

Tadcaster Grammar School



**Supporting students with
special educational needs
and disabilities (SEND)**

Compliance

This policy is written to comply with the statutory requirement laid out in the following legislation:

- Children and Families Act (2014)
- Equality Act (2010)
- Supporting students at school with medical conditions at school (2014)

It is also written with reference to SEND Code of Practice 0-25 (2014) and Teacher Standards (2011).

It should be read and used in conjunction with the following school and Trust policies:

- Safeguarding Policy
- Accessibility Plan
- SEN Information Report Regulations
- Exam Arrangements Policy
- Access Arrangements Policy

This policy was created by the Deputy Headteacher Headteacher, Matt Gill; SENCo, James Leatherland; and Assistant SENCo, Katy Baron; in liaison with staff, governors and in consultation with parents and students with SEND.

The school's SENCo, James Leatherland, is a qualified teacher and holds the NASENCo qualification.

The TGS SEN Policy fits within our STARMAT SEN Policy framework.

Tadcaster Grammar School contributes to the North Yorkshire Local Offer:
<https://www.northyorks.gov.uk/send-local-offer>

The Local Offer is a statutory requirement on the LA to publish in one place a summary of all the educational, health and social services support available within the authority.

Adopted by the TGS Governing Body	September 2025
Review Date	September 2026

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Our Values

Tadcaster Grammar School is proud of its highly inclusive ethos and commitment to offer, with the compatible use of resources, an inclusive curriculum to ensure every student, irrespective of need, receives the best education and has high aspirations for their own future.

Tadcaster Grammar School has been recognised as an attachment and trauma-informed school, winning the secondary category in the national Attachment Research Community Awards (Nov 2022). Additionally, it has been recognised as having 'an ambitious curriculum for all students. This includes disadvantaged students and those with special educational needs and/or disabilities (SEND)' (Ofsted, October 2022).

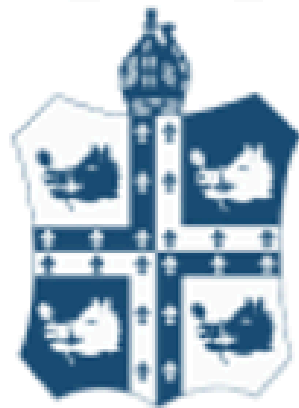
We believe that all children who attend Tadcaster Grammar School should be known well; they should be included, valued and heard. We hold high aspirations and expectations of all individuals and groups of students.

We are aware that some children will require additional and/or different support to achieve this.

We believe that children with additional needs should be accepted for who they are; that it is through belonging to and being in a nurturing environment that growth and learning will occur; and that all children have a right to be included.

At the heart of Tadcaster Grammar School's 'Vision and Values' is a commitment to ensure the best support for each student, offering them the right curriculum experience and ensuring the highest expectations are set and met. To support this we promote the following core values for our students: ambition, resilience, responsibility, respect.

OUR VISION



1557
Tadcaster
Grammar School

BE YOUR BEST SELF

CORE VALUES

Ambition

To have
a desire to
achieve success.

Resilience

To show a
determination to
achieve success.

Responsibility

To take
ownership of
our actions.

Respect

To be considerate
to ourselves and
others.

Tadcaster Grammar School

Our Aims and Objectives

- To ensure the SEND Code of Practice (2014), the Equality Act (2010) and Children and Families Act (2014) are implemented effectively across the school;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside students who do not have SEND;
- To request, monitor and respond to the views of parents/carers and students in order to evidence high levels of confidence and partnership;
- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development;
- To ensure support for all students with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals;
- To identify the roles and responsibilities of all staff in providing for children's special educational needs;
- Through reasonable adjustments enable all children to have full access to all elements of the school curriculum and to make adjustments to the curriculum, in consultation with the child and their parents, where it is deemed necessary;
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole and all members of staff share in the responsibility of meeting those needs.

The Role of the Governors

The Governing Body of Tadcaster Grammar School will do its best to ensure that the necessary provision is made for any student who has SEND. They will monitor and review the effectiveness of the school's policy and provision for SEND. There will be a named governor with particular oversight of the school's arrangements and provision for meeting special educational needs.

The Role of the Head Teacher

The Head Teacher has responsibility for the day-to-day management of provision for children with SEND. They will keep the governing body informed of the school's arrangements and provision for children with SEND. They will appoint a Special Educational Needs Coordinator (SENCo) for the school. They will keep up to date through the SENCo with all action taken towards helping students with SEND.

The Role of the Special Educational Needs Coordinator

The key responsibilities of the SENCo and Assistant SENCo are:

- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Liaising with the relevant designated teacher where a looked after student has SEND;
- Liaison with and advising fellow teachers;
- Advising on the graduated approach to providing SEND support;
- Working with the Head Teacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Overseeing the records of all children with SEND;
- Liaison with parents of children with SEND maintaining a range of resources and teaching materials to enable appropriate provision to be made;

- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- Liaison with and being a key point of contact with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies;
- Keeping informed of current developments with special education through continued professional development;
- Liaising with previous and potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is followed and planned;
- Contributing to the in-service training of staff.

The Role of Year Leaders and Pastoral Leads

- Having an overview of every student, including those with SEN, in their year group;
- Ensuring discussion of SEN students at departmental/Year meetings/pastoral meetings;
- Liaising with the SENCo in relation to parent concerns;
- Liaising with Key Workers and attending meetings and annual reviews with the SEN team when required and/or requested.

The Role of Teachers

- Supporting the SENDCo and SEND team to identify any possible SEND need by making referrals for support;
- Providing high quality teaching for all students that follows individual plans and provisions provided by the SEND team;
- Assessing student's needs and planning appropriate adjustments. Working in collaboration with the SEND team to identify possible interventions and support to match the outcomes identified for the student (in liaison with the SENDCo, parents and student);
- Regularly reviewing the impact of these adjustments, interventions and support, including for students with SEND in the classroom, through providing an appropriately differentiated curriculum;
- Retaining responsibility for the student, including working with them on a daily basis;

- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting students with SEND;
- Directly liaising with parents of children with SEND.

The Role of Teaching Assistants

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with SEND and use the school's procedure for giving feedback to teachers about students' progress;
- To work as part of a team with the SENCo, Assistant SENCo, and the teachers supporting students' individual needs and ensuring inclusion of students with SEND within the class. They play an important role in implementing provision and monitoring progress;
- Help students develop independent learning skills and manage their own learning;
- Help students develop dependency in relationships so that they can become inter-dependant members of a social group.
- Deliver high-quality one-to-one and small group support using structured interventions;
- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.

Identifying Students Who Require SEND Support

A child is considered to have special educational needs (SEN) if they have an identified learning difficulty or disability which requires specialist educational provision.

A student will be recognised as having a learning difficulty where there is a significantly greater difficulty in learning for them than for the majority of their peers. A disability which prevents or hinders a student from making use of facilities and provisions which are available for all students would be considered a learning difficulty. A formal medical diagnosis or assessment is not a requirement.

Specialist educational provision is defined as provision that is additional and/or different to the educational provision which is offered to all our students as inclusive and universal practice.

Students should not be regarded as SEN for the following reasons:

- difficulties with understanding English because English is not the child's first language (EAL);
- academic achievement and attainment which is at a lower level to a child's peer group or lower than age related expectations;
- concerns over the academic progress a child is making;
- concerns with a child's behaviour, including persistent withdrawn or disruptive behaviours;
- low attendance.

However, each of these should be considered as part of a holistic review of each child's individual need for support.

A child is considered to have a recognised educational need (REN) if they have an identified learning difficulty or disability, but do not require specialist educational provision.

Transition

A student may become known to the SEND team through information passed on by previous schools and/or parents/carers.

When students join us in Year 7 we will work closely with primary schools to identify those students that will require specialist support from the SEND team.

On entry into school students will take baseline assessment tests in English, Maths and Science. Each of these departments will work closely with the SEND team to identify those students that might need support, but we are not yet aware of.

Each subject teacher will continue to monitor and assess students and use these to help identify any SEND need.

Referrals

We may also have referrals from parents, teachers and students themselves outside of the transition process.

Teaching and support staff have a responsibility to help identify SEN needs. In school, we have a referral system in place so that any staff that help a child can refer them for assessment and support.

Any teacher or teaching assistant that is concerned about a student or suspects there is a SEN need will complete a referral form and request the support of the SEN team. This may lead to a SEN need being identified.

The SENCo and the SEN team will regularly observe students in lessons and analyse progress, behaviour and attitude to learning data to identify students who require support.

Parents are able to refer their child to the SEN team directly.

Types of SEND

SEN is divided into 4 types; however, we recognise that some students may display needs across more than one area.

Cognition and Learning – this includes children who demonstrate features of Specific Learning Difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia; or general Learning Difficulties (which may be moderate, severe or profound).

Social, mental and Emotional Health – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration (including Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Attachment Disorder).

Communication and Interaction – this includes children with speech and language delay, autism and children who exhibit difficulties communicating with others.

Sensory and/or Physical Needs – this includes children with sensory, multi-sensory and physical difficulties (including those with visual or hearing impairments).

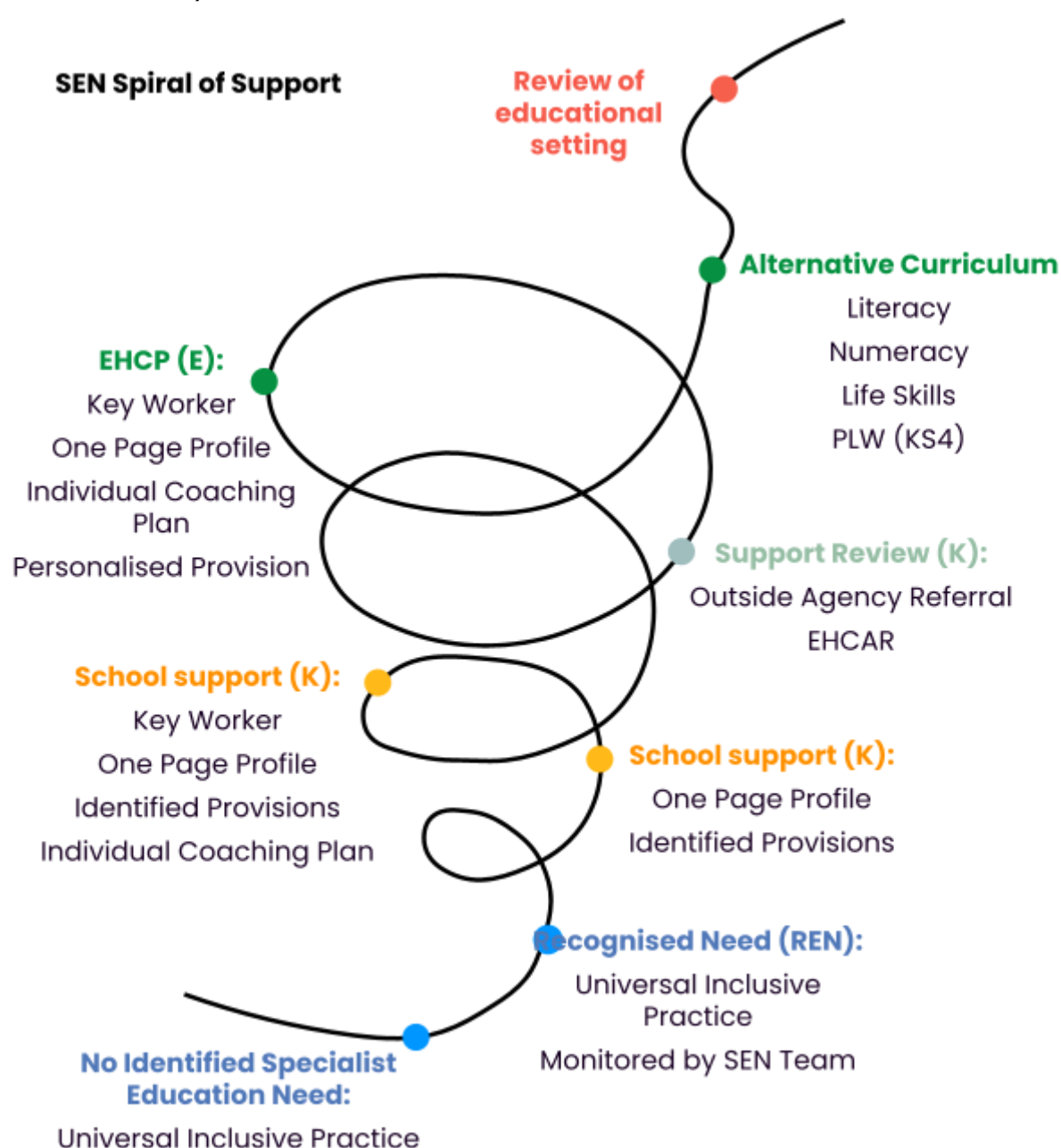
Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a student being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a student being recorded as having SEN. Persistent

disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

A Graduated Approach

The Code of Practice outlines the need for a graduated response to students' needs, recognising that there is a continuum of need that should be matched by a continuum of support. This support is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

At Tadcaster Grammar School we have developed a spiral of support to identify what support students should be receiving. Students can move up and down this spiral as their needs change. Reviews of students on the SEND register take place three times a year at the end of each term.



Our universal inclusive offer is available to all students. Some students may have a recognised need, but may not require additional and/or different support. These students will be regarded to have a Recognised Educational Need. Their progress will be monitored closely by the SEN team.

A student who is identified as having a SEN will be invited to work with staff to put a plan together which will outline the approach teachers need to take in the classroom to support them. This plan will consist of a One-Page-Profile and a Provision Map which together will outline what support and adjustments the student needs in order to learn well, communicate effectively and access the school environment.

If a student is identified as requiring specific support at a higher level they may be placed on a Coaching Pathway. This may involve a higher level of support in the classroom and support outside of the classroom in group or individual support sessions. Students will be given a short-term target and support to help them to meet their target. A student at this level of support may also be allocated a Key Worker to support them. They may also have a Health Care Plan and/or a Care Plan if this is needed to meet any needs they have.

If a student does not make progress as we would expect then we will hold a review of their support. This may lead to a referral to external agencies, and/or the preparation of an Education, Health and Care Assessment Request, which would be sent to the Local Authority where the student resides.

A student may have an EHC plan in place. School will work closely with the local authorities who are responsible for implementing the personalised provisions set out in the plan to ensure that they are secured in school. School will use its best endeavours to provide all the support that is outlined in the EHC plan.

Where a student has difficulty accessing a full mainstream curriculum, there may be provisions in an EHC plan which state a differentiated or alternative curriculum should be offered.

Following a review, it may be agreed that a student no longer needs to be on the SEN register. Parents will always be consulted and involved in any decision to remove a student from the inclusion register. The SENCo will still monitor the student's progress for a short period of time after this to make sure that no problems arise.

A student with an EHC plan may continue to struggle to make progress. In these situations school will work closely with the student's family and the Local Authority to ensure that the best education possible is able to be provided, which may involve working towards the use of alternative provision or seeking an alternative educational placement to be named on the EHC plan.

Regulation and Response Plans

These plans are written collaboratively between the SEN team and the student. There are two types of Regulation and Response Plans: one is student led, which is for students who are able to regulate their emotions and behaviour with support from adults; the second is adult led and is used with students who are unable to regulate their behaviour and emotions and require adults to put in place boundaries whilst leading and modelling grounding activities.

It will outline what students and teachers need to look for to recognise the student needs help, outline any known triggers and what everyone will do to support the student to regulate their emotions, thoughts and behaviour.

Education, Health and Care Plan (EHCP)

Where there are significant needs which impact on progress and require long term involvement of educational and non-educational professionals an Education Health and Care Plan (EHCP) can be requested. It is the local authority who decides whether or not to proceed with an assessment, but the school will work with parents to ensure the relevant evidence is collated.

Where school believe an assessment of need is required then this will be requested by the school.

Parents are able to contact their local authority directly and request an assessment. Where school believe this is an appropriate action and there is evidence of this level of need they will support this and provide evidence towards the decision making.

On occasions parents request an EHCP or are advised to request an EHCP by outside professionals and it is not deemed necessary by school. In cases such as this school will outline why they do not believe an assessment for an EHCP is required.

Sometimes parents wish to proceed with a request for assessment without the support of school. When this happens the school will share with parents how to make a request, along with all of the data we hold which may support a possible application. We will also share places where parents can access support to make the request.

Supporting SEND Students

Universal Provisions

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. (SEND Code of Practice, 2014)

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

We work towards making all our classrooms communication friendly, autism friendly and dyslexia friendly. Our curriculum is designed to support this by offering a constant use of language across the whole school; visual support to accompany instructions; and shared expectations of students in lessons.

We support our students in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation and any intervention that takes place through withdrawing students from lessons is done so as a last resort.

Alternative & Additional Provisions

At Tadcaster Grammar School the provisions that we offer can either be additional to our universal offer, or it can be a change to our universal offer.

Alternative provisions could be used for the following reasons:

- To make the school environment inclusive, accepting and welcoming by adapting the environment when it would be unreasonable to ask the student to make changes to what they require;
- In order to provide support which enables students to reach their targets set in EHC plans and Coaching Plans;

- To provide scaffolding in some areas that the student finds difficult, in order for them to focus on their targets in other areas.

The SEND Code of Practice states that schools and teachers 'must' use their 'best endeavours' to ensure SEND students have their needs catered for. The SEND team will therefore:

- Be evidence led in using and deciding what provisions are put in place for each student;
- Ensure provisions given are manageable and easy enough for teachers to put in place and follow;
- Assess, check and review provisions to ensure they are being followed and are meeting the students' needs;
- Monitor the impact of provisions given to students to ensure they are supporting a student's progress.

Provisions that are used will always take into account how they can support a child's independence and their steps towards becoming independent adults. Provisions will be used to support learning and not to reduce expectations of attainment and/or achievement.

Key Workers

Some students may be allocated a key worker from the SEN Team who, with the support of the SENCo, will work in conjunction with the form tutor, pastoral support and teachers:

- Be main point of contact and main liaison for parents and families;
- Review student's progress and attendance regularly;
- Review student's needs regularly and act on this, focusing on clear outcomes that are to be achieved within an agreed time;
- Monitor relevant student documents (Student Support Plans, Health Care Plans etc.);
- Attend relevant meetings;
- Liaise with or refer to outside agencies, as required;
- Share key information with other staff, pastoral updates and Stay-Safe lists, as required;
- Meet with student and parents, as required;

Individual Coaching Plan

We organise our support for students into different pathways of support. Each pathway follows an Assess, Plan, Do, Review approach as outlined as good practice in the SEND Code of Practice (2014). Each pathway will outline what assessments will be completed, what targets can be set and what provisions and interventions will be put in place to help the student meet their identified targets.

Referral To External Support

On occasions it may be deemed necessary for external support and advice to be sought. We work closely with the Selby SEND Inclusion team who can offer expert advice from specialist teachers, speech and language therapists, educational psychologists and occupational therapists. Other outside agencies may also be involved. Parental consent will be requested for these referrals.

Outside agencies may become involved if the child:

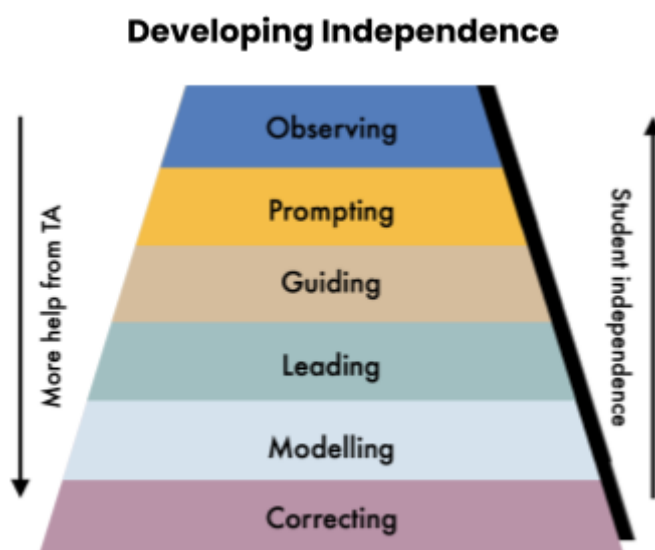
- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of children of a similar age;
- Continues to have difficulty in developing English and mathematical skills;
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- Despite having received intervention, the child continues to fall behind the level of his peers.

School will also work with CAMHS to adequately meet a child's needs in school if they are involved with supporting and/or assessing one of our students.

Additional Adult Support in Classrooms

Where there is provision in an EHC plan for additional adult support in the classroom, the school will allocate Teaching Assistants (TAs) to support students. Temporary support in lessons may also be in place to support an Individual Coaching Plan if this is required.

Within lessons additional adults will follow our Independence Model where the initial expectation is that students self-scaffold whilst the TA observes their performance. TAs should then intervene appropriately when students demonstrate they are unable to proceed.



Medical Conditions

Tadcaster Grammar School recognises that students at the school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Students with medical conditions are supported by the schools' SENCO and staff who have First Aid qualifications, including our Lead First Aider. The Lead First Aider, alongside the Learning Support Team monitors the medication, Epipens and inhalers which are kept on site. The Lead First Aider liaises with parents if and when medication, Epipens and inhalers need to be replaced. Staff are given advice and strategies on how best to support any students with medical conditions and receive annual training on how to deal with allergies.

Care Plans and Health Care Plans

A Care Plan and/or a Health Care Plan can be used at any stage to support any identified care or health needs that have been identified. The level of support in each plan will be determined by the child's needs.

Working With Students and Their Families:

Parents have statutory rights to contribute to the decision making process about their child's education including in relation to assessments of SEN, provision for SEN and the way that support is provided for SEN. (Code of Practice, 2014)

School will always take the initial position that parents and carers will know their children better than anyone else. We view positive partnership with parents/carers as a key factor in enabling children and young people with SEND to achieve their potential.

Parents/carers hold information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and play an active and valued role in their child's education.

Equally, children with special educational needs have a unique knowledge of their own needs, their views and what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the support process, the school aims to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

Parents of all children in our school can contact the SENCo and the SEN team through their email address and by calling the school.

Learning plans and provisions will also be shared through an online platform. We invite parents to contribute to these plans and to use this platform to send messages and keep us informed of any thoughts, opinions and changes to routines.

The members of the SEN team, and in particular key workers, will use this platform to give regular updates and information relating to SEN provisions in school.

SENDIASS

Parents/carers can also receive support from the SEND Information, advice and support service (SENDIASS). SENDIASS provides confidential and impartial information, advice and support to parents and carers of children who have special educational needs, learning difficulties or disabilities. The team of SENDIASS

co-ordinators are qualified and experienced in special educational needs, and are based at the locations across the county.

North Yorkshire SENDIASS: 01609 536923 / 01609 536923

York SENDIASS: 01904 554312

Leeds SENDIASS: 0113 378 5020

Evaluating Success

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

- Analysis of students tracking data and test results for individuals and cohorts of children;
- Student voice and parental opinions;
- Pre and post-assessment data for interventions;
- Value-added data for students on the SEND register;
- Monitoring of classroom practice by senior leadership and subject coordinators;
- Monitoring of procedures and practice by the SENDCo and SEND governor;
- School self-evaluation;
- The School Development Plan;
- SEND Action Plan.