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 pupils at school with medical conditions (2014, updated 2017).

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

It has been updated with an understanding of the latest government White Paper: Every Child Achieving and Thriving (2026) as its phased reforms and Individual Support Plans (ISPs) roll out nationally.

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
- Home/School Communication for Students with SEN

This policy was created by the school SENCo, James Leatherland and Assistant SENCo, Katy Baron; in liaison with the schools leadership team, 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 Yorkshire Learning Trust 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 2026
Review Date	September 2027

Our Values

Tadcaster Grammar School is proud of its commitment to delivering a highly and 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.

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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 Trust Board and the Local Governing Body of Tadcaster Grammar School will do their 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, and ensure the SEN information report is available on the school website. 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;
- Co-producing Individual Support Plans (ISPs) and maintaining active, transparent, and digitally accessible partnerships with parents;

- 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 in line with the latest available research and policy changes.

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, taking ownership of implementing individual plans and provisions in collaboration with 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 adapted curriculum that scaffolds learning for all;

- 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 positive social relationships and emotional resilience so they can become interdependent members of a social group.
- Deliver high-quality one-to-one and small group support using structured interventions;
- Work collaboratively with class teachers to ensure explicit connections are made between structured interventions and everyday classroom teaching.

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 that age related expectations;
- concerns over the academic progress a child is making;
- concerns with a child's behaviour alone (though persistent withdrawn or disruptive behaviours will be actively screened to check for underlying Social, Emotional and Mental Health [SEMH] needs);
- 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. Under the Every Child Achieving and Thriving (2026) framework, REN students correspond to the 'Universal' level of support, meaning their needs are fully met through high-quality, scaffolded classroom teaching without requiring a targeted Individual Support Plan (ISP).

Admissions

Tadcaster Grammar School is a fully inclusive setting. We welcome all students and ensure that the transition and admission of children with additional needs is carefully managed in partnership with families and previous settings.In accordance with the law, the school will not refuse admission to a student on the grounds that they have

or are suspected of having special educational needs or a disability. Where a student has an active EHC plan that names Tadcaster Grammar School, the Academy Trust will fulfill its statutory duty to admit the student, ensuring all necessary auxiliary aids and provisions are securely in place prior to entry.

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.

For students moving on from Key Stage 4 and Key Stage 5, the SEND team collaborates with post-16 providers, colleges, and higher education institutions to securely transfer support profiles, access arrangements, and transition plans.

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. Before any formal SEN assessment or identification is finalised, the SEN team will contact the parents/carers to gather their views and discuss the proposed next steps in partnership.

The SENCo and the SEN team will regularly observe students in lessons and analyse progress, attendance, and engagement data to identify potential hidden barriers to learning.

Parents and carers 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. Our approach acknowledges neurodivergent profiles, ensuring support packages address overlapping barriers rather than treating categories in isolation.

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, Emotional and Mental Health - this includes children who may display a wide range of social and emotional difficulties which manifest themselves in many ways (e.g., becoming isolated or withdrawn, or displaying challenging, disruptive, or hyperactive behavior). These behaviors may reflect underlying mental health difficulties or neurodevelopmental differences such as Attention Deficit Hyperactivity Disorder (ADHD) or 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).

As detailed in the identification framework above, factors such as slow progress, low attainment, or English as an Additional Language (EAL) do not automatically constitute an SEN, but are always reviewed holistically to ensure hidden barriers are identified.

A Graduated Approach

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 have targeted support and 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 Support Pathway, which constitutes Targeted Plus support. This involves a higher level of intensive support in the classroom alongside structured group or individual sessions outside the classroom. For all students on the Support Pathway, the school will co-produce a Individual Support Plan (ISP) in partnership with parents and the student. This tier of support provides a flexible, responsive framework for pupils with persistent needs and may involve coordinated input from external specialist services to ensure early intervention without the immediate requirement of a statutory EHC Needs Assessment. A student at this level of support will also be allocated a Key Worker to support them.

If a student does not make progress as expected despite sequential cycles of the 'Assess, Plan, Do, Review' graduated approach, we will hold a formal 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. The school will work closely with the local authorities responsible for the plan to ensure that all provisions are securely delivered. The school recognizes its absolute statutory duty under Section 42 of the Children and Families Act 2014 to secure the special educational provision specified in the EHC plan. The school will host and coordinate a formal Statutory Annual Review of the EHC plan at least once every 12 months in strict accordance with SEN regulations.

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 SEN 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.

If a student with an EHC plan continues to struggle despite maximum internal adjustments, the school will proactively collaborate with the family and the appropriate Local Authority. School will continue to ensure that the best education possible is able to be provided and support any decision to explore alternative provision or alternative educational placements.

Education, Health and Care Plan (EHCP)

Where there are significant, complex 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. Within our inclusive framework, an EHCP represents the 'Specialist' level of support. It is the Local Authority who determines whether to proceed with an EHC Needs Assessment, evaluating the request against the legal thresholds set out in Section 36 of the Children and Families Act 2014. The school will work proactively with parents to ensure all required evidence of sequential 'Assess, Plan, Do, Review' cycles is collated.

Where the school identifies that a statutory assessment of need is required, the SEN team will initiate the request directly.

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.

If an EHCP assessment is sought independently where school data suggests needs are currently met, the SEND team will meet with parents to review the ISP data and ensure transparent communication. In these instances, the school will work closely with the family to demonstrate how the child's current needs are being safely and effectively met via our internal Targeted Plus pathway and Individual Support Plan.

Sometimes parents wish to proceed with a request for assessment without the support of school. In these instances, the school will provide families with all internal progress data and signpost them to the local SENDIASS for independent advocacy.

Supporting SEN 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. (SEND Code of Practice, 2014)*

All children have an entitlement to a broad and balanced curriculum, which is adapted dynamically 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 consistent, scaffolded language structures across all subject departments; 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 environment; any targeted withdrawal for intervention is carefully planned and implemented only when it directly benefits the student's specific learning outcomes

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 Individual Support Plans (ISPs), which are securely hosted on our school's digital provision platform for real-time classroom access;

- 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 students on Targeted and Targeted Plus support 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.

Referral To External Support

On occasions, it may be deemed necessary for external support and advice to be sought. We work closely with the North Yorkshire Council SEND Inclusion Team, who can offer expert advice from specialist practitioners in line with their Local Offer. Other outside agencies may also be involved. Formal parental consent will always be obtained before any external referrals are made.

Outside agencies may become involved if the student:

- Despite having received intensive targeted intervention, they continue to fall behind the level of their peers or individual expectations;
- Continues to work substantially below age-related expectations without clear explanation;
- Continues to have persistent difficulty in developing literacy and numeracy skills.Has Social, Emotional and Mental Health (SEMH) difficulties which regularly and substantially interfere with their own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment, or regular advice and visits by a specialist service;

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The school will also work closely with Child and Adolescent Mental Health Services (CAMHS) and local Mental Health Support Teams (MHSTs) to ensure we adequately meet a student's emotional and psychiatric needs within the school environment.

Medical Conditions

This section must be read in conjunction with the school's statutory Supporting Pupils with Medical Conditions Policy.

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 school's SENCO, Lead First Aider, and qualified staff. The Lead First Aider securely stores and monitors all on-site medication, emergency adrenaline auto-injectors (AAIs/EpiPen), and inhalers, liaising directly with parents when replacements are required. Prescribed medication will only be administered or supervised on school premises when essential and where written parental consent has been provided. Staff are provided with actionable adjustments to support medical conditions in the classroom and receive regular, comprehensive training on managing allergies, anaphylaxis, asthma, and other prevalent medical needs.

Individual Healthcare Plans

An Individual Healthcare Plan (IHCP) will be implemented where a student has a complex, long-term, or acute medical condition. These plans are co-produced in partnership with parents, the student, and relevant healthcare professionals. The IHCP explicitly outlines the child's daily medical management, required triggers, emergency protocols, and the specific staff training needed to ensure their safety and inclusion.

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)*

The school operates on the foundational principle that parents and carers know their children best. We view positive, active partnerships with families as a critical factor in enabling children and young people with SEN to achieve their full potential. Parents and carers hold vital information, knowledge, and experience to contribute to a shared view of a child's needs, and they are treated as valued partners at every stage.

Equally, students with special educational needs have unique insights into their own learning and profiles. They are actively encouraged and supported to express their views, wishes, and feelings, contributing directly to the assessment of their needs, target setting, reviews, and transition processes. In line with statutory guidelines, from the end of compulsory schooling (age 16), we directly support young people to exercise their independent rights to contribute to and shape their own SEN provision and post-16 pathways.

At all stages, the school aims to keep parents fully informed. Parents of any child in our school can contact the SENCo and the SEN team directly via email or phone.

To ensure complete transparency, all Support Plans and provisions are co-produced and shared through our secure online platform. We invite parents to use this interactive platform to contribute to targets, send messages, and share updates regarding their child's needs. The SEN team and designated Key Workers utilise this platform to provide regular, real-time updates regarding provisions and progress in school.

SENDIASS

Parents and carers can also receive independent support from the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS). SENDIASS provides free, confidential, and impartial information, advice, and support to parents and carers of children and young people with SEND. Their coordinators are qualified and experienced in special educational needs and operate across local authority regions.

North Yorkshire SENDIASS: 01609 536923

York SENDIASS: 01904 554312

Leeds SENDIASS: 0113 378 5020

Concerns About SEND Provision

If a parent or carer has concerns regarding the special educational provision made for their child, they are encouraged to contact the class teacher or the SENCo in the first instance.If the matter cannot be resolved informally, parents may submit a formal complaint following the procedures outlined in the Tadcaster Grammar School Complaints Policy. For disputes that remain unresolved regarding statutory assessments or EHC plans, parents will be signposted to the Local Authority's independent Disagreement Resolution Services or the First-tier Tribunal (SEND).

Evaluating Success

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

- Analysis of student tracking data, progress measures, and formal assessment results for individuals and cohorts;
- Regular quality assurance and impact reviews of digital Individual Support Plans (ISPs);
- Systematic collection and review of student voice and parental opinions;
- Structured pre- and post-assessment data for all targeted interventions;
- Value-added data and progress mapping for students on the SEND Support Register;
- Routine monitoring of classroom practice and adaptive teaching by senior leadership and subject coordinators;
- Internal monitoring of statutory procedures and practice by the SENCo and SEND Governor;
- Whole-school self-evaluation processes and the School Development Plan;
- Dedicated SEND Action Plans.