

## Tadcaster Grammar School



## SEN Information Report

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| SLT Oversight      | James Leatherland – Associate Assistant Headteacher: SENCO |
| Adopted by the LGB | Sep 25   |
| Review Date        | Sep 26   |

## Tadcaster Grammar School SEND Information Report

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/SEND-local-offer>

Click [HERE](#) to open Tadcaster Grammar School's SEND Policy

### **This is what we provide in our school**

### **North Yorkshire LA's minimum expectations of good practice**

#### **1 What kinds of SEN are provided for in your school?**

Children and young people with a wide range of SEND are welcomed into Tadcaster Grammar School. The SEND Code of Practice (2014) identifies the four areas of SEND as:

- Cognition and Learning
- Social, mental and Emotional Health
- Communication and Interaction
- Sensory and/or Physical Needs

We support students in school across all four of these areas.

If a student has an EHCP which states that a mainstream school is an appropriate placement, and the student's attendance is

Children and young people (CYP) with a wide range of SEN are welcomed into the school.

If a parent of a student with an EHCP requests a place at the school and their attendance is compatible with the efficient education of others or the efficient use of resources, CYP are welcomed and strategies sought to meet needs.

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| <p>compatible with the efficient education of others then we will work towards making sure the requirements of this are met.</p>   |   |
| <p><b>2a. What policies do you have for identifying children and young people with SEN? How do you assess their needs? 2b. What is the SENCo's name and how can I contact them?</b></p>  |   |
| <p>The SENCo at Tadcaster Grammar School is James Leatherland, <a href="mailto:j.leatherland@tgs.starmat.uk">j.leatherland@tgs.starmat.uk</a>.</p> <p>The assistant SENCo, Katy Baron, <a href="mailto:k.baron@tgs.starmat.uk">k.baron@tgs.starmat.uk</a>.</p> <p>Parents can contact the SEND team by calling the school number: 01937 833466.</p> <p>We work closely with primary schools, who have often already identified SEND needs, to ensure there is a smooth transition to our school. We will seek to speak directly with parents of those students who have been identified as SEND. We also invite parents to contact us to speak to us before they start in Year 7 if there are any concerns, so that these can be addressed and/or monitored from the beginning of a student's time with us.</p> <p>In school, there is a referral system that teachers use to identify to the SEND team any students who need additional support.</p> <p>Each subject department in school and each class teacher will be completing regular assessments to track student progress. If any difficulties arise from this than a referral to the SEND team will be made.</p> | <p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan.</p> <p>This should include:-</p> <ul style="list-style-type: none"> <li>• details of any strategies being used to support your child in class;</li> <li>• details of any extra support or interventions for your child</li> <li>• your child's learning targets and their long term desired outcomes</li> <li>• the next date when your child's progress will be reviewed.</li> </ul> <p>Most students will benefit from SEN support, but some students who need high levels of support, or who have</p> |

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| <p>Once a student has been highlighted to the SEND team then they may be identified for particular support. Parents/carers will be contacted as part of the assessment system.</p> | <p>complex needs will need to be referred for an education, health and care plan.</p> |
| <p><b>3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</b></p>                                      |   |

School communicate regularly with parents, usually once a term, to discuss how well your child is doing. We listen to what parents have to say and respond to it. For students with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to supporting the school in making the best provision for them.

Students who have been identified as SEND will have a 1-Page-Profile plan. Some students will also have an Individual Coaching Plan. We use an online platform to write and follow these and we invite parents to access and contribute to these. If a student has an EHCP then this is also available through this online platform. 1-Page-Profiles are reviewed regularly, and Provision Maps are written and reviewed termly. These plans will outline all the additional and different support your child receives and what interventions they are involved in.

Through the online platform there is also a messaging service which school will use to talk to you and provide you with updates. Parents are invited to do this also to maintain regular communication.

Parents are also able to contact the SEND team directly using the email/phone number above.

Students identified as SEND may also have a key worker. Part of the role of the key worker is to develop effective communication with

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For students with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.

This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions

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| <p>home. They are likely to be the ones writing the plans, reviewing them and messaging you.</p> <p>From time to time school may feel that a telephone call might be needed. This could be to share news or update you on an event, and often to share how well your child is doing and how proud we are of them.</p>  | <ul style="list-style-type: none"> <li>• guidance for you to support your child's learning at home.</li> </ul>   |
| <p><b>4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?</b></p>   |  |
| <p>Tadcaster Grammar School obtains the views of all children (student voice) to shape provision in school. All identified SEND students have a 1-Page-Profile which is written with the student and is written in the student's voice.</p> <p>Where suitable we also include them in reviewing and target setting for Provision Maps.</p> <p>The SENCo has an open door policy, where students are encouraged and able to voice any concerns. Each student also has a key worker who they can go to for support and to share their views. Although initially this person is identified by school, we like to follow the students views and will listen to their thoughts on who their key worker should be.</p> <p>It is vital that the views and aspirations of children and young people with SEND are listened to and they are supported to achieve their aspirations as far as possible. Tadcaster Grammar School has</p> | <p>School will obtain the views of all children (student voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible.</p> |

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| <p>a student council. A number of students with SEND are part of the school council in order for the student voice to be representative of our school population.</p>   |  |
| <p><b>5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review</b></p>  |  |
| <p>The SENCo, Year Leaders and Department Leaders as well as SLT monitor classroom practice/analyse student tracking data and test results for students with SEND.</p> <p>The SENCo, Assistant SENCo, Year Leaders and Assistant Headteacher for Vulnerable Learners monitor the progress of children looked after, including those with SEND.</p> <p>SEND is part of our school self-evaluation arrangements and forms part of the School Development Plan.</p> <p>We follow an assess, plan, do, review cycle for all interventions and provisions. This way assessment and reviews are part of our everyday work when supporting our students. We work on an evidence based system to identify areas of need and targets. All targets are SMART – specific, measurable, accepted, realistic and timed – which helps us achieve this.</p> <p>All 1-Page-Profiles and Provision Maps are shared with teachers so that they can be followed and worked on in classrooms and support classroom outcomes.</p> | <p>All students with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets.</p> <p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a student over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p> |

Parents and students are invited to contribute to the plans and targets and when they are reviewed through our online system. There is also the opportunity to speak and/or meet to review these if required.

**6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society**



The SENCo arranges an appropriate transition review in plenty of time before any move (Secondary to Post 16 or Mainstream to Specialist Provision). Staff from the receiving school or intended college are always invited to attend. Transition meetings and visits are arranged for the student or student, often accompanied by a well-known member of staff. The student will receive as much transition work as the team working alongside them feel necessary.

Additional transition days are made available for Year 6 students, this may be with staff from their primary school and/or parents/carers. It may also be individual or in groups. This can be as many visits as deemed necessary. We will work closely with primary schools and parents to determine what support package is needed.

We will also try to ensure that members of our SEND team visit students in their primary setting. Where possible this will be the students identified Key Worker.

From Year 9 onwards, an independent career advisor is available for one to one consultation and they can also attend annual reviews. Bespoke packages have been put in place to enable our Year 11 students to familiarise themselves with the college of their choice and to understand where to find help and advice. The support of a Specialist Careers Advisor can also be requested for advice on more specialist placements.

Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the student or student, often accompanied by a well-known member of staff. The student should receive as much transition work as they feel necessary.

## **7. What is your School's approach to teaching children and young people with SEN?**

We are a school that likes to stay updated with the latest educational research and we use this to inform our teaching and learning. We have well developed curriculum and are always working towards developing the use of shared language alongside visual support to create a consistent approach and consistent expectations across the whole school. This is beneficial for SEND students who require predictable routines and support with language. Although not solely focused on supporting SEND students it follows two basic principles that are at the foundation of our teaching:

- Good teaching for SEND students is good teaching for all.
- The best way to raise aspiration, achievement and attainment is through quality teaching by the teacher in the classroom.

To support SEND students we can also make changes to our environment and alter our universal offer to enable them to access the learning environment. We will also support students by offering provisions that support their learning.

Where needed school will use timed, targeted and evidence based intervention to support students. This usually takes place at Field View.

Our focus throughout supporting students is to develop and promote independence with work and dependency in relationships.

The Student Development Centre is a supportive centre in school for students with additional needs and is used during lesson time

High quality support for learning within mainstream lessons is the most important factor in helping students with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.

Schools use a range of evidence based interventions to support students with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)

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| <p>as well as before and after school. There is an array of activities and support offered during unstructured times of the day.</p> <p>The Learning Support Team and Pastoral Team work closely together and act as additional staffing to facilitate access to the curriculum. This team includes specialist staff with additional levels of expertise to support vulnerable students, including those with special educational needs</p> | <ul style="list-style-type: none"> <li>• how the interventions will relate to and support learning in the classroom;</li> <li>• how they will be monitored closely to make sure they are helping your child to make accelerated progress.</li> </ul> |
| <p><b>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b></p>  |  |

The school takes into regard relevant legislation, including the Equality Act 2010 and the Special Educational Needs and Disabilities Code of Practice 2015 to ensure provision is relevant to students with special educational needs.

Working with individual students and parents/carers/ guardians, school can make a range of further adaptations and adjustments to the school curriculum/environment to support students with special educational needs whilst maintaining the experience of a rich and diverse mainstream curriculum. These can include:

- provides high quality classroom teaching differentiated for individual students in a range of learning styles
- Providing additional support in terms of staffing to support access to the school environment and/or curriculum
- Reducing the curriculum to facilitate overlearning and the reinforcement of skills.
- Investigating the need for and, where appropriate, purchasing equipment to facilitate access to the school environment
- Adapting the learning resources used in class to remove barriers to learning e.g. the use of buff rather than white paper
- Adjusting the location of lessons/exams to facilitate access, remove stress or provide a quieter/less distracting

Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.

Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

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| <p>environment for learning (where supporting evidence justifies needs)</p> <ul style="list-style-type: none"> <li>• Encouraging and supporting students with special educational needs to participate fully in the life of the school</li> <li>• Differentiation by: <ul style="list-style-type: none"> <li>- type of task/learning resource</li> <li>- by learning outcome</li> </ul> </li> <li>- by time allowed</li> <li>• Use of different or additional <ul style="list-style-type: none"> <li>- Resources</li> <li>- Interventions</li> <li>- Pastoral support</li> <li>- Strategies to those used for the majority of students</li> </ul> </li> </ul> <p>In addition to this:</p> <p>•Tadcaster Grammar has named governors, who hold the school to account for making good provision for students with SEND · Pastoral care forms an integral part of the work of Tadcaster Grammar School. All students are included in the year group system with a form tutor who they see daily.</p> |  |
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The school pastoral team supports the emotional and social development of all students.

Direct support for students can take the form of:

- a staff mentor or Lead Professional
- a student mentor
- Just B or the Well-Being in Mind Team
- School Educational Psychologist
- The Prevention Service
- Early Help
- Outreach support by Enhanced Mainstream Schools (EMS)
- Specialist support from CAMHS team
- Children's Social Care and range of outside agencies who will offer specific and target support of interventions
- Other agencies

**9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?**

Teachers have regular training provided in school by the SENCo and the Lead for Teaching and Learning. This is supplemented by specialist practitioners who support the school. This has included Speech and Language Therapists and Educational Psychologists who work with the school and have supported areas of the school development plan.

In addition support staff have regular training with the SENCo and with supporting specialist practitioners to develop how they work with students.

Staff in school are encouraged to develop their practice.

We also value the support of outside agencies who work with our students. Whenever possible we ask support staff to either shadow or participate in the support that they offer. This allows us to develop and continue the good practice that is started beyond any short-term intervention work that might be taking place.

We have an experienced team of teachers and support staff who have experience of working with students in all areas of SEND. Our SENCo has experience of working with students across all key stages in mainstream and specialist settings.

All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary.

Schools must make good use of their SEN funding to meet a range of needs. However, if a student has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.

#### **10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?**

Student progress is tracked in lessons by teachers. This is reported to parents in reports and at parents evening.

In addition, each term student support plans and provisions are evaluated. Interventions are also monitored for their impact.

The impact of provisions and interventions is tracked closely to identify what works. We work towards developing provisions based on research and evidence of effectiveness.

Support plans for SEND students are reviewed with parents via our online platform. In some cases we may request a meeting. Parents are always able to request a meeting if they require it for the reviewing of a support plan.

SEND support is evaluated in the classroom through lesson observations and learning walks and through the school development plan.

The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track student progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a ‘learning conversation’.

The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.

Other provisions, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.



**11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?**

Inclusion is one of the key values of our SEND team and of the school. No student will be denied access to activities based on their SEND needs. We endeavour to make adjustments to enable participation for all. Where needed we will offer more accessible and SEND friendly alternatives

If there is a difficulty that we face in being able to include a student in an activity we will work with the student and parents to ensure that a student can be involved as much as possible and in an appropriate and dignified way.

Across school we ensure that SEND students are represented in positions of responsibility, such as the student leadership team. This helps to strengthen the student voice and ensures that they are able to hold the school to account on its commitment to inclusion. Students with special educational needs are encouraged to make full use of all the facilities available in school in the same way as their peers without additional needs. Within the classroom adjustments are made regarding e.g. seating, proximity to the teacher, lighting depending on the type of need. Where required students are supported to ensure facilities can be accessed through e.g. additional staffing, alteration of location. Additional physical resources can be provided to ensure access to appropriate facilities if required.

Additional support is put in place to facilitate access to off-site activities both day trips and residential ones.

The school's policies should all state how all students are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Students with SEN should be equally represented in positions of responsibility e.g. the school council.

Tadcaster Grammar School believes it has a special duty to safeguard and promote the education of children in care some of whom may have SEND. The School understands the powerful role it can play in significantly improving the quality of life and the educational experiences of these students. The school focuses also on the educational, social and emotional needs of looked after children (LAC) including strategies that may be deployed using student Premium funding for LAC to make a positive impact on the educational attainment and progression of each child for which it is intended.

**12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.**

The school has a strong ethos of pastoral support and has robust systems in place which are accessible to all students, including those with SEND. Within the Learning Support and Care & Guidance Teams, the school employs specialist staff. Some students participate in activities to learn and enhance their ability to socialise and understand social conventions that they will meet in society. Anti-bullying is incorporated into the whole school PSHCE programme and assemblies which have an anti-bullying message and focus on individuals' differences are delivered by Year Leaders and SLT. Issues of bullying are dealt with promptly by staff, following the procedures laid out in school.

The SEN areas of school offer lunchtime clubs for more vulnerable learners, these are safe and quiet areas supervised by familiar staff.

When possible we offer short term emotional based 1-to-1 and group work to support them to socially understand the school environment and wider world around them. This includes nurture and Thrive.

Where school feel that more specialist support is required, then there will be a referral to an outside agency, which could include the Wellbeing In Mind Team who work within school.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

**13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

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| <p>We always welcome the support and respect the specialist advice that is offered by professionals involved with students.</p> <p>When required we will make referrals for outside support with consultation with and permission from parents/carers.</p> <p>The local authority and the NHS offer a range of specialist support, but there are also other agencies that we work closely with.</p> <p>Within school we have access to a counselling service and Education Psychologist.</p> <p>Through the referral process (with parental consent) we are also able to enlist the support of specialist teams such as CAMHS (Child &amp; Adolescent Mental Health Services), Early Help Team, etc.</p> | <p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions.</p> <p>Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p> |
| <p><b>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</b></p>  |   |

There is a designated governor for SEND in the school and complaints about SEND should follow the general complaints procedure. It is always best to approach the SENCo or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction, you can make a formal complaint by writing to the chair of governors at the school.

The first action you need to take is to contact Mr James Leatherland (SENCo) and let the school know as soon as possible that you have a concern or a complaint and give the school the opportunity to investigate the matter properly. Providing a short written statement of your concern or complaint.. This is known as the “informal” stage and the school will do everything possible to address your concerns at this stage. If you feel that the SENCo has not resolved the issue you can now take the complaint through a formal procedure. Please refer to the General Complaints Policy and the General Complaints Information Leaflet, available on the policies section of the school website or hard copies on request from school.

There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.