



Special Educational Needs and Disabilities (SEND) Information Report for Tadcaster Grammar School

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our [Trust SEND Policy](#) which is available on our school website.

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What types of SEN does Tadcaster Grammar School provide support for?	Our school provides for students with the 4 broad areas of need outlined in the SEN Code of Practice 2014, however a child may have more than 1 need.
	Communication and Interaction Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. • Speech, Language and Communication Needs (SLCN), • Developmental Language Disorder (DCD) • Autistic Spectrum Disorder Cognition and Learning Pupils with needs in this area may learn at a slower pace than their peers. • Specific Learning Difficulty (SpLD) which impacts 1 or more specific aspects of learning, such as: dyslexia, dyscalculia, dyspraxia • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulties (PMLD)
	Social, Emotional and/or Mental Health Needs These need may reflect a wide range of underlying difficulties or disorders. These needs can manifest in many different ways. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder. • ADD, ADHD or attachment disorder. • Suffered adverse childhood experiences. Sensory and/or Physical Needs This includes children with sensory, multisensory and physical difficulties. These pupils may need ongoing additional support and equipment to access the opportunities available to their peers. • Visual Impairment (VI) • Hearing Impairment (HI) • Multi-Sensory Impairment (MSI) • Physical Disability (PD) • Sensory Processing Disorder (SPD)
	You may have heard the terminology, Neurodiversity. This refers to every human brain being different and having different learning styles, it includes everyone's brains. A Neurodivergent person, describes someone who views the world in a different way from a Neurotypical person.

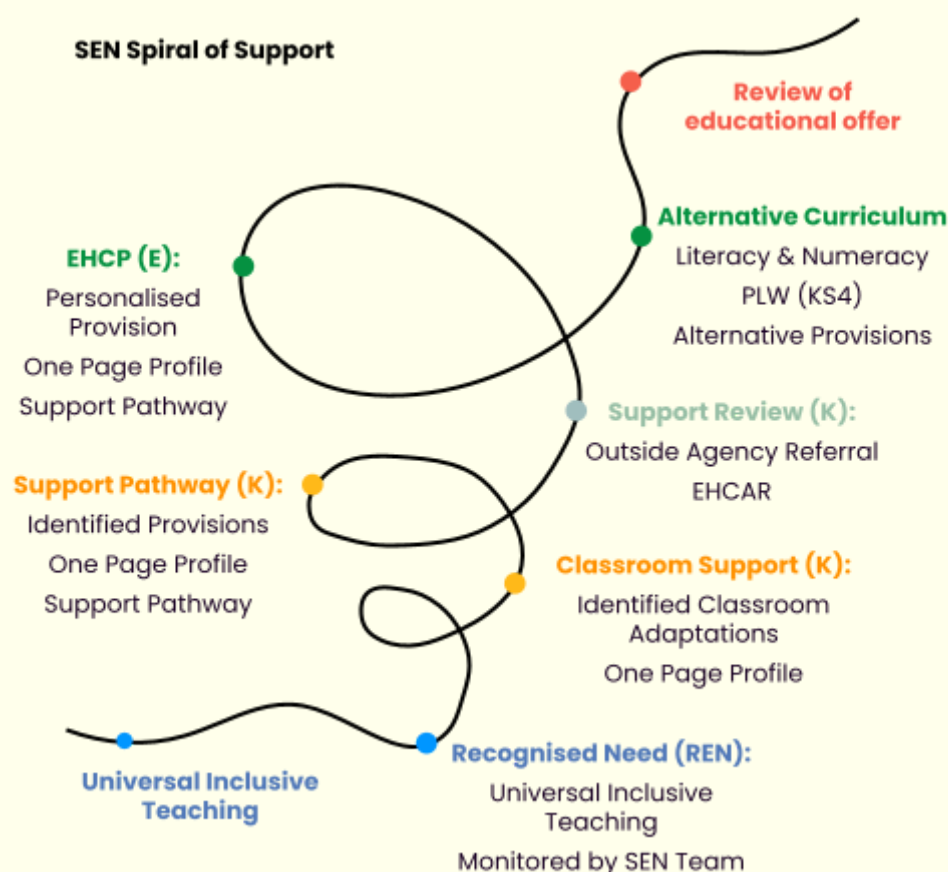
Who do I contact if I have a SEN query?	Inclusion Team: <table><tr><th>SENCo</th><th>Assistant SENCo</th><th>SEN Governor</th></tr><tr><td>James Leatherland</td><td>Katy Baron</td><td>David Gluck Nick Styles</td></tr></table> <u>Contact details</u> Email: senteam@tgs.starmat.uk Telephone: 01937 833466 James Leatherland is a qualified teacher and SENCo.	SENCo	Assistant SENCo	SEN Governor	James Leatherland	Katy Baron	David Gluck Nick Styles
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What should I do if I think my child has SEN?	Tell us about your concerns. • Firstly, talk to your child's form tutor and share your concerns. You may then also need to include your child's Pastoral Leader and Year Leader. • They will then discuss this with the school SENCo. We will meet to discuss your child. • We will need to discuss your concerns and try to get a better understanding of your child's strengths and difficulties. • Together, we will decide on the next steps we will take to support your child. Within our school a child does not need a diagnosis in order to access support. We are needs led rather than diagnosis led and believe in working together with families to ensure we are providing the support needed for children. If a child has a recognised specialist educational need, they will have a support plan which will consist of a Provision Map and a One-Page-Profile. In some circumstances they may also have a short term coaching plan for a cycle of support.						

How will the school identify, assess, monitor and review plans for my child to make progress?

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 enable us to provide the right level of support for each individual student. Students can move up and down this spiral as their needs change which allows for the right support to be delivered at the right time.

Reviews of students on the SEN register take place three times a year at the end of each term, or each cycle of support.



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;
How will the school adapt its teaching for my child?	Your child's teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is not a 'one size fits all' approach, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. What do we do everyday that is especially important for students with additional needs? Explicit instruction and clear explanations, modelling and frequent checks for understanding; • Complex concepts are broken down into small steps; • Ideas are introduced using examples and non-examples; • Clear unambiguous language is used during explanations; • Vocabulary is taught explicitly; • Misconceptions are anticipated and checked; • Multiple opportunities for guided and then independent practice are provided. Feedback helps students to understand what they have done well, identifying areas for improvement and understanding how they can improve. Effective feedback is: • Specific, clear and actionable; • Focused on learning goals rather than the individual;

- Tailored to the age, needs and prior knowledge of the student;
- Genuine and supporting to encourage continued engagement with learning;
- Paired with opportunities for students to respond and to learn from it.

Scaffolding is temporary support that enables students to complete tasks they cannot yet complete independently. It can be visual, verbal, or written, but must be:

- Informed by assessment of current knowledge skills and ability;
- Task specific and not based on beliefs of learning styles;
- Removed gradually to build up independence;
- Supported by metacognitive prompts to transfer responsibility to students;
- Used alongside other classroom strategies, including modelling.

Positive relationships between school staff and students, among students, and with parents and families, are a foundation of classroom practice. Relationships are strengthened by:

- Knowing your students and understanding their context and needs;
- Communicating high expectations and belief in every student;
- Ensuring every student has a positive relationship with a member of staff;
- Helping students to develop friendships;
- Create opportunities for conversation with parents and families.

Calm and predictable classroom environments help students to focus on learning, participate fully and feel safe. Calm classroom environments are supported by:

- Established clear routines and expectations for behaviour and learning;
- Teaching, modelling and reinforcing expected behaviours;
- Using consistent responses to behaviours across staff and lessons;
- Explaining why routines and rules are in place, to increase student buy-in;
- Considering environmental factors, lighting, noise, physical layout.

To support teaching in the classroom students with a recognised need will have identified individual provisions. Those who have a specialist educational need will also have a one-page-profile. Diagnostic reports are used to support us in identifying the required provisions.

Identified Provisions: This will outline what adaptations and additional support should be happening in the classroom to support students in each of their lessons.

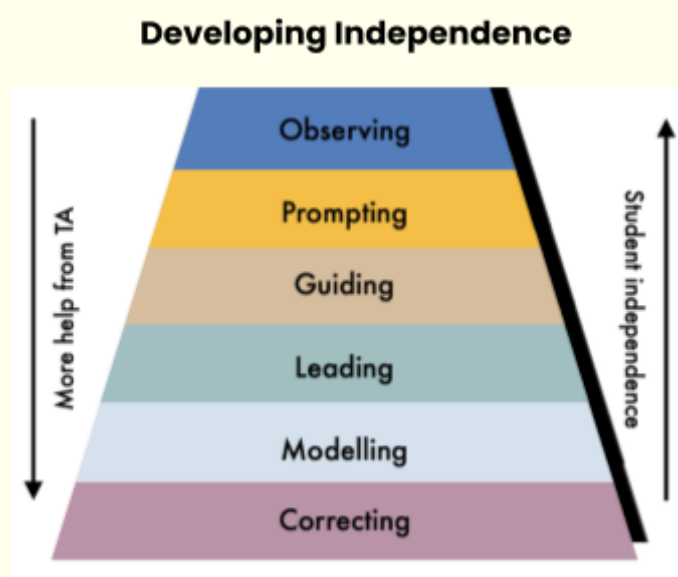
The provisions for the classroom will be divided into the following categories: Access Arrangements; Communication; How I learn; and Reasonable Adjustments.

One Page Profile: The profile works best where it is put together by the SEN team, the student and their family all working together.

The profile will consist of information in the following categories: Important Information, Learning; Communication; Relationships; and Regulation. The profile will add more information and examples of support to work in collaboration with the identified provisions.

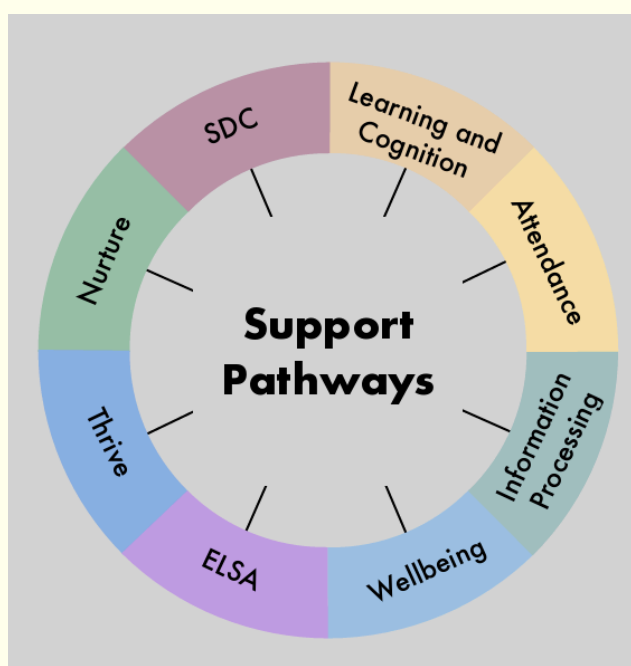
Where there is provision in an EHC plan for additional adult support in the classroom, the school will allocate Teaching Assistants (TAs) to support students. Temporary support in lessons may also be in place to support an Individual Coaching Plan if this is required.

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.

Support Pathway: Some students may require support outside of the classroom provision that is offered to them. In this case they will be allocated a Support Pathway. These will run for one cycle of support where the student will be given short-term targets to work towards. A student may stay on a pathway for longer than one cycle, and may also need to change pathways to access different support as needed. There are 8 support pathways that we offer.



Alternative Curriculum: Where there is an EHCP in place which recommends an alternative, amended or highly differentiated curriculum to support the development of literacy and numeracy, then school will offer this in addition to English and Maths lessons.

When students are invited to make their choices for their GCSE option subjects, some will be invited to take part in our Preparation for Life and Work (PLW) course. This will mean they have one less GCSE, and instead work on skills that will help prepare them for life and work. During this they will work towards completing the Kings Trust Award. Students will be identified for this by the school's SEN teaching team, SENCo and Year Leader.

Alternative Provision: On occasions there may need to be a consideration for some learning to take place away from school. This will involve school commissioning support from an alternative provision

	provider. These decisions will always be made in consultation with students and their families. Only where support is not having the desired impact and/or a student is not making expected progress over two cycles of support will school consider the use of an alternative provision.
Which staff will support my child and what training have they had?	Teaching Staff: All of our teachers receive in-house SEN training, and are supported by the SENCo to meet the needs of students who have SEN. Staff have also received external training in: • Emotion Coaching • Executive Functioning • Trauma informed teaching • Speech and Language support, including for students with DLD. • Relational approaches • Adaptive teaching Support Staff: We have a team of Teaching Assistants, who are trained to deliver SEN Provision both within the classrooms and to deliver specific interventions, including: • ELSA • Emotion coaching • Social Skills interventions • Multiple reading and writing based interventions • Thrive • Nurture • Interoception
How will the school evaluate whether the support in place is helping my child?	We will evaluate the effectiveness of provision for your child by: • Reviewing their progress towards their goals • Reviewing the impact of interventions • Using student questionnaires • Monitoring by the SENCO • Using provision maps to measure progress • Holding an annual review (if they have an education, health and care (EHC) plan)

	In addition to the above, as a school our SEN provision is evaluated through: • Tracking student's progress • Monitoring across the school by the SENCo and Senior Leadership Team, • Getting feedback from students and parents / carers • Holding parent engagement groups. The SENCo, Year Leaders and Department Leaders as well as the senior leadership team monitor classroom practice and track students' progress. The SENCo has specific measures to assess how each student on the SEN register is performing across school. This is in addition to monitor how each student is performing against their specific targets which are identified on their support plans. All targets are SMART - specific, measurable, accepted, realistic and timed - which helps us achieve this.
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How will my child be involved in decisions made about their education?	We put students at the heart of all decisions made about special educational provision. Children's voices are included in the reviews of provision Maps, One-Page-Profiles and Coaching Plans. Tadcaster Grammar School obtains the views of all children (student voice) to shape provision in school. All students with an identified SEN have a 1-Page-Profile which is written with the student and is written in the student's voice. Where suitable we also include them in reviewing and target setting for Provision Maps and Coaching Plans. 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. 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. Tadcaster Grammar School has a student council. A number of students with SEN are part of the school council in order for the student voice to be representative of our school population. School leadership runs student surveys on a regular basis and the SEN team also runs one for students with SEN. This helps us to monitor their collective thoughts and consider how we are able to support developing an inclusive environment throughout school.
How will I be involved in decisions made about my child's education?	We put your child and their family at the heart of all decisions we make around special educational provision. We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, therefore that you can provide insight into what you think would work best for your child. We use Provision Map to hold student profiles and share information with teachers. Families are also given access to this. We welcome feedback

	and ideas for Provision Maps and One-Page-Profiles. When creating and reviewing Coaching Plans parents/careers are also invited to complete sections of the plan with their thoughts and opinions, to shape the plans being used. Parents can request a conversation either in person or by telephone to review plans in more detail if this is required. Alongside the support plans Provision Map is also used as a communication tool where messages can be exchanged between home and school. When necessary school may request a meeting with all of those involved to review and set provision and support.
How will school resources be secured for my child? Which additional agencies will the school work with?	Schools are required to cover up to £6,000 of any necessary costs for additional provision for students. If funding is needed beyond this, we will seek it from the required local authority. The local authority responsible for each student is determined by where they live. Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families, including:  <pre> graph TD A([External Agencies]) --- B([Voluntary Sector organisations]) A --- C([Local Authority Specialist SEND Teams]) A --- D([Speech and Language Therapists]) A --- E([Educational Psychologists]) A --- F([Occupational Therapists]) A --- G([GPs and Paediatricians]) A --- H([School Nurses]) A --- I([Physiotherapists]) A --- J([CAMHS]) A --- K([Children's Social Care]) </pre>
How will the school support my child's mental	A child's well-being is always our priority. All children are taught a Personal Development curriculum, which is done through discrete weekly lessons, through Period 1 (form time) sessions and also assemblies. Part

health, emotional and social development?	of their curriculum and this covers a wide range of aspects including keeping ourselves safe, building relationships, mental health and wellbeing. In school, we have pastoral leads and Year Leaders who work alongside form tutors with students identified as needing extra support with their emotional and social development. Each year group also has a dedicated teacher who works with students in small groups or 1-to-1. Staff have had training in mental health first aid to support them in their roles. Some students with an identified SEN will also be allocated a key worker from the SEN team to support them. If communication is an area of difficulty the key worker will help them with this. Coaching pathways are used within the SEN team to provide support. One of these pathways is a Wellbeing pathway, in addition to a Thrive pathway and ELSA. Staff are trained in delivering these approaches and continue to access further training to support their teaching and support. The SEN areas of school offer lunchtime clubs for more vulnerable learners, these are safe and quiet areas supervised by familiar staff. Where schools 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.
How will the school make sure my child is included in activities alongside students who don't have SEN?	Within school we work alongside families and external agencies to ensure all children with additional needs are allowed the opportunity to work alongside their peers within school to succeed. All students are encouraged to take part in sports days, school performances, special workshops, school visits, residential and extra-curricular activities, including before and after school clubs. No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

	Clubs and activities are also run by the SEN team so that they can be focused and targeted for particular students and structured around group and/or individual needs.
How does the school make sure the admissions process is fair for students with SEN or a disability?	Tadcaster Grammar School strives to be a fully inclusive school. All students are welcome, including those with Special Educational Needs, in accordance with the Local Authorities and Trust admissions policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an Education Health and Care Plan (EHCP) educated in a mainstream school, the LA must provide a place unless the school is unsuitable to the young person's age, ability, aptitude or special educational needs or attendance at the school is incompatible with the efficient education of other students, and where there are no reasonable steps that can be taken to prevent this incompatibility.
How does the school support students with disabilities?	Every effort is made to include students with physical disabilities in our school: • The majority of our classrooms are fully accessible to students with limited mobility. • Other aids and equipment is made available to support access to both the environment and the curriculum. • Timetable adjustments may be made to support students. • For visits and residential every effort is made to ensure reasonable adjustments are made for the participation through discussions with the family, trip leaders, senior leaders, the SENCo and any other supporting adults or agency involved. We encourage families to visit our school as early as possible to discuss with us what adaptations may be needed so that adjustments can be made where necessary in good time. We are happy to work with families and any involved professionals to be an inclusive school. For more information, please see our Accessibility Plan.
What support will be available for my child as they transition	Within school transitions are managed as carefully as possible to support children's individual needs. Where children are moving from or to a different setting the SENCo would always offer to meet with the other setting.

**between classes
or settings, or in
preparing for
adulthood?**

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 SEN team visit students in their primary setting. Where possible this will be the student's 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.

Transitions within school:

To help students with SEN be prepared for a new school year we:

- Provide time for students to meet teachers and visit classrooms before moving year groups and/or classes.
- Scheduled training and meetings for teachers at the start of the year to update them on where to find support plans and highlight specific students and provisions.
- Where appropriate, additional time before will be spent building up a relationship with this adult where possible.

Between schools where it is not a phase move:

	When your child moves to our school, we will contact you to arrange a meeting to discuss your child's needs and discuss the provision which needs to be put in place for them. We will also ask if we can contact the school to obtain information and records from them. When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.
What support is in place for looked-after and previously looked-after children with SEN?	Mr Riain Vernon, our designated teacher for looked after children will work with Mr James Leatherland, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, therefore what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.
What should I do if I have a complaint about my child's SEN support?	Where you have a concern about SEN provision in our school, you should: <pre> graph TD A[Informally raise your concerns with the class teacher, SENCo or Head Teacher] --> B[If this does not resolve your concern you are welcome to submit the complaint formally.] B --> C[Formal complaints about SEND provision should be made to the class teacher, SENDCo or Headteacher inline with the trust complaints policy.] C --> D[If you are not happy with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.] </pre> Yorkshire Learning Trust's Complaints Policy for guidance on the process. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice. To find out about disagreement resolution and mediation services in our local area, please see: https://sendiassnorthyorkshire.co.uk/ https://www.yorksendiass.org.uk/

What support is available for my family?	If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. To see what support is available to you locally, have a look at the Local Authorities Local Offer which is published here: • City of York: https://www.yorksend.org/ • North Yorkshire: https://www.northyorks.gov.uk/children-and-families/send-local-offer • Leeds: https://www.leedslocaloffer.org.uk/ Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: • City of York: https://www.yorksendiass.org.uk/ • North Yorkshire: https://sendiassnorthyorkshire.co.uk/ • Leeds: https://sendiass.leeds.gov.uk/ Local charities that offer information and support to families of children with SEN are: • York Inspirational Kids • York Down Syndrome Support Group • York Parent Carer Forum • Lollipop – Support for families with Deaf Children • Club Wilder – Support for families with Visually Impaired Children • Parent, Carer Voice North Yorkshire • The Barn, Tadcaster – offers Youth Clubs and a Children Family Group for Neurodiverse Children National charities that offer information and support to families of children with SEN are: • IPSEA • SEND family support • NSPCC • Family Action • Special Needs Jungle
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