

Harrogate Grammar School SEND Information Report

Date September 2024-2025

SEND Policy (please view on the HGS website located in `Our School/Policies`)

This is what we provide in our school

The Red Kite Learning Trust's minimum expectations of good practice

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

There is a diverse range of SEND within our school and we use our best endeavours to remove all barriers to enable our students to achieve, succeed and thrive. The 2014 SEND Code of Practice outlines four broad areas of need:

Communication and Interaction

School receives support from NYCC SEND Hub and referrals can be made to the Speech and Language Therapy service at Harrogate Healthcare Trust. A range of interventions and strategies have been developed.

Cognition and Learning

The school has invested considerably in the development of inclusive, high-quality teaching. There is a focus on dyslexia friendly classroom strategies and staff employ a range of techniques to support accessibility for students with barriers to literacy. Eligible students can access small group literacy and numeracy interventions. As an iPad school, we make full use of the benefits of assistive technology to further support accessibility which also prepares students for Access Arrangements if appropriate.

Social Emotional and Mental Health

Support provided by our SEND & Pastoral teams has been recognised as being of the highest quality. Well-defined routes for referral are in place to support students with more complex needs. Involvement of a wide range of services enables the school to be proactive.

Sensory and/or Physical

We work closely with specialists from the local SEND Hub service to ensure that we are continuously up-dated on best practice for supporting students with physical or sensory needs. Regular audits are undertaken to ensure maximum accessibility. Our Accessibility Plan, which is available on the school website, is reviewed on an on-going basis.

Children and young people (CYP) with a wide range of SEND are welcomed into the school. Provided the school has the expertise, resources and identified provisions, students with an EHCP are welcomed.

Specific examples of SEND at Harrogate Grammar are dyslexia, dyspraxia, hearing impairment, visual impairment, autistic spectrum condition, a range of SEMH needs and physical conditions such as cerebral palsy, amongst others. We operate an inclusive mainstream model of provision.

2 What policies and processes do you have for identifying children and young people with SEND? How do you assess their needs?

It is a priority that SEND is identified as early as possible so that appropriate assessment, advice and provision can be implemented without delay.

Identification of Special Educational Needs are made through:

- liaison with feeder primaries
- receipt of transition information
- liaison with parents – 3 SEND parent evenings per year
- baseline assessments in Y7
- cognitive screening in Y7, Y9 & Y12
- screening for mild/moderate hearing & vision difficulties
- regular monitoring of progress data every via whole school tracking processes
- monitoring through vulnerable learner/Inclusion panel meetings
- regular liaison with Year Managers, Directors of School; Form Tutors, Faculty Leaders and feedback from support staff; regular liaison with outside agencies and support services
- the Learning Support Faculty uses a range of standardised assessments to identify and clarify needs across all areas
- sign-posting to external agencies or medical professionals when a referral for specialist diagnosis may be appropriate

We consider a wide variety of factors before putting a student on the SEND Support Record. If a student is making inadequate progress because of SEND, the student is placed on the SEND Support Record with full knowledge and involvement of parents/carers.

Students may receive additional support or intervention as part of whole school provision however this does not necessarily place them on the SEN Support record.

Where the school feels that something additional or different is needed to support your child because they have SEND, they will discuss this with you. This information may well be recorded in a document for you and your child, known as an Individual Learning Plan. This should include

- strengths & interests
- key barriers to learning
- details of any strategies being used to support your child in class
- co-produced targets
- details of any extra support or interventions for your child
- student & parent views
- the next date by which your child’s progress will be reviewed

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

All teachers and key staff are informed of the needs of individual students via Learning Plans (LP) in Class charts and are involved in their progress reviews as part of whole school monitoring.

We ensure that we have robust transition procedures in place so that as a secondary school we are aware of students' needs at the earliest possible stage.

For some students, subject teachers or support staff may be the first to notice a difficulty with learning. We ensure that assessment of educational needs directly involves the student, their parents/carer and of course their teachers. The Special Educational Needs Co-Ordinator (SENDCo) will also support with the identification of barriers to learning and we have a range of assessment tools available.

Key Contacts

SEND Governor

Mr Andy Lindley

Faculty Leader Learning Support/SENDCO/Assistant Head

Mrs Liz Zoccolan

Assistant SENDCo

Mrs Lizzie Palfreman

Assistant SENDCo

Mrs Sarah Bell

SEND Admin Support & Access Arrangements Administrator

Miss Emma Wishart

SEND Inclusion Co-Ordinator

Miss Claire White

EHCP Co-Ordinator

Mrs Sally Huby

Sixth Form Learning Mentor

Miss Alice Yates

Staff can be contacted via telephone: 01423 535219 or via email:

hgssend@hgs.rklt.co.uk

3 What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

The school and Learning Support Faculty welcome contact from parents. Senior Teaching & Learning Assistants within the Learning Support Faculty

Schools communicate regularly with parents, usually once a term, to discuss how well their child is progressing. They listen to what parents have to say and respond appropriately. For students with SEND it is

<p>provide an increased opportunity for parents to liaise with a staff member who knows their child well.</p> <p>Parents are invited to participate in termly review meetings. Formal Education, Health and Care plan reviews take place annually or when there is a clear need for an early review in line with the Code of Practice.</p> <p>The school recognises that the knowledge and understanding that parents/carers have of their child's needs is essential in supporting the school in making the best provision. We value and take account of the views of the parents/carers about their child's hopes, personal goals and interests. We aim to work in partnership to ensure the best outcomes for the student, involving parents/carers in discussions about their child's progress and impact of any interventions on outcomes. These may take place during consultation evenings or during additional reviews.</p> <p>At times, some students may have an agreed home/school communication to enable staff to keep parents/carers informed of how their child is progressing more regularly.</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>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 aspirations and interests. This will allow the school to regularly explain to you where your child is at 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 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 and development at home.
<p>4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?</p>	
<p>Student voice is gathered and updated through termly reviews of the Learning Plans. The review is strengths-based, and the approach is one of 'co-production'. Students are invited to attend meetings as appropriate where their progress is being discussed. Students who have an Education, Health and Care Plan are formally consulted as above and additionally as part of the EHCP statutory annual review.</p> <p>One of our school policies is 'Connection before correction'. It is hoped that this relational approach across school further supports students in developing the confidence needed to share any barriers or challenges they may be experiencing so that we can support effectively and in a timely manner.</p>	<p>School will obtain the views of all children (student voice) to shape provision through the main main school Senate. In addition, it is vital that the views and aspirations of children and young people with SEND are listened to, and they are supported to achieve their aspirations as far as possible. Regular reviews and check-ins with key staff contribute to this process.</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

The review of progress for students on the SEND Support Record is not in isolation but monitored across the curriculum and in line with whole school monitoring and reporting systems. In addition, data such as whole school literacy testing, SEND assessments, reports from outside agencies, reports from teachers and key staff are taken into consideration.

The school follows the Assess, Plan, Do, Review cycle as per the SEND Code of Practice as part of a continuous cycle of monitoring outcomes.

We aim for all students with SEND to make at least expected progress. 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 and if not, what any next steps entail. This will usually include progress made with personal targets, as well as overall progress with the National Curriculum.

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

There is clear evidence that students with SEND find transition particularly challenging so additional bespoke arrangements are overseen by the Learning Support Faculty.

Transition is a part of life for all students. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. We have well-established programmes of support for all students at each of the transition points and are committed to working in partnership with students, families and other providers to facilitate positive transitions.

Y6 to Y7

Through a robust transition process, we are aware of students' needs at an early stage. Primary Headteachers are asked to provide information regarding any Y6 student with SEND who has gained a place at HGS. Visits are then made to all Y6 SEND students' feeder primary schools by the SENDCo or Assistant SENDCo and members of the Learning Support Transition Team, under the direction of the Director of Lower School. This includes attending Y6 EHCP Annual Reviews.

The Learning Support Faculty 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.

Additional visits and a more personalised transition programme are arranged for students with more complex SEND or for those who are more vulnerable. This may include a bespoke transition day for a group of students or individual visits which are tailored specifically to a student's needs. Our Y7 SEND transition information leaflet supports the process.

KS3 to KS4

Great care is taken to guide students through the options process and additional meetings are held by the Learning Support Faculty to give parents of students with SEND more time to discuss their concerns. Parents can discuss the appropriateness of aspects of the Key Stage 4 curriculum in relation to their child's specific needs and school will endeavour to ensure the curriculum meets need and provides the opportunity to succeed and flourish.

Post 16/18

When students with SEND are moving to a post-16/18 placement, the Learning Support Faculty liaises closely with careers professionals, Karen Mitchell and Emmi Wainright and post-16/18 providers to ensure the transition is as smooth as possible. Staff from the Learning Support Faculty may support additional visits to post-16 settings or providers.

Moving schools

Harrogate Grammar School is committed to working in partnership with children, families and other providers to enable positive transitions. We will assess and develop a bespoke transition plan for identified students when needed. We use a feedback form to monitor parental confidence levels in our transition arrangements for students with SEND who move schools.

7. What is your School's approach to teaching children and young people with SEND?

Students with SEND are highly valued at HGS where our aim is to empower students to develop the skills and confidence they need to succeed, thrive and access a pathway beyond school which supports aspirations. We are committed to ensuring the success of our young people who have SEND. We are highly ambitious for our students.

Through carefully tailored and closely monitored provision, we aim to support and enhance the inspirational teaching and learning that is characteristic of the school in its core purpose 'Excellence for all'.

High quality support for learning within mainstream lessons is the most important factor in helping students with SEND 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

Most students with SEND are taught in mainstream lessons alongside their peers as part of our inclusive philosophy. There is an emphasis on high quality classroom teaching being the first crucial step to meeting the needs of learners with SEND. To assist teachers, the SEND Support Record contains a list of every student in school identified as having SEND. This means that they may require some form of support or adjustment beyond the standard approach. The SEND Support Record is a working document and is updated regularly as and when the information changes.

Linked to the SEND Support Record are Individual Learning Plans (LP) which give a more detailed description of the student's needs along with teaching strategies for those students who have more complex SEND. The LP is co-produced with students and parents invited to contribute. Students review their LP termly. It is an opportunity to discuss their learning needs and any barriers. Key workers act as an advocate for the student by contacting teachers on their behalf and updating the LP.

In addition, generic Information on specific barriers such as dyslexia, dyspraxia, autism, ADHD, social difficulties, can be accessed through class charts SEN tab, so that teachers can refresh and update their understanding at any time.

Some examples of additional and different SEND provisions include:

- Additional Literacy or Numeracy tuition,
- Adjusted timetable
- Intervention to support SEMH

We value high quality teaching for all learners and actively monitor teaching and learning in the school. We use a variety of methods to do this including regular lesson observation, work scrutiny, learning walks and drop-ins. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners. Staff continually assess progress ensuring that learning is taking place.

Our whole school system for monitoring progress includes tracking by subject teachers, form tutors, Faculty Leaders, Year Managers and the

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 students 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.

SENDCo as well as the Assistant Headteachers responsible for student progress and behaviour.

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

Every teacher is required to adapt the curriculum implementation to ensure access to learning for all in their class. The Teachers' Standards (2021 updated) detail the expectations on all teachers and at HGS. We are proud of our teachers and their development.

Our teachers use various strategies to ensure access to the curriculum including:

- 7 Principles
- Adaptive teaching
- Accessibility
- Dyslexia Friendly Classroom
- Direct Activities Related to Texts (DARTS)
- Use of visuals
- Scaffolding
- Writing frames
- iPads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour reward system
- iPad assistive technology

Every effort is made to accommodate students with physical disabilities so that they can have as normal an experience of school as possible. Nurture groups are available at break and lunchtime and for students needing home learning support, help is available after school 2 days a week in the Learning Support base.

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' the universal adapted curriculum. The type of support is dependent on the individual learning needs. School uses a range of evidence-based interventions to support students with SEND to make better progress. The aim is always for the progress made in intervention to transfer into mainstream lessons:

- All interventions are structured; they demonstrate progression and are time limited.

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 may also need an Education, Health and Care plan and/or a risk assessment.

- Parents/carers are informed if their child is to be offered one of our SEND interventions.
- Parents/carers are invited to discuss the intervention with a member of the Learning Support Team and/or appropriate pastoral staff.
- Students are regularly assessed to ensure progress is made and that the intervention meets the individual needs of the young person.
- If SEND interventions are timetabled for the student, times and dates are recorded on the student's individual timetable.
- All interventions are delivered by experienced staff, specifically trained to deliver the programme.
- Where progress is insufficient the student is transferred to another intervention.

Some interventions may be delivered by external agencies. Where this is the case parents/carers will be included in the planning of the intervention. Some students with SEND require special exam arrangements for internal and external examinations.

The range of interventions we offer to support students with SEND are described on provision maps. We modify provision maps regularly, and interventions may change in response to changes in the needs of our students.

The Learning Support Team

At times students with SEND may require additional adult support to make better progress and develop independence. We employ a team of highly qualified Teaching and Learning Assistants (TLAs) and Higher-Level Teaching and Learning Assistants (HLTLAs) who, as well as providing in-class support and staffing within the Learning Support Base, provide personalised learning programmes and evidence-based interventions under the direction of the SENDCo/Assistant SENDCo.

Where teaching assistants work in class, they will work alongside the teacher to ensure all students receive high quality inclusive teaching. In addition to supporting individual students, Teaching Assistants will regularly support whole class tasks to enable students with SEND to benefit from the specialist skills and subject expertise of the teacher. The focus is always on developing learner independence.

<p>For those few students, where additional help is needed than is regularly available through the school's notional SEND 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, the school will work in partnership with parents and agencies to focus on what provision is needed to secure positive outcomes for the student both short term and long term.</p>	
<p>9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?</p>	
<p>Continuous professional learning is integral to our culture and ethos, supported by Red Kite Teaching School Hub and Red Kite Education.</p> <p>The Learning Support Faculty has a specialist level of expertise and specialist training. The SENDCo has a range of qualifications including Post-graduate Certificate in Dyslexia & Literacy, PAPAA (qualification to assess for exam access arrangements) & The National SENDCo award.</p> <p>Most TLAs are qualified to degree level and two hold the Higher-Level TA accreditation. Most have undertaken specialist training in areas such as dyslexia, autism, adolescence and mental health, emotional wellbeing, and sensory needs. All members of the Learning Support Faculty are able and experienced in sharing strategies to support a range of special educational needs with teaching and other operational staff.</p> <p>Any additional specialist expertise is sought and secured from the wider North Yorkshire Specialist Network of services.</p>	<p>All staff should receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs, as necessary.</p> <p>Schools must make effective use of their SEND funding to meet a range of needs. However, if a student has 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 SEND?</p>	
<p>Monitoring progress is an integral part of teaching and leadership within HGS. The progress of all students, including those with SEND, is evaluated regularly thorough rigorous data monitoring.</p> <p>The effectiveness of SEND Support is evaluated by staff, students and parents using the 'Assess, Plan, Do, Review' cycle to ensure a graduated approach. Before any additional provision is selected to help a student, the SENDCo, teacher, parent/carer, and student, agree what they expect 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 or the pre and post impact on self-confidence, behaviour etc. During the planning meeting</p>

improve following the intervention. A baseline will also be recorded, which can be used to compare the impact of any intervention.

If a learner has an Education Health and Care Plan (EHC plan) the same regular review conversations take place, but the EHC plan will also be formally reviewed annually.

The Learning Support Faculty collates the impact data of interventions, to ensure that we are only using interventions that achieve impact. Progress data of all learners is collated by the whole school and monitored by teachers, teaching & learning assistants, Senior Leaders and Governors.

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 Provision Maps to capture this information, which is recorded during your meeting. This meeting with you and your child is often described as a 'learning review'.

The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.

Other provision, for example provision regularly used in-class (known as High Quality Inclusive Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.

11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

Other opportunities for learning

Extra activities are open to all students. Where activities are provided for students with SEND, students without SEND are welcome to attend in most cases.

As part of our commitment to making reasonable adjustments to maximize participation for all, several additional clubs and extra-curricular activities are available for students who find large groups overwhelming.

For further information please see our Equality Policy available on the school website.

The school's policies should state how all students are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Students with SEND should be equally represented in positions of responsibility e.g., the school senate.

12. How do you support children and young people with SEND 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 SEND and measures to prevent bullying.

As a school we recognise the particular significance of positive mental health and well-being. We acknowledge the impact that poor well-being and emotional health can have both on a personal level and on long term educational outcomes and attainment. In addition, evidence exists that the covid pandemic has adversely affected the mental health of many young people and particularly those with SEND.

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

For this reason, the school responds to need and invests in a wide range of SEND and pastoral roles whose remit has a focus on social, emotional and personal development. Other strategies include;

- On-going Whole school CPL to develop understanding and awareness of Social and Emotional Health, how it may manifest particularly for students with SEND and strategies to support both in and out of the classroom
- Assemblies which raise awareness of disability and diversity have an anti-bullying message and are delivered by senior staff
- Bulletin spotlights covering relevant topics throughout the year consolidated in Assemblies
- SEND awareness and anti-bullying are incorporated into the whole school PSHE programme
- Students with SEND unable to access mainstream PSHE supported in the Learning Support base
- North Yorkshire 'Ladder of Intervention' implemented
- Students may be offered a mentor with whom they can meet on a regular basis
- The counselling charity 'Just B' provides support for students with well-being and emotional difficulties
- An 'in-house' counsellor through Northpoint for students meeting a higher threshold of need
- Referrals to Compass Phoenix, Early Help and CAMH's
- Referral to the SEND Hub for Social, Emotional & Mental Health advice
- The Learning Support Faculty offers a quieter space for vulnerable students at break and lunchtime where support staff are available
- Vulnerable students have regular and frequent check-ins with Teaching Assistants, learning support and pastoral staff regarding the Reach out app and are supported to use if necessary
- Every week members of the Inclusion Panel meet to discuss students unable to access school or struggling with attendance or access. A list of assessments, referrals and interventions is held
- Bespoke arrangements to support social inclusion for students with SEND who are unable to access school for specific reasons
- Students with SEND encouraged to participate in the year group school council

- Alternatively, students with SEND can join the Learning Support School Senate group where issues concerning and relating to students with SEND can be shared and discussed
- The Assess, Plan, Do, Review process is implemented termly with a focus on gathering student voice. In addition to discussing progress students will be asked about their well-being, if they feel safe in school and check they know how to use the Reach out app
- SEND parents evenings termly to gather parent/carer voice
- Extra transition for EHCP/SEND Support & vulnerable students
- Learning Support staff trained in Mental Health First Aid (Youth), 'Zones of Regulation' and emotional literacy interventions
- Staff awareness around SEND & Mental Health is developed through weekly SEND strategies in the bulletin
- Students participate throughout the year in fund raising activities to support associated charities
- Bespoke arrangements for school trips - Teaching Assistant attendance to support access
- Bespoke Extra-curricular for students unable to access mainstream offer – tailored to need/interests

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 SEND and supporting their families?

In addition to the special educational provision available within school, we may wish to seek advice from external specialist teams.

We work closely with our external professional partners from Education, Health and Social Care as well as consulting voluntary agencies and specialist charities such as the National Autistic Society and the Autism Education Trust. Colleagues from Educational Psychology, CAMHS, Disability Children’s Team, Local Authority Support Teams, The Prevention Service, Speech & Language Therapy, and careers are regularly consulted. We also work closely with Springwell Special School who provide outreach advice and support for our students with severe or complex needs. This collaborative, multi-agency approach ensures that our assessments, advice, and interventions are well-informed by experts in each field. Outside agency representatives are invited to play a role in the Annual Reviews of Education, Health and Care Plans. Parents/carers are consulted and asked

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local targeted mainstream provisions, to help schools 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>to sign a consent form before specialist agencies become involved with the student.</p> <p>A full description of all the specialist services and provisions in the area which are universally provided by North Yorkshire County Council is described on their local offer website SEND Local Offer North Yorkshire Council</p>	
<p>14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.</p>	
<p>Have your say If you have any concerns about the provision made for a student with SEND, the first point of contact is Miss Emma Wishart, SEND Administrator hqssend@hgs.rklt.co.uk She will direct your concern to the most appropriate staff member for your child's Key Stage in the first instance.</p> <p>We are committed to working together with all members of our school community and would welcome your feedback.</p> <p>We seek to constantly evolve and develop provision for all our learners, ensuring 'Excellence for all.' This SEND information report declares our annual offer to learners with SEND but to be effective it needs the views of all parents/carers, learners, governors and staff.</p> <p>Link to complaints on the website?</p>	<p>There must be 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 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>
<p>15. Local Offer</p> <p>A link to NYCC 'Local Offer" can be found here: SEND local offer North Yorkshire County Council</p> <p>Other Useful links:</p> <p>Parents/Carers of students with SEND might find the following whole school policies useful which are available on the school website</p> <p>SEND Policy Special Educational needs & disabilities (SEND) policy Behaviour Policy Respectful relationships and Behaviour policy</p>	

Anti-Bullying Policy

[Bullying and harrassment policy](#)

Equality Policy

[Equality Scheme](#)

Accessibility Policy

[Accessibility policy](#)

Further support and guidance is available from: -

- NYCC SENDIASS (Special Educational Needs Disability Information Advice & Support Service

[Home - SENDIASS North Yorkshire](#)

SENDIASS link is Carol Watson: carol.watson@northyorks.gov.uk

- Government Advice

The Department for Education: SEND: guide for parents and carers'

[SEND - Advice for parents & carers](#)