedback from parents are welcomed at any time.

13. Complaints procedure

If a parent/carer has concerns about the way the school is responding to the special needs of his/her child then initial contact should be made with the SENDCo, Mrs Dawn Steel, or Deputy Headteacher, Mrs Rachael Skelton. As they have an overview of the support structure of the school it is highly likely that any issue that arises can be dealt with quickly.

The school's complaints procedures are set out in the school prospectus. Parents/ carers may seek advice on resolving disagreements from the Local Authority.

The Derbyshire Information, Advice and Support Service for SEND is a free, impartial service which provides support, guidance and information about education issues to parents/carers of children who have Special Educational Needs and/or Disabilities. They can be contacted on 01629 533668.
