



SEN Information Report

SLT Oversight	Assistant Headteacher: Vulnerable Learners
Adopted by the LGB	NOV 22
Review Date	NOV 23

Tadcaster Grammar School 2022/23 SEND Information Report

The North Yorkshire local offer can be found at:
<http://www.northyorks.gov.uk/SEND-local-offer>

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

This is what we provide in our school

North Yorkshire LA's minimum expectations of good practice

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

The school provides for a range of SEND including:

- Dyslexia
- Developmental Coordination Disorder
- Dyscalculia
- Hearing Impairment
- Vision Impairment
- Speech & Language Difficulties
- ADHD / ADD
- Autistic Spectrum Conditions
- Emotional & Social Difficulties

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

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

2 a. What policies do you have for identifying children and young people with SEN? How do you assess their needs? 2b. What is the SENCo's name and how can I contact them?

2a. Tadcaster Grammar School will work towards identifying a student, and assessing their special educational needs through:

The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss

- The SENCo/Assistant SENCo working with the class teacher to carry out an analysis of a student's needs
- Current observations from teachers and teacher assistants and teacher assessment data.
- Analysing prior progress and attainment (including previous schools' data)
- Using school's core procedures in relation to student progress, attainment and behaviour
- Use standardised screening or assessment tools, if appropriate
- Reading tests in Year 7 (and onwards for those students working below age expected levels)
- Looking at the student's development in comparison to their peers and national data
- Listening to the views of and experiences of parents, carers or guardians, and student views.
- Listening to the student's own views
- Using reports and advice from outside agencies, where appropriate

The SENCo, Assistant SENCo along with your child's Year Leader and Pastoral Leader will be able to discuss your child's needs with you or refer you through to your child's designated Lead Professional. Parents can be informed of the provision planned to meet your child's needs and review their progress.

2b. SENCo and Key SENCo staff include:

- Assistant Headteacher for Vulnerable Learners, Mrs M Carroll
- SENCo, Ms V Ward
- Assistant SENCo, Mrs S Campbell
- Student Development Centre Manager, Mrs K Baron

this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan.

This should include:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most students will benefit from SEN support, but some students who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

<p>Year Leaders (Pastoral Leader):</p> <p>Year 7: Ms C Hodgson (Mr D Bass)</p> <p>Year 8: Mr A Punt (Mrs E Proctor)</p> <p>Year 9: Mrs C Kenny (Mrs C Beal)</p> <p>Year 10: MrsC Yewman (Mrs S Loaring/ Mrs D Parker-Starbuck)</p> <p>Year 11: Mrs D Naylor (Mr J Fox)</p> <p>Mrs V Hubbard, Pupil Premium Manager</p> <p>Mrs L Oxe r , Attendance Officer</p> <p><i>All staff can be contacted via telephone: 01937 833466</i></p> <p>Please contact V Ward (SENCo) at school if you require any advice or information regarding statutory assessment or alternatively contact SENDIASS. SENDIASS can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p>	
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3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child’s education?

<p>The school and Learning Support Team welcome contact from parents/carers/guardians.</p> <p>The Assistant Headteacher for Vulnerable Learners, the SENCo and/or Assistant SENCo are in attendance and available to meet parents, carers and guardians at:</p> <p>- Open Evening for prospective Year 6 students</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For students with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child’s needs is essential to support the school in making the best provision for them. This should also take account of your and your child’s hopes, personal goals and interests.</p>
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<p>- Year 6 Induction Evening - Year 7 Meet the Tutor Evening - Consultation Evenings for all year groups</p> <p>At Consultation Evenings, parents/carers/guardians of vulnerable students – both SEN and student Premium are invited to book to see the SENCo and/or Pupil Premium Manager with an opportunity to ask questions or share concerns about their child and discuss provision. They are also invited to participate in review meetings.</p> <p>Where students have an Educational Need or an Education, Health and Care Plan formal consultations take place annually in line with the Code of Practice. TGS also offers at least one additional interim review.</p> <p>The purpose of regular meetings with parent are to:</p> <ul style="list-style-type: none"> · work collaboratively to set realistic and achievable targets (short and long term) · discuss actions and support offered · review progress made against targets · set new targets and amend support when required · keep school records up-to-date with any changes 	<p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • more regular meetings to update you on your child’s progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child’s learning at home.
<p>4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?</p>	
<p>School actively seeks the views and opinions of students and listens to any information given by them. We will take these into account in any matters affecting them, taking into consideration their age, maturity and capability.</p>	<p>School will obtain the views of all children (student voice) to shape provision in school. Your child’s school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible.</p>

<p>We encourage students to participate in their learning by listening to and taking account of their views ; involving them in the planning of their provision and associated target setting; making them aware of the targets agreed; reminding them of their targets; informing them of progress made; encouraging a positive attitude towards overcoming any difficulties; involving them in review processes.</p> <p>Students who have an Education, Health and Care Plan (EHC Plan) are formally consulted biannually.</p> <p>We have a school council who meet regularly with our Senior Leadership Team and staff within our pastoral or house champion team.</p>	
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5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

<p>The SENCo, Year Leaders and Department Leaders as well as SLT monitor classroom practice/analyse student tracking data and test results for students with SEND.</p> <p>The Assistant Headteacher for Vulnerable Learners, SENCo and student Premium Manager monitors the progress of children looked after, including those with SEND.</p> <p>SEND is part of our school self-evaluation arrangements and forms part of the School Development Plan.</p> <p>School has a planned cycle of assessment and review that includes both students and parents/carers/guardians in the process. Additional meetings also take place for individual students with special educational needs to assess their</p>	<p>All students with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets.</p> <p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a student over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>
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<p>progress, plan additional interventions/support and, following that additional work, review the impact and quality of them. As part of the review process parents/carers/guardians and students are invited to take part in these meetings so that further interventions/support can be put in place, if needed, in consultation with them.</p> <p>Student Profiles provide details of the special educational needs of a student and inform staff of strategies that are successful and to be used in addition to Quality First Wave 1 teaching methods. These documents are personalised and updated and help inform staff new to working with that student, particularly in transition from one phase of education to another.</p>	
<p>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>	
<p>School has procedures in place to ensure that transfer arrangements between phases take place smoothly and are a positive experience for all our students.</p> <p>We liaise with receiving/forwarding staff for any children identified as needing additional or different provision to facilitate continuity of support taking account of Transition Plans and Personal Educational Plans; visit students with SEND in their setting prior to transition to gain valuable information about their needs and successful types of support; provide additional visits to school to facilitate a smooth transition; liaise with parents/carers/guardians to gain their views and support for the transition process; arrange personal supported visits to future settings to meet staff and to gain information; arrange additional career guidance to meet changing needs/views; identify students who may need additional support and guidance with the options process</p>	<p>Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the student or student, often accompanied by a well-known member of staff. The student should receive as much transition work as they feel necessary.</p>

<p>All vulnerable students, including those with SEND or who are identified as student Premium have additional interviews/support from a Careers Advisor.</p> <p>The SENCo carries out assessments and, together with the exams officer, makes arrangements for those students who may need exam access arrangements through their GCSE and A Level courses.</p>	<p>Tadcaster Grammar School has an Exam Arrangements Policy on the school website for further details.</p>
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7. What is your School's approach to teaching children and young people with SEN?

<p>The school employs staff experienced in supporting children with a range of special educational needs. Additional training is provided to keep staff up-to-date with the needs of students as they arrive in school. School adopts the Assess, Plan, Do, Review cycle of support to ensure any interventions/support are and remain appropriate. Within school, additional learning support for students with special educational needs takes the form of:</p> <p>Additional interventions both school based and those provided by outside agencies to support the acquisition of:</p> <ul style="list-style-type: none"> - Literacy skills - Numeracy skills - Motor skills - Speech, language and communication skills - Social skills <p>High quality teaching and support for learning within mainstream lessons is the most important factor in helping students with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping students with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.</p> <p>Schools use a range of evidence based interventions to support students with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)
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<p>this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.</p> <p>The Student Development Centre is a supportive centre in school for students with additional needs and is used during lesson time as well as before and after school. There is an array of activities and support offered during unstructured times of the day.</p> <p>Field View Learning Hub offers nurture group support and opportunities for learners to receive more bespoke aspects of the curriculum.</p> <p>The Learning Support Team and Pastoral Team work closely together and act as additional staffing to facilitate access to the curriculum. This team includes specialist staff with additional levels of expertise to support vulnerable students, including those with special educational needs</p> <p>School works hard to ensure close home school liaison and can put in place additional regular communications facilitated with home by e.g. a home/school contact book.</p>	<ul style="list-style-type: none"> • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
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8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

<p>The school takes into regard relevant legislation, including the Equality Act 2010 and the Special Educational Needs and Disabilities Code of Practice 2015 to ensure provision is relevant to students with special educational needs. School, working with individual students and parents/carers/ guardians, can make a range of further adaptations and adjustments to the school curriculum/environment to support students with special educational needs</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child’s needs within lessons. They may also be able to share with you the school’s overall plan of support (provision map), which outlines many of these strategies.</p>
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whilst maintaining the experience of a rich and diverse mainstream curriculum.

These can include:

- provides high quality classroom teaching differentiated for individual students in a range of learning styles
- Providing additional support in terms of staffing to support access to the school environment and/or curriculum
- Reducing the curriculum to facilitate overlearning and the reinforcement of skills.
- Providing a curriculum that includes a range of accredited courses at a variety of levels e.g. GCSE, BTEC, Entry Level Awards
- Investigating the need for and, where appropriate, purchasing equipment to facilitate access to the school environment
- Adapting the learning resources used in class to remove barriers to learning e.g. the use of buff rather than white paper
- Adjusting the location of lessons/exams to facilitate access, remove stress or provide a quieter/less distracting environment for learning (where supporting evidence justifies needs)
- Encouraging and supporting students with special educational needs to participate fully in the life of the school
- Differentiation by:
 - type of task/learning resource
 - by learning outcome
 - by time allowed
- Use of different or additional
 - Resources
 - Interventions
 - Pastoral support
 - Strategies to those used for the majority of students

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

<p>In addition to this:</p> <p>·Tadcaster Grammar has named governors, who hold the school to account for making good provision for students with SEND · Pastoral care forms an integral part of the work of Tadcaster Grammar School. All students are included in the year group system with a form tutor who they see daily.</p> <p>The school pastoral team supports the emotional and social development of all students.</p> <p>Direct support for students can take the form of:</p> <ul style="list-style-type: none"> ● a staff mentor or Lead Professional ● a student mentor ● Just B or the Well-Being in Mind Team ● School Educational Psychologist ● The Prevention Service ● Early Help ● Outreach support by Enhanced Mainstream Schools (EMS) ● Specialist support from CAMHS team ● Children’s Social Care and range of outside agencies who will offer specific and target support of interventions ● Other agencies 	
<p>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</p>	
<p>School staff receive training appropriate to their role in school to ensure they have an understanding of a range of SEND and that they have strategies that they can use in school to support students with SEND. The school provides additional support within lessons in a number of ways including:</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary.</p>

<ul style="list-style-type: none"> · In lesson, one to one or small group work facilitated by General and Advanced Teaching Assistants · In English and Maths lessons, support facilitated by specialist Literacy and Numeracy Teaching Assistants– as directed by the SENCo and in liaison with Heads of English and Maths. · For students with Autism, support is provided by the SENCo and designated teaching assistants who work within the Learning Support Team. <p>School will consider involving specialists whether secured by school or outside agencies when:</p> <ul style="list-style-type: none"> • school needs support in the early identification of SEND • additional support is required to provide effective support or interventions • a student continues to work at a level substantially below those expected of students of a similar age despite appropriate interventions and support • additional equipment/resources are required that school needs support and advice to source. 	<p>Schools must make good use of their SEN funding to meet a range of needs. However, if a student has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>
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10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

<p>Regular assessment takes place in school. This process can be used to help identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:</p> <ul style="list-style-type: none"> · Is significantly slower than that of their peers starting from the same baseline · Fails to match or better the child’s previous rate of progress · Fails to close the attainment gap between the child and their peers · Widens the attainment gap <p>Progress is also looked for in areas other than attainment e.g. wider development or social needs that would help a successful transition to adult life. The governing body will, on an annual basis, consider and report on the effectiveness of the work and any amendments that may need to be made to</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track student progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information,</p>
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<p>the SEND policy. The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our provision. We continually review and report on the effectiveness of the policy.</p>	<p>which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
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11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

<p>Students with special educational needs are encouraged to make full use of all the facilities available in school in the same way as their peers without additional needs. Within the classroom adjustments are made regarding e.g. seating, proximity to the teacher, lighting depending on the type of need. Where required students are supported to ensure facilities can be accessed through e.g. additional staffing, alteration of location. Additional physical resources can be provided to ensure access to appropriate facilities if required.</p> <p>School provides a wide range of activities for all its students and all students, regardless of need, are encouraged to participate in these activities in a safe way. Within school students are supported to attend either before school, lunchtime or after school activities, when required. Additional support is put in place to facilitate access to off-site activities both day trips and residential ones. Extra groups are run particularly to support some students with special educational needs who benefit from smaller groupings to encourage participation and enjoyment.</p>	<p>The school's policies should all state how all students are actively included in a wide range of curriculum and extra-curricular activities, including school trips. students with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
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Tadcaster Grammar School believes it has a special duty to safeguard and promote the education of children in care some of whom may have SEND. The School understands the powerful role it can play in significantly improving the quality of life and the educational experiences of these students. The school focuses also on the educational, social and emotional needs of children in care (CIC) including strategies that may be deployed using student Premium funding for CIC to make a positive impact on the educational attainment and progression of each child for which it is intended.

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

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

The Learning Support Faculty offers lunchtime clubs for more vulnerable learners, these are safe and quiet areas supervised by familiar staff. Students participate throughout the year in fund raising activities to support a range of charities.

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

<p>When possible we offer short term SEAL intervention to support them to socially understand the school environment and wider world around them. Similarly, dictated by the level of need within a year group, it is sometimes necessary to offer nurture group learning to a group of individuals who are working at a level which is significantly below their peers.</p>	
<p>13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families?</p>	
<p>The school works closely with outside agencies as appropriate/required in meeting a young people’s SEND and supporting their families.</p> <p>Within school we have access to a counselling service and Education Psychologist.</p> <p>Through the referral process (with parental consent) we are also able to enlist the support of specialist teams such as CAMHS (Child & Adolescent Mental Health Services), Early Help Team, Speech Therapy etc.</p>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions.</p> <p>Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child’s needs you will be informed and asked to give your consent.</p>
<p>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	
<p>There is a designated governor for SEND in the school and complaints about SEND should follow the general complaints procedure. It is always best to approach the SENCo or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p> <p>The first action you need to take is to contact Miss Ward (SENCo) and let the school know as soon as possible that you have a concern or a complaint and give</p>	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>

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

