



Graham School SEN information report February 2019

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

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See [SEN policy Graham School Feb 2019.pdf](#)

Governors should describe:

| This is what we provide in our school | This is North Yorkshire LA's minimum expectations of good practice |
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| <p>1. What kinds of SEN are provided for in your school?</p> | |
| <p><i>'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.'</i> SEND Code of Practice 2015.</p> <p>Graham School is an inclusive school that provides for the full range of SEND needs. This includes:</p> <p><u>Communication and interaction</u> which includes students with speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD),</p> <p><u>Cognition and learning</u> which includes students with moderate learning difficulties (MLD) and Specific Learning Difficulties (SpLD) such as dyslexia.</p> <p><u>Social Emotional and Mental Health needs (SEMH).</u></p> <p><u>Sensory and/or physical needs</u> which includes students with Visual Impairment (VI), Hearing Impairment (HI) and Physical Disability (PD)</p> | <p>Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p> |

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| <p>If a student with an EHCP requests a place at the school, the student is welcomed and we will always take into consideration the individual needs and well-being of the student as part of the consultation process.</p> | |
| <p>2. What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?</p> | |
| <p>For questions regarding SEN you should contact the following staff by phoning the main school number on 01723 366451.</p> <ul style="list-style-type: none"> • The SENCO is Mrs Yvonne Quinn • The Learning Support Manager is Miss Laura Umpleby <p>Students who join the school in year 7 usually have SEN information passed on during our KS2 transition meetings. In addition to information given to us by parents, primary SENCOs, Year 6 teachers, external agencies, KS2 tests, we also carry out a range of assessments to identify others who may have SEND.</p> <p>For students transferring to the school at other times; parents, external agencies, information and assessments from previous schools will be used to identify possible SEND.</p> <p>The progress of all students is closely monitored by their teachers and other key staff throughout their time at Graham School. Most students make good progress and respond well to quality first teaching and differentiated learning opportunities in their main classroom. However, if it is felt that a student has SEND staff from Learning Support will discuss their concerns with parents/carers and explain how they plan to meet the needs of the student.</p> <p>The school follows a staged and graduated approach to identifying and assessing needs, using the Assess, Plan, Do, Review model. We</p> | <p>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 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:-</p> <ul style="list-style-type: none"> • 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. <p>Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.</p> |

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| <p>will also write an Individual Learning Passport (ILP) and in some circumstances your child will have an Individual Provision Map (IPM).</p> <p>Students who have a significant level of complex needs may need to be referred for an Education, Health and Care Plan (EHCP).</p> <p>Students who are, 'Looked After' and have SEND will have their needs met in the arrangements mentioned above.</p> | |
| <p>3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?</p> | |
| <p>The Graham School website provides information for parents regarding school events, policies and procedures.</p> <p>The school reports on the progress of all students twice a term and parents are also invited to meet with teachers, the SENCO at parent consultation evenings.</p> <p>The school recognises that the knowledge and understanding parents/carers have of their child's needs is essential in supporting the school in making the best provision for students with SEND. The school values and takes account of the views of the parent/carer along with the hopes, personal goals, interests and strengths of the student. We value the support and advice from all parents/carers and aim to work in partnership to ensure the best outcomes for their child.</p> <p>Parents/carers of students on the SEN register are invited to reviews to discuss their child's progress and impact of interventions. This may take place during consultation evenings or during additional reviews.</p> <p>All students have a student planner which gives parents the opportunity to communicate with school. At times some students with SEND may have a home/school book to enable staff to keep</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 pupils 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> <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. |

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| <p>parents/carers informed of how their child is doing on a daily basis.</p> <p>In addition to scheduled parent's evenings and reviews; parents/carers will have the opportunity to meet with teachers and staff from Learning Support upon request.</p> <p>The views of parents of students with SEND form a key part in reviews.</p> <p>The parents/carers of students with an EHCP or Statement will also be invited to a formal Annual Review which is a statutory requirement.</p> <p>It is the responsibility of the parents/carers to keep school informed of any up-to-date medical investigations and, where appropriate, school will support with these processes.</p> <p>In order to ensure students files are up-to-date, please note that it is the parent's/carers responsibility to provide school with medical letters, reports and relevant information; unless these files can be shared with school via professionals directly.</p> | |
| <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>The views of all students are highly valued at Graham School and feedback from students, including those with SEND, is an essential part in influencing teaching and learning.</p> <p>Students with SEND have termly Student Progress Interviews with their key worker to ensure that they have an opportunity to discuss their views about their learning and well-being. The keyworker passes on any concerns on behalf of the student to teachers or relevant adults.</p> <p>Students with SEND and other vulnerable learners also have strategies to help them with their learning recorded on an Individual Learning</p> | <p>School will obtain the views of all children (pupil 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. You school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p> |

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| <p>Passport (ILP). The ILP is written with the student and reviewed as part of the Student Progress Interview.</p> <p>The school has the student Communication Group which is voted in by their fellow students and includes those with SEN.</p> | |
| <p>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> | |
| <p>All students should make at least expected progress, in line with their peers. If students do not make expected progress in a specific subject the subject department will plan a period of intervention.</p> <p>At Graham School the progress of all students, in all subjects, is the responsibility of the subject teacher and is reported to parents in line with the school assessment and reporting policies.</p> <p>All students on the SEN register have an Individual Learning Passport (ILP):</p> <ul style="list-style-type: none"> • The ILP is always written with students and in some cases parents/carers will be asked to contribute. • The ILP sets out strategies to help the student progress in mainstream classes and is shared with teachers and staff working with the student. • Students have a copy of their ILP in their planner to share with their teachers and parents. • Students review their ILP with a designated member of the Learning Support Team. This takes place in the form of a structured interview and details are recorded on the Student Progress Interview (student voice) document. It is an opportunity for the student to discuss their learning needs and any potential barriers to learning. • Keyworkers act as an advocate for the student by contacting teachers on their behalf and updating ILPs with the SENCO and | <p>All pupils 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, and overall progress on the National Curriculum.</p> <p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil 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>Learning Support Manager.</p> <p>Some students on the SEND register will have their barriers to learning and provision recorded on a Graham School Individual Provision Map (IPM) which is also shared with teachers and parents.</p> <p>The Individual Provision Map sets out:</p> <ul style="list-style-type: none"> • Details of any additional support or interventions. • The student's curriculum targets. • The strengths of the student. • The next date when progress will be reviewed. • A copy of the students (ILP) Individual Learning Passport. <p>ILPs, IPMs and Progress Interviews (student views) form an integral part of the transition process. Some students may have an Inclusion Passport transferred to us from primary school and where this is the case this information will be used to form the initial IPM.</p> <p>It is important to note that students may receive additional support and interventions as part of the whole school provision, however, this alone would not place them on the SEND register.</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><i>'All children and young people are entitled to an education that enables them to make progress so they: achieve their best, become confident individuals living fulfilling lives and make successful transition into adulthood, whether into employment, further education or higher education or training.'</i> SEND Code of Practice 2015.</p> <p>The school has well established programmes of support for each point of transition and parents are fully involved at each stage:</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 pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.</p> |

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| <p>KS2 to KS3:</p> <ul style="list-style-type: none"> • The SENCO and Learning Support Manager attend KS2 transition reviews to share expertise and offer advice to parents and staff. • Staff from learning support meet with class teachers, SENCOS and agencies to gather information. • Students from primary school are offered additional visits to ease transition. <p>KS3 to KS4:</p> <ul style="list-style-type: none"> • All students and parents/carers are invited to an option evening to meet with staff and discuss appropriate pathways to meet the individual needs of students. <p>KS4 to KS5:</p> <ul style="list-style-type: none"> • All students, including students with SEND, have specialist careers appointments with their parents/carers or keyworker. • Appropriate agencies and staff from post sixteen provisions are invited to KS4 transition reviews. • Additional visits and supported transition programmes are available for students in preparation for post 16 placements. • SEN and exam access information is forwarded to the SENCO at the post 16 provision. • Where necessary the school actively engages with agencies to work alongside students in their post 16 placement. | |
| <p>7. What is your School's approach to teaching children and young people with SEN?</p> | |
| <p>Graham School is highly inclusive with all staff having high expectations for all students, regardless of their ability. The school believes that students make most progress when they are taught alongside their peers in mainstream classes. The majority of SEND students will have their needs met in the mainstream classroom with good quality first teaching and targeted support.</p> | <p>High quality support for learning within mainstream lessons is the most important factor in helping pupils 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</p> |



At times students with SEN may require additional adult support to make better progress and develop independence.

Where teaching assistants work in class, both the teacher and teaching assistant will target specific groups who have been identified by the SENCO and class teacher as needing additional support to make progress. All students will, however, remain the responsibility of the subject teacher.

The teacher will share learning objectives and outcomes with the teaching assistant and direct them to work in a way which ensures all students become independent learners.

However, for some students it may be necessary to provide additional interventions away from the classroom for a set period of time. Where this is the case a range of evidence based interventions are used to support students with SEND to make accelerated progress. The aim is always for the progress made in intervention to transfer into mainstream lessons:

- **All interventions are structured; they are evidence based, demonstrate progression and are time limited, usually equivalent to 10 weeks.**
- **Parents/carers are consulted if their child is to be placed on one of our SEN interventions.**
- **Parents/carers are invited to discuss the particular intervention with a member of the Learning Support Team.**
- **Regular assessments are carried out to ensure good progress and that the intervention meets the individual needs of the student.**
- **SEN interventions are timetabled; times and dates are recorded on the student's individual timetable in their planner.**
- **All interventions are delivered by staff with specialist training.**
- **Where progress is insufficient the student will be transferred to another intervention.**

reviewed. Most importantly, this support should be aiming to make your child more independent in lessons

Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- 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)
- 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.

Students with Social and Emotional and Mental Health needs may be referred to a school mentor, have enhanced behaviour support from the BSOs or Heads of Year. The school also has specially trained staff in the One-Point Centre to deliver targeted SEMH interventions. This area is managed by Mrs Catherine Connell, Assistant Headteacher.

Some interventions may be delivered by external agencies and the NYCC Inclusive Support Service such as autism support or the sensory support service. Where this is the case parents/carers and keyworkers will be included in the planning of the intervention and progress will be carefully monitored.

Some students with SEND require special exam arrangements for internal and external examinations. In KS4, requests for access arrangements, in consultation with both students and parents, are submitted to the relevant examination board.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

At Graham School, the curriculum is broad and balanced and all students have the opportunity to choose a wide range of options. The school has a Universal Provision Map which sets out Quality First Teaching and adaptations in lessons.

Some students with SEND who struggle to cope with the full range of options, are offered an Individual Studies Option to support coursework from other subjects.

For those few students, where more help is needed than is usually available through the school's notional SEN budget, school, parents and outside agencies may decide that it is necessary to request an Education Health and Care Plan (EHCP). Where this is the case school will work in partnership with parents and agencies to focus on what

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.

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.

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| <p>provision is needed to secure positive outcomes for the child both short term and long term.</p> | |
| <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>Teachers and teaching assistants have regular generic training and specific training to meet individual needs as necessary. For students who have more specific needs the school seeks the support of specialist services to provide personalised training.</p> <p>The SENCO and Assistant Headteacher responsible for One-Point Centre are both qualified teachers. The One-Point Centre also has staff who will work with students with SEMH.</p> <p>Teaching Assistants are given regular training to ensure they have the appropriate skills to meet the needs of students with SEND.</p> <p>The school has access to mentors to support students with Social, Emotional and Mental Health needs.</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. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p> |
| <p>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p> | |
| <p>The progress and attainment of all students, including those with SEND, is carefully monitored and reported to parents.</p> <p>Internal monitoring systems are robust and all staff are held to account for the progress of all students which is a key factor in staff performance management.</p> <p>In addition, data such as whole school literacy testing, CAT tests, SEN assessments, reports from outside agencies, feedback from teachers and key workers is taken into consideration when monitoring the</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 pupil 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</p> |

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| <p>progress of students.</p> <p>All teachers and key staff are informed of the individual needs of students with SEND and are involved in their progress reviews. The form tutor in the first instance is often responsible for implementing a 'Graduated Approach'.</p> <p>Some students who need additional and different provision may be placed on a targeted intervention. All SEND interventions are time limited and evidenced based. The SENCO and Learning Support Manager monitor such interventions closely to ensure accelerated progress is made.</p> <p>Those students who have SEND intervention have progress reports sent home to parents. In addition, parents/carers are invited to discuss their child's progress at SEND reviews and parent consultation evenings. Where insufficient progress is made, the intervention is reviewed and students are moved to a more appropriate intervention.</p> | <p>capture this information, 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> |
| <p>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> | |
| <p>Graham School is fully inclusive. All staff have a part to play in ensuring that students with SEND are not disadvantaged in their access to learning or the school community.</p> <p>All students are invited to attend extra-curricular activities, school trips and take part in student voice sessions.</p> <p>Graham School is fully accessible. The school has specialist food and art rooms on the ground floor</p> <p>Nurture groups at breakfast, break and lunch time are available for vulnerable students. In addition, Breakfast Club is available in the</p> | <p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p> |

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| <p>canteen for all students and the school library is available before school, break time, lunchtimes and after school for homework support.</p> | |
| <p>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.</p> | |
| <p>Students with SEND have opportunities to meet with key workers on a regular basis to support their emotional and social development. Teaching assistants may at times support students in form groups and encourage social inclusion. The school has a Behaviour Support Officer attached to each year group, a Pastoral Support Officer and access to a team of mentors to support emotional needs of all students, including those with SEND.</p> | <p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</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>Some students may require more specialist support to meet their needs. Graham School works in partnership with a number of specialist support and outreach services to support students with SEND.</p> <p>Parents/carers are always consulted and asked to sign a consent form before a referral is made to specialist services.</p> <p>The Local Authority Central Services are now available through one referral to the Inclusive Education Service (IES), previously known as the outreach team for autism, hearing support, vision support and the EMS for SpLD. The Educational Psychology service is now a traded service.</p> <p>Other services include: Prevention Service, CAMHS, COMPASS, Speech and Language Therapy, the School Nurse, Learning Disability</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, 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> |

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| <p>Team and Bereavement Counselling. Services such as: Occupational Therapy or a referral to the Paediatrician for an Autism assessment must be arranged by the family GP.</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>All complaints follow the normal school complaints procedures:</p> <p>In the first instance it is advisable to contact your child’s teacher, Head of Year, the SENCO or Learning Support Manger.</p> <p>The school has a Governor for SEND</p> <p>In addition, you may wish to contact a member of the Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS), NYCC, available on the NYCC website. Staff from 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> | <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> |

| GLOSSARY OF TERMS | |
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| IPM | Individual Provision Map |
| ILP | Individual Learning Passport |
| S | Statement stage of the SEN Code of Practice |
| SEND Code of Practice 2014 | The legal document that sets out the requirements for SEN |
| EHC plan | Education, Health and Care Plan |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs and or disabilities |
| SALT | Speech and Language Therapist |
| CAMHS | Child & Adolescent Mental Health Service |
| EP | Educational Psychologist |



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| SENCO | Special Educational Needs Coordinator |
| ASD | Autistic Spectrum Disorder |