

**John Flamsteed Community School**  
**Special Educational Needs and Disabilities Policy**  
**June 2017**

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

A child or young person has SEN 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.

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

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

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 view an animation describing this new pathway on Derbyshire's SEND Local Offer website:

<http://localoffer.derbyshire.gov.uk/>

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 across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **Mission statement**

John Flamsteed Community School is fully committed to the provision of equal educational opportunity for all students.

We believe that provision for students with Special Educational Needs is a whole school responsibility requiring a whole school response, involving all teaching and support staff.

We believe that all students should be valued equally, treated with respect and be given equal opportunities.

We fully support:

- The Special Educational Needs Code of Practice 2014 Equality Act 2010
- The Children and Families Act 2014
- Statutory Guidance on Supporting Students at School with Medical Conditions 2014
- Teaching Standards 2012

We recognise that Special Educational Needs (SEN) may be experienced in the following areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

We recognise that there is a continuum of individual need that will be met using a graduated approach. Our coordinated approach ensures that students' needs are met via a comprehensive network of support systems within the school, and within the wider community.

# **1. Aims and objectives**

## **1.1 Aims**

We aim to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2014).

Our aims are:

- To provide a secure environment, in which students with special educational needs are enabled to achieve their potential
- To foster maximum independence in educational, social and emotional terms and to promote lifelong learning for students with special educational needs
- To prepare all students with special educational needs to contribute to society as responsible citizens
- To ensure that the individual needs of all our students are recognised and addressed and that the students themselves are involved in all stages of the process
- To ensure that students with special educational needs will have access to a broad and balanced curriculum, including the National Curriculum; and that they can take part in all school activities
- To ensure a whole school approach which provides a coordinated and cohesive response to student's individual needs
- To build positive partnerships with parents / carers in planning provision for students
- To ensure effective liaison with, and efficient use of, outside agencies.

## **1.2 Roles and Responsibilities**

**1.2.1 The Governing body and Head teacher** have overall responsibility for the policy and must:

- Ensure that special needs are an integral part of the school improvement plan

**1.2.2 The Special Needs Coordinator (SENCO):**

- Ensure that the policy is put into practice and monitored
- Has responsibility for the management and deployment of The SEN Team

**1.2.3 Head of SEN**

- Has a responsibility to ensure that individual needs of students are known to staff and for providing support and advice on how best to meet those needs
- Is supported by the SENCO

**1.2.4 The Heads of Year**

- Have a responsibility to track the academic performance of all students and support them to achieve their academic potential

**1.2.5 Heads of departments (HODs)**

- Have a responsibility to ensure delivery of an appropriate curriculum by all departmental staff, which meets the needs of all students

- Are supported by the SEN Team

#### 1.2.6 SEN team

- Have a responsibility to support the needs of all students and where appropriate offer support and advice on how best to meet their needs

#### 1.2.7 Subject teachers (including student teachers and supply teachers)

- Have a responsibility for delivery of a differentiated curriculum and for requesting for support and advice about the needs of the students they encounter
- Are support by HODs, HOY and SEN team

#### 1.2.8 The Ancillary Staff (including midday supervisors, caretakers, technicians, office staff etc.)

- Have responsibly to follow school policy and practice
- For requesting information about students where a concern arises
- Are supported by the senior management team

#### 1.2.9 The student/s

- Have a responsibility for taking an active role in their learning and progress, and as far as possible, making their needs known to staff

#### 1.2.10 Parents/Carers

- Have a responsibility for supporting their child with any agreed targets
- Maintaining contact with, and informing school staff of any changes to their child's needs
- Support school policies

## 1.3 Objectives

- 1.3.1 Identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder primary schools prior to the student's entry into the school. In the absence of a formal diagnosis the school will not assume a disability or medical condition but will aim to support the individual needs of a student.
- 1.3.2 Monitor the progress of all students** in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential
- 1.3.3 Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to a broad and balanced curriculum.** This will be co-ordinated by the SENCO and Head of SEN and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- 1.3.4 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, providing regular reports on their child's progress, and providing information annually on the provisions for students within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work. The school aims to support parents in gaining a full understanding of student needs.
- 1.3.5** Work with and in support of outside agencies when the students' needs cannot be met by the school alone.
- 1.3.6 Create a school environment where students feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between students and their teachers and the SEN Team and will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

## 2. Responsibility for the coordination of SEND provision

- 2.1 The person responsible for overseeing the provision for children with SEND is the Director of Inclusion and SENCO – Mr T Reid
- 2.2 The person co-ordinating the day to day provision of education for pupils with SEND is the Head of SEN – Mrs D Maycock
- 2.3 The Governor responsible for SEND is – Mrs J Soar

## 3. Arrangements for coordinating SEND provision

- 3.1 The SEN department will hold details of all SEND Support records such as provision maps, action plans or alternatives, structured conversations and subject targets for individual students.
- 3.2 **All staff can access:**
- SEND Policy;
  - A copy of the SEND Support Register used for tracking this cohort;
  - Individual SEND details and support strategies vulnerable students list, targets set and copies of action plans or alternative records of targets set/outcome monitoring;
  - Guidance on identification in the Code of Practice (SEND Support and students with Education, Health and Care Plans);

- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
  - Information on current legislation and SEND provision on the school virtual learning environment – Moodle
  - Information available through Derbyshire’s SEND Local Offer
- 3.3 The SEND policy and supporting information is made accessible to all staff and parents in the appropriate format in order to aid the effective co-ordination of the school’s SEND provision. Every staff member will have complete and up-to-date information about all pupils with additional/special educational needs and their requirements which will enable them to provide for the individual needs of all students.

## 4. Admission arrangements

- 4.1 The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND; those with Education, Health and Care Plans and those without.
- 4.2 No student is refused admission on the grounds of disability. Admission procedures for students in year 7 include:
- 4.2.1 Close liaison with John Flamsteed’s cluster of schools and schools requesting places for students from outside the local area once a place has been formally offered.
- 4.2.2 A transition programme co-ordinated by the Head of SEN, which is integral to the whole school transition process.
- 4.2.3 The SENCO and Head of SEN, who maintains regular liaison with outside agencies and other involved personnel to ensure successful transition.
- 4.2.4 Extra visits or meetings for parents/carers of students with high level additional needs or and Education Health and Care Plan, once a place has been offered.
- 4.3 In the summer term there is a “year 6 open Evening” where prospective students meet their form tutor. Students with special educational needs, together with their parents / carers, are also invited to talk to SEN staff and the SENCO about the provision for inclusion at our school. There are extra visits, for some students who have been identified by the feeder schools, to help ensure a smooth transition and to help alleviate anxieties and worry.
- 4.4 We try to ensure we have a full picture of a student’s strengths and needs prior to transition, which is circulated to our school staff on the first day of the new academic year. Staff training may also have taken place where students with high level needs are to be admitted.
- 4.5 Students with special educational needs admitted to the school, at times other than year 7 transitions, are carefully assessed, as soon as possible following their admission, to ensure their needs are met.

## 5. Specialist SEND provision

- 5.1 John Flamsteed Community School is a mainstream school. We work with families, partner schools and other agencies to provide a wide variety of support for students with SEND. We aim to ensure that all students have access to provision which is appropriate to their special educational needs or disability.
- 5.2 We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 10.

## 6. Facilities for students with SEND

### 6.1 Study centre

The study centre provides a positive learning environment for all students who access. Literacy Intervention programmes for KS3 students are time tabled for year 7 students identified from CATs and reading tests completed by year 6 students on transition days and year 8 and 9 students identified by subject teachers and Heads of year following academic monitoring data. Homework support is offered before morning registration, lunch times and after school for those students requiring additional support.

### 6.2 The School Buildings

Our Accessibility Plan describes the action the Academy has taken to increase access to the environment, the curriculum and printed information is available via the school website.

### 6.3 Assistive Technology

The school provides access to a limited number of laptops on a needs led basis to support students with temporary and long term physical needs and/or literacy related barriers to learning.

### 6.4 Exam Access Arrangements

It must be noted that an identification of SEND does not result in automatic exam access arrangements. The process of exam access is governed by the exams board-JCQ. Where students are identified, via assessment, as requiring examination Access Arrangements this is co-ordinated between the school Exam's officer- Mrs J Parkman - and the SEN Department. Students are notified of their exam access arrangements and support, as approved, is provided. Students are formally advised which access arrangements have been awarded. More details of access arrangements can be found on at [www.jcq.org.uk](http://www.jcq.org.uk)

## 7. Allocation of resources for students with SEND

- 7.1 The school receives funding to respond to the needs of students with SEND from a number of sources that include:
- A proportion of the funds allocated per student to the Academy to provide for their education.
  - The national SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.
  - For those with the most complex needs, the Academy may be allocated additional education needs funding from the Local Authority High Needs SEND Funding allocation
- 7.2 Local Authority High Needs SEND Funding is used to provide the equipment and facilities to support students with SEND. The range of support offered is identified on the Provision Map.
- 7.3 To support pupil progress and meet individual needs the school aims to use SEND funding as part of its resource allocation which may include other sources where appropriate eg. Pupil Premium.

## 8. Identification of students needs

### 8.1 Identification

See definition of Special Educational Needs at start of policy

### 8.2 A graduated approach: Quality First Teaching



- a. Any students who are falling **significantly** outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b. 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.
- c. The student's subject teachers will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d. The student is formally recorded by the school on the SEN register as being under observation due to concern by parent or teacher. They may also be listed on the Focus list if their SEND is identified and is able to be provided for through quality first teaching with strategies provided by the SEN team. This does not place the student on the school's SEND register (See 8.3 SEND Support). Parents are given this information and the school will closely monitor each student's progress.
- e. The SENCO or Head of SEN will be consulted as needed for support and advice and may wish to observe the student in class. This is part of the assessment process.
- f. Through (b) and (e) it can be determined which level of provision the student will need going forward.
- g. If a student has recently been removed from the SEND Support Register they may also fall into this category as continued monitoring will be necessary.
- h. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Advice will be offered in respect of the circumstance under which a student would be monitored. They are encouraged to share information and knowledge with the school.
- i. Student progress and Head of year team meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and progress being made.
- j. Students receiving monitored/inclusion support will be offered opportunity to meet with subject teachers and tutors regularly to check progress is being made.
- k. Support is focused on outcomes not hours

### 8.3 SEND Support

Where it is determined that a student does have SEND and their progress is significantly outside expected academic achievement, parents will be formally advised of this and the decision to offer 'additional SEND support' and will be added to the student's school file. This is in addition to their placement on the school's Inclusion Register. The aim of formally identifying a student with SEND for Additional SEND Support 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:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. This 'new' process replaces the previous School Action and School Action Plus stages in the previous SEN COP.

### 8.4 Assess

This involves clearly analysing the student's needs using the subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing. As a school we aim to support parents in pursuit of any investigation to formalise a student's individual needs.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. This process will be undertaken through the school's progress report cycle. Where external support staff 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.

#### 8.5 **Plan**

Planning will involve consultation between the teacher, SENCO, Head of SEN 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 student, 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.

#### 8.6 **Do**

The subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main subject teacher. They will work closely with the Inclusion Team and /or 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 Head of SEN.

#### 8.7 **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teacher, in conjunction with the Head of department and Head of SEN will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

We believe that pupil's who are capable of forming views have a right to receive and express their opinions; and to have that opinion taken into account. Whenever possible, pupil's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their own progress. Their views will be taken into account when planning support. Pupils are consulted and actively involved with all aspects of their support. Wherever possible, pupils will be encouraged to attend their review meetings.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

#### 8.8 **Referral for an Education, Health and Care Plan**

If a student 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 student 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 a EHCP will be taken at a progress review.

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

- Parents
- Teachers
- SENCO

- Head of SEN
- Social Care
- Health and other professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the student 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:

<http://localoffer.derbyshire.gov.uk/>

or by contacting the Advice Support Service for SEND, formally the Parent Partnership Service on:  
**01629 533668**

## 8.9 Education, Health and Care Plans [EHC Plan]

- 8.9.1 Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the student's needs are not being met by the support that is ordinarily available. The school and the student's parents will be involved developing and producing the plan.
- 8.9.2 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.
- 8.9.3 Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. The annual review also provides parents with the opportunity to discuss the content and provision associated with the EHCP.

## 9. Access to the curriculum, information and associated services

- 9.1 Students 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, in line with the wishes of their parents and the needs of the individual.
- 9.2 Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Head of SEN will consult, where possible with the student's parents for other flexible arrangements to be made.
- 9.3 The school offers a range of facilities to students with special educational needs to ensure access to a broad and balanced curriculum including the National Curriculum, and hence full integration into school life. student's needs are prioritised and available resources allocated accordingly. Resources are used flexibly since student's needs are continually changing. Any decision to provide group teaching outside the classroom will involve the Head of SEN and the Head of year in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made. This may include:
  - In-class support from Support staff, in negotiation with subject teachers
  - A collaborative approach between The SEN Department and Departmental staff, to provide advice and support for subject teachers in the use of appropriate resources, for all students
  - Opportunities for students to work individually and in small groups situations

- Opportunities to develop literacy and numeracy skills, and to offer help with homework and class work
- A range of resources and equipment which may facilitate learning and curriculum access
- Individual/Group Action Plans where appropriate
- Personal care
- Anger Management
- Support from outside agencies
- A Literacy course, instead of a modern foreign language in Year 7
- A range of support strategies to meet students needs at key stage 4
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND

## **10. Inclusion of students with SEND**

- 10.1 The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.
- 10.2 The school curriculum is regularly reviewed by the Head of School in conjunction with the SL Team and SENCO to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.
- 10.3 The school will seek advice, as appropriate, around individual students, from external support services through referrals to any of the following:
- Behaviour Support Service
  - Multi Agency Team
  - Dyslexia Centres
  - Autism Outreach Team
  - Hearing Impairment Team
  - Visual Impairment Team
  - Educational Psychologist Service
  - Educational Welfare Officers
  - Physical and Disability Support Service
  - Social Services
  - School Nurse
  - Child & Adolescent Mental Health Service

## **11. Evaluating the success of provision**

- 11.1 In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and students throughout the year. This is a continuous process including progress reviews, consultation meetings, student views, provision mapping and the analysis of data.
- 11.2 Student progress will be formally monitored on a termly basis via a face to face meeting for students on the SEND Support in line with the SEND Code of Practice, also progress will be monitored via the use of Academic monitoring, school reports and Parents Events which are published in the school calendar.
- 11.3 There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO and Deputy Head Teacher in consultation with the link governor. Information is gathered from different sources such as child and parent view forms/ teacher and staff surveys, consultation afternoons/ feedback forms/school forums. This will be

collated and published by the governing body the school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

## **12. Complaints procedure**

- 12.1 We value the partnership between Parents and staff but should a problem arise, parents are asked to contact the SEN Team in the first instance. In the event of staff or parents requiring clarification of the Special Educational Needs Policy, or its implementation, approaches should be made initially to the SENCO or Head Teacher.
- 12.2 Any complaints will be treated in accordance with the school complaints procedure.

## **13. In service training (CPD)**

- 13.1 We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN.
- 13.2 The SENCO, Head of SEN and the wider SEN team attend relevant SEND courses, LA SEND meetings and facilitate and signpost relevant SEND focused external training opportunities for all staff.
- 13.3 We recognise the need to train *all* our staff on SEND issues. The SENCO and senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **14. Links to support services and external agencies**

- 14.1 **John Flamsteed Community School** invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The school builds strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion.
- 14.2 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 student. This will then be brought to the attention of the SENCO or Head of SEN, who will then inform the student's parents.
- 14.3 The following services may be involved as and when is necessary:
- Specialist Schools and Families Services
  - Educational Psychology Service
  - CAMHS
  - Social Care
  - Targeted Support
- 14.4 Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.
- 14.5 In cases where a student 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.

## **15. Working in partnerships with parents**

- 15.1 John Flamsteed Community 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 students with SEND.
  - Personal and academic targets are set and met effectively.
  - School policies are supported effectively
- 15.2 Parents are kept up to date with their child's progress through progress reports, consultation afternoons and provision reviews at regular intervals throughout the school year.
- 15.3 In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO or Head of SEN may also signpost parents of students with SEND to Advice Support Service for SEND, formally the Parent Partnership Service where specific advice, guidance and support may be required.
- 15.4 If an assessment or referral indicates that a student has additional learning needs the parents and the student 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.

## **16. Links with other schools**

The school is a member of the East Midlands Education Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### **16.1 Transition**

John Flamsteed Community School aims to support transition at each stage from Year 7 to 13. Student's individual needs are planned for and supported using transition plans in Year 7, Year 9 and Year 11. All students with SEND are supported to ensure transition between educational phases is well planned and that provision is in place to aid this process. Information regarding the additional needs of any student is used carefully to plan for and support successful transition both to and from John Flamsteed Community School.

<b>Policy reviewed by:</b>	<b>T REID (Director of Inclusion and SENCO)</b>
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<b>Next review due:</b>	<b>September 2018</b>