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Tadcaster
Grammar School

SEND at Tadcaster Grammar School

‘Leaders have made sure that there is
a wide range of support available for pupils with SEND’

OFSTED 2022

At Tadcaster Grammar School, we are dedicated to providing high-quality, inclusive education that empowers every student to achieve their full potential. This is clearly reflected in our vision: **"Be Your Best Self"**.

We achieve this by ensuring every student has an environment in which they are fully included, happy, and thrive both academically and socially, regardless of their background or needs.

We have a responsibility to ensure that all students with SEND are provided with the education, experiences, and skills to lead full and meaningful lives, without constraint or cap on their ambition.

To achieve this the Pastoral and Inclusion teams are designed to support students throughout their school life to ensure all reach their potential, recognising that some students may need additional support in order to achieve this. This may be long term or for a short period of time. The Inclusion team at Tadcaster Grammar School is committed to enabling all students to experience and manage a broad, balanced and appropriate curriculum. We use a wide range of resources and strategies to support students in order that they are able to achieve their full potential.

SEND team

	Associate Assistant Headteacher: SENCo	Assistant SENCo	Curriculum Team Leader: Personalised Learning
SEN Team Leaders	Mr J.leatherland tgs.senteam@tgs.starmat.uk	Mrs K.Baron tgs.senteam@tgs.starmat.uk	Mrs A. Baker tgs.senteam@tgs.starmat.uk
	Phone number: 01937 833466 Extension number: 3246	Phone number: 01937 833466 Extension number: 3335	Phone number: 01937 833466 Extension number:

Form tutors

All students belong to a form led by a Form Tutor. These members of staff are a first point of call for our students and for parents. They oversee concerns around attendance, illness, general wellbeing and support students with any concerns or problems regarding day-to-day school life. They are a key member of staff and first point of contact for students and parents / carers to resolve any issues.

Year leaders and pastoral leaders

Each team of Form Tutors is led by a Year Leader (teaching member of staff) and supported by a Pastoral Leader (non-teaching member of staff). These members of the Inclusion Team are key in the oversight and support of students in their year group. They manage attendance, behaviour and pastoral care. Our staff are well experienced and offer advice, support or interventions and as a team work closely with a variety of external agencies to help support our students.

	Pastoral Leader	Year Leader
Year 7	Ms T. Bull t.bull@tgs.starmat.uk	Dr B. Thorp b.thorp@tgs.starmat.uk
	Phone number: 01937 833 Extension number: 3350	

	Pastoral Leader	Year Leader
Year 8	Mrs E. Proctor e.proctor@tgs.starmat.uk	Mr A. Punt a.punt@tgs.starmat.uk
	Phone number: 01937 833466 Extension number: 3239/ 3277	

	Pastoral Leader	Year Leader
Year 9	Mr B. Evans b.evans@tgs.starmat.uk	Mrs C. Kenny c.kenny@tgs.starmat.uk
	Phone number: 01937 833466 Extension number: 3316/ 3315	

	Pastoral Leader	Year Leader
Year 10	Ms L. Abbott l.abbott@tgs.starmat.uk	Miss M. Hall m.hall@tgs.starmat.uk
	Phone number: 01937 833466 Extension number: 3256/ 3218	

	Pastoral Leader	Year Leader
Year 11	Mr M. Prentice m.prentice@tgs.starmat.uk	Miss K. Forrester k.forrester@tgs.starmat.uk
	Phone number: 01937 833466 Extension number: 3232/ 3293	

Levels of provision

We have three levels of provision which are designed to support all staff working with our students to have an ongoing, holistic understanding of the individual student and their needs. We recognise that it is important to understand our students, and their learning needs so that we can put in place timely and targeted support that will enable them to make progress.

At TGS we have identified three levels of provision; our universal offer, the universal plus offer, and the universal plus plus offer.

During the academic year students could move up and down our levels of provision based on their emerging needs and successful intervention. We adopt the graduated approach of assess, plan, do and review to determine if there is a need for a student to move up or down one of the provision levels through a whole school, department, and individual subject teaching lens.

UNIVERSAL OFFER

Quality First Teaching using the evidence informed 5 part lesson structure
Consistent Routines for Learning and Learning Habits.
Annotated seating plans as a live document with relevant information about students to support preparation and delivery of lessons.
Regular reviews.

UNIVERSAL+ OFFER

Adaptations and additional support in the classroom.
Targeted interventions for students with SEND K codes.
One page profiles.
Literacy interventions.

UNIVERSAL++ OFFER

Students who are on the Support Pathway with an adapted curriculum offer.
Targeted interventions.
Regular reviews.

Supporting students and families

The Inclusion team works with both students and their families/carers.

We also work with external agencies to secure additional support and provision, including:

- CAF process
- Annual reviews
- Multi-Agency Autism Team (MAAT team)
- Communication, Language and Autistic Spectrum Disorders (CLASS)
- MIND - Mental Health support <https://www.mind.org.uk/for-young-people/>
- Young Minds <https://www.youngminds.org.uk/>
- Healthy Young Minds (CAMHS) <https://www.healthyyoungmindslsc.co.uk/>
- Educational Psychologists
- Visual Impairment Team

- Hearing Impairment Team
- Speech and Language therapists
- School nurse
- Health mentor
- Early Help Team <https://www.northyorks.gov.uk/children-and-families/early-help>
<https://www.leedsscp.org.uk/practitioners/working-with-families/early-help>
- INSPIRE family workers
- Branching Out – Young people’s drugs and alcohol service
- NY Rise -Drug and Alcohol Support <https://nyrise.org.uk/>
- YorSexualHealth <https://www.yorsexualhealth.org.uk/>

If you have any questions, please do not hesitate to contact our team.

What counts as additional needs?

Tadcaster Grammar School promotes the ethos of inclusion for all. Our school currently meets the needs of students with additional and complex needs such as:

- Cognition and Learning
- Communication and Interaction
- Social Emotional Mental Health
- Physical and Sensory

How will Tadcaster Grammar School know if a child has additional needs?

There are a variety of routes into assessment of SEND and these differ from each individual need.

We work very closely with our teaching staff to identify any areas of need and utilise internal and external methods of assessment.

These can be in the form of:

- NGRT Reading Tests (online version)
- Teacher curriculum assessments
- Dyslexia and Dyscalculia screening
- Specialist SEND teacher assessments
- Educational Psychology assessments

Students experiencing difficulties are identified and assessed as early as possible. Following the identification of a concern, a decision will be made by the SENDCo whether it is necessary to further assess your child’s particular strengths and areas for development. To ascertain if a student has a Special Educational Needs, assessment and screening will be used which will inform next steps in provision. This will be done in collaboration with the student, parent/carers and teachers.

If you have any concerns, please contact our SENDCo, Assistant SENDCo or any member of the Inclusion team to discuss an assessment.

If we feel students need additional support, parents/carers will receive notification from school. If students require support beyond Quality First Teaching, then it may be necessary to include them in more targeted intervention.

If we feel a student may have an additional need that puts them at a significant disadvantage to their peers, we may involve outside agencies. This could mean that the student will be added onto our inclusion register. If a student is added to the inclusion register, they will have an Individual Education Plan that will be shared with parents/carers and the child (who will have an input into how this will look). It will be subsequently shared with teachers to inform them of the student's additional needs and strategies of support.

In addition, some students with a medical need (which may impact their learning) will have a Health Care Plan which is implemented involving medical professionals (where appropriate), SENDCo, parents/carers and the student.

Other useful documents:

[TGS Access Arrangements Policy](#)

[SEN Policy 2026](#)

[SEN Information Report](#)